Writers of narratives establish a clear sense of time and place while reawakening the people and events of the past.

Battle of Yorktown
Mapping the Musical

M Arnold
Mapping the Musical: Hamilton
Battle of Yorktown 1781

STATEMENT OF INQUIRY (BIG IDEA)
Writers of narratives establish a clear sense of time and place while reawakening the people and events of the past.

"Every heart has so much history. It's my favorite place to start. Sit down awhile and share your narrative with me. I'm not afraid of who you are." - Sara Groves

MATERIALS
HAMILTON The Revolution, being the complete libretto of the Broadway musical with a true account of its creation by Lin-Manuel Miranda
Hamilton the Musical audio CD, edited
Headphones
Rubric: CCSS ELA or Smarter Balance (link in Bibliography)
Unofficial Hamilton Timeline

Teachers Pay Teachers:
• US History – The War of Independence- Yorktown by Mrgrayhistory, $3 – if you don’t buy this pre-made set, you will need to make a blank map for the students to draw on or just use a white sheet of paper 😊
• Prove it or Lose it (The Hamilton Edition) by The Zoo Librarian pp 54-58, $12 – possible to not buy this one if you use online Unofficial Timeline

Optional:
• Battle of Yorktown Differentiated Activities by Bow Tie Guy and Wife
• Battle of Yorktown Warm Up/Review Lesson by Kris McIntosh
• Alexander Hamilton: Lesson Plan for the Musical by Students of History

Library of Congress
• Map Analysis Task Cards, Image Analysis Task Cards, Audio Visual Task Cards, and Document Task Cards (included)
• ARS Annotated Resource Set (included)
• Primary Source Analysis Tool (link in Bibliography)

OVERVIEW
This lesson can be stand alone however it is intended to be part of an IB MYP narrative writing unit. The unit focuses on how one can create a narrative from sources – historical records, primary sources – using the example of Hamilton, the Musical as a model. The summative unit project is a historical narrative essay of about 800 words. (Not International Baccalaureate IB? No worries! Just leave those pieces out!) This is a multi-disciplinary unit; the unit’s focus is not history based but instead focused on writing from sources. The in-depth historical component happens in our Individuals and Societies course.

In this lesson, students will investigate different media in order to create a map illustrating the locations of the French, British, and American armies at the Battle of Yorktown 1781. It is station based.

IB MYP Key concept: Creativity    AOI/Global Context: Personal and Cultural Expression

Related Concepts: Character, point of view, theme, narrative genre, dialogue
**Risk takers**: Risk-takers (courageous): We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Geography Essential Question**: How can maps illustrate events that happened during the Battle of Yorktown?

| STANDARDS | **National Geography Standard 17**: How to apply geography to interpret the past  
**Oregon Social Studies Standards:**  
- **Historical Knowledge 8.1** Evaluate continuity and change over the course of United States history by analyzing examples of conflict, cooperation, and interdependence among groups, societies, or nations  
- **Geography 8.10** Interpret maps to identify growth and development of the United States.  
**CCSS Language Arts and ELP:**  
- Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  
- Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W8.3a-e  
- ELP 6-8.3 An ELL can speak and write about grade-appropriate complex literary and informational texts and topics. |

**BACKGROUND** This lesson falls mid unit. Students’ background knowledge should include an understanding of Alexander Hamilton’s early life, the basics of the Revolutionary War, and Author’s Purpose (PIE). The song Yorktown (The World Turned Upside Down) is in Act One of the musical.

Using the Unofficial Timeline, students will have created a timeline of the events of the musical and converted the timeline into a story arc/plot diagram. (The climax centered on the duel.) This lesson is part of the rising action and will be the moment in history the students enter to write their narrative. Therefore, they need a solid grounding in the events of the battle.

**OBJECTIVES** Students will be able to create a map of British, French, and American forces using maps and information from the song Yorktown. I can...
American forces at the Battle of Yorktown.

Students will be exposed to primary sources from the American Revolution.

- Create a map with the locations of British, French, and American forces during the Battle of Yorktown
- With a partner, I can read different sources, secondary and primary, in order to create my map

**Form and Function:** Describing Location
Simple to Complex sentences using prepositions (e.g. beneath, within, behind, next to)
*consider having an anchor chart of prepositions available*

“The ____________ is (next to, beside, in front of, etc.) ____________.”

“The French travelled ____________ the river/the town and ____________.”

“The ____________ lay beneath the ____________.”

**Pre Assessment:** Post-Its/Padlet
**Formative:** Map of armies and their positions, station materials

**Summative:** Historical Narrative essay (800 words) using a consistent point of view and dialogue. Student takes on the persona of a person at the battle of Yorktown.

**Set Up:**
Have the agenda and objectives/targets written on the white board before students come in.

1. Warm Up/Anticipatory Set:
   - Use your standard warm-up procedure or skip this step
2. Have students read the “I can” objective and predict what primary and secondary sources are or what type they might encounter today as a quick formative pre-assessment – use Post-Its and have them stick it on the white board next to the objective (use different colored Post-Its for different class periods). Have iPads? Consider the website Padlet and post the objective there and have the students post virtual Post-Its to the board.
3. Modeling: Stations
   - Have a student read the objective aloud and ask another student to repeat the objective but in their own terms/“kid speak” – remind them what the target is
   - Use the classroom management technique you prefer for stations (GROUPS, jobs, etc.). Re-teach these practiced expectations if needed (rotating around my room table-to-table, waiting for timer to begin, inside voices, treating materials with respect, walking.)
   - Remind students that they will be risk-takers today by working cooperatively to explore new ideas and we don’t give up when it gets hard. –Have students shout out ideas on how to not give up

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1 Numbers refer to the 30 SIOP Features found on most SIOP checklists, example checklist here: [https://sites.google.com/site/delanophysics/siop](https://sites.google.com/site/delanophysics/siop)
<table>
<thead>
<tr>
<th>SUBJECT</th>
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<th>UNIT</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature &amp; Language</td>
<td>Arnold</td>
<td>Y3 (8)</td>
<td>Narrative</td>
<td>150 minutes</td>
</tr>
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- Alternative: You can also use each station as one lesson and make this a 5-day mini unit if you prefer more of a teacher led setting

4. Stations
   a. Have the task cards and materials either in buckets or already out at each station. Set a time limit for each station – this helps keep students on task. If you do all the stations proposed, start with 15 minutes and adjust from there. You can eliminate a station if it doesn’t work for you! Or double up, have two sets of three stations – make it yours!
   b. Monitor! Monitor! Monitor! Use a checklist on a clip board so you can write anecdotal notes in the moment.

5. Exit Ticket/Wrap Up: On a half sheet of paper, have students answer the essential question. Tech savvy? Have the students respond on PollEverywhere or Socrative.

**Grading:** You can use the IB rubric for criterion A, B, C, and D – this is a proprietary rubric, so if you are not an IB school please use what you are comfortable with. The Smarter Balance Writing Task rubric is linked in the bibliography. In IB formative assessments are not graded.

**Extension Activities:**
- Write a biography of one of the key people involved
- Create a political cartoon of the battle
- Create a comic strip of the battle
- Write from the perspective of a British soldier or a French soldier
- Write a poem for two voices comparing the experiences of a British Vs American or French solider
- Create a game board (Candyland) of the battles of the Revolutionary War
- Read a Rev. War novel
- Paul Revere’s Midnight Ride – narrative as poetry
- TPR (Total Physical Response) the battle or write a Reader’s Theater play
- *The Duel: The Parallel Lives of Alexander Hamilton and Aaron Burr* by Judith St George
<table>
<thead>
<tr>
<th>Station</th>
<th>Materials</th>
<th>Activity</th>
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</table>
| **Music**    | 1) Yorktown from Hamilton (Audio CD or CBS YouTube video)  
               2) The World Turned Upside Down (Davis) – Printed  
               3) Audio Analysis Task Card(s)  
               *Photocopies of pp 121-123 from *Hamilton the Revolution 2016 | Students listen to the song Yorktown one time through, then they watch the CBS 70th Tony Awards video of the same song. After the second listen, students use the Unofficial Timeline (or the photocopied pages) to read the annotations that go with the song. Last they complete pages 54-58 from Prove it or Lose it (The Hamilton Edition).  
               *Students can use the Library of Congress Audio-Visual Analysis task cards while listening too.*  
| **Map Analysis** | 1) Library of Congress maps (ARS below) – you may want to zoom in on Yorktown  
               2) Map Analysis Task Cards | Students use the Library of Congress Map Analysis task cards while viewing a variety of primary source maps, both past and contemporary. Chose the task card that works best for you. Each has different questions and all 12 will be overwhelming, so choose one from each category. Consider using legal sized paper with analysis questions printed on it as a “graffiti wall” where students can write their responses – formative check in.  
| **Image Analysis** | 1) Library of Congress images (ARS)  
               2) Battle of Yorktown Warm Up/Review Lesson by Kris McIntosh (optional)  
               3) Image Analysis Task Card(s) | Students use the Library of Congress Image Analysis task cards while viewing a variety of primary source images. Chose the task card that works best for you. Each has different questions and all 12 will be overwhelming, so choose one from each category. Students can jot down their answers on a graphic organizer (Cornell Notes) or on lined paper.  
               *McIntosh items are optional but do add depth to the station by having students consider the images on stamps.*  
| **Literature** | 1) Ebenezer Denny  
               2) letters from Washington to Cornwallis  
               3) (optional) Battle of Yorktown Differentiated Activities by Bow Tie Guy and Wife | Students read short passages written by men at the battle. *(Short Bio pages of Denny, Washington, and Hamilton, might be useful depending on your class’s background knowledge.)*  
               Pick and choose which pieces of the resource packet by Bow Tie Guy and Wife you wish to use. I wanted the pieces that focused on quotes from the battle.  
| **Map Creation** | 1) US History – The War of Independence- Yorktown by Mrgrayhistory  
               2) Printed written instructions | This is the crux of the whole lesson – buy this resource from Teachers Pay Teachers! Once you have a license, you can download and edit his resources. Change up the map by duplicating the answer key slide and then deleting the icons off of it so the final map matched the answer key and was easier for students to compare theirs with mine. |
<table>
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<tr>
<th>Interactive Notebook</th>
<th></th>
<th>If you do not use the TpT maps, you can give students blank white paper and have them create the entire map themselves. Be willing to spend more time here as it will double the amount of student work time!</th>
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</thead>
<tbody>
<tr>
<td>1) Alexander Hamilton: Lesson Plan for the Musical by Students of History</td>
<td></td>
<td>Optional station – you may want to use these if you have ELL level 2 or Special Ed students that need extra support. All of my students have Comp. notebooks that we use for notes and other activities. Students complete the interactive pages and paste them into their notebook.</td>
</tr>
<tr>
<td>2) Composition Notebook</td>
<td></td>
<td></td>
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<tr>
<td>3) Glue Stick</td>
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BIBLIOGRAPHY


<table>
<thead>
<tr>
<th>Annotated Resource Set</th>
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</thead>
<tbody>
<tr>
<td><strong>Battle of Yorktown</strong></td>
</tr>
<tr>
<td>- only use pages that apply to Yorktown, may want to screen shot a zoomed in view of the area</td>
</tr>
<tr>
<td>Ebenezer Denny Diary</td>
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<tr>
<td>----------------------</td>
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<tr>
<td>Diary entry from 1781 October, goes over cease fire at the end of the Battle of Yorktown</td>
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</tbody>
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http://www.military.com/Content/MoreContent?file=denny_09  
https://www.loc.gov/item/2002736847/  
https://www.loc.gov/resource/g3884y.ar146100/  
https://www.loc.gov/item/gm71002181/  
https://www.google.com/maps/place/Yorktown,+VA/@37.2420393,-76.5099283,14.03z/data=!4m5!3m4!1s0x89b07e35244f:0x4975b4e85c250c918m2i3d37.238755614d-76.5096731  
http://www.genealogy.com/ftm/p/a/r/David-P-Parker/PHOTO/0043photo.html
**Your job...**

1. Listen to the song Yorktown one time - focus on the music
2. Watch the CBS 70th Tony Awards video of the same song - pay attention to the movement
3. Use the Unofficial Timeline to read the annotations that go with the song - explore the lyrics!
4. Choose a Task Card and answer the questions in your composition journal. **Use IQIYA!**

Complete pages 54-58 from *Prove it or Lose it (The Hamilton Edition).*

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**MAP ANALYSIS**

**Your job...**

1. Choose one Observe, Reflect, Question Task Card per person (you should have three each)
2. Choose a map and answer the questions based off the map. Write your answers in your composition notebook. **Use IQIYA!**

As a group, answer the question on the group poster - hint: its hanging on the white board.
Your job…

1. Choose one Observe, Reflect, Question Task Card per person (you should have three each)

2. Choose a document and answer the questions based off the passage/excerpt. Write your answers in your composition notebook. **Use IQIYA!**
Your job...

1. Using the blank map template, recreate the location of the British, French, and American armies and summarize the battle.

2. You can use your notes! You can revisit the maps and other sources! Your map must have:
   - A key/legend, compass rose, title, cartographer’s name, date
   - Location of the British forces, American Forces, and French forces
   - Location of the British and French ships
   - Location of the cannons
   - Label Yorktown and Gloucester and the river

Your job...

1. In your composition notebook, complete the interactive notebook pages

Hint!! Write on the pages, then cut them out, lastly glue them in!
A Map of Yorktown, Virginian 1781

A map depicting the positions of the American and Allied French forces as they confronted the British forces of Lord Cornwallis in 1781.

Parker 2016

Link
Côte de York-town à Boston: Marches de l'armée

Created 1782      Scale ca. 1:650,000.
Manuscript, pen-and-ink and watercolor.       Oriented with north toward the upper right.
Key map of the route of march of Comte de Rochambeau's army from Providence, R.I., to Yorktown, Va., and the return march to Boston.
Original version: To His Excellency Gen'l Washington, commander in chief of the armies of the United States of America, this plan of the investment of York and Gloucester has been surveyed and laid down, and is most humbly dedicated / by His Excelency's obedient and very humble servant, Sebast'n Bauman, major of the New York or 2nd Reg't of Artillery ; R. Scot, sculp. Philad[elphia : s.n.], 1782. This plan was taken between the 22nd & 28th of October, 1781.
Yorktown (Va.) Seige, 1781


Link
Bushing Tavern: Five Miles from Yorktown

1 print : engraving.  1788

Link
HMS Norwich and HMS Success are depicted in front of Yorktown, Virginia in 1756. This view was produced by midshipman John Davis who served aboard one of the British ships. It is the earliest view of Yorktown known to exist. This image is courtesy of cdlib.org.

[Link]
Google Earth
Yorktown 2016
Google Earth - Satellite of Yorktown 2016
Google Earth - street view - Yorktown 2016
Looking towards Gloucester
The painting Surrender of Lord Cornwallis by John Trumbull is on display in the Rotunda of the US Capitol. The subject of this painting is the surrender of the British army at Yorktown, Virginia, in 1781, which ended the last major campaign of the Revolutionary War.
Surrender of Lord Cornwallis

Key

1. Count Deuxponts
   Colonel of French Infantry
2. Duke de Laval Montmorency
   Colonel of French Infantry
3. Count Custine
   Colonel of French Infantry
4. Duke de Lauzun
   Colonel of French Cavalry
5. General Choisy
6. Viscount Viomenil
7. Marquis de St. Simon
8. Count Fersen
   Aide-de-camp of Count Rochambeau
9. Count Charles Damas
   Aide-de-camp of Count Rochambeau
10. Marquis Chastellux
    Admiral
11. Baron Viomenil
    Admiral
12. Count de Barras
    Admiral
13. Count de Grasse
    Admiral
14. Count Rochambeau
    General en Chef des Francais
15. General Lincoln
    Colonel of American Artillery
16. E. Stevens
    Commander in Chief
17. General Washington
    Aide-de-camp to General Washington
18. Thomas Nelson
    Secretary to General Washington
19. Marquis Lafayette
20. Baron Steuben
21. Colonel Cobb
22. Colonel Trumbull
24. General Gist, Maryland
26. General Hand, Pennsylvania
27. Adjutant General
    Gen. Peter Muhlenberg, Pennsylvania
    Commander of Artillery
29. Lieut. Col. E. Huntington
    Acting Aide-de-camp of General Lincoln
30. Col. Timothy Pickering
    Quartermaster General
31. Col. Alexander Hamilton
    commanding Light Infantry
32. Col. John Laurens, South Carolina
33. Col. Walter Stuart, Philadelphia
34. Col. Nicholas Fish, New York

At Yorktown Va. October 19th, 1781.
The portraits of the French Officers were obtained in Paris 1777 and painted by Trumbull from the living men in the house of Jefferson then Minister to France from the United States.
Battle of Yorktown

Differentiated Activities by Bow Tie Guy and Wife

Quotes from the Battle of Yorktown

"We must take Cornwallis or be all dishonored*"
- General Washington talking to Lafayette on the way to Yorktown.

"There are between thirty and forty sail with in the corpus [Cornwallis] and some of them very big."
- Lord Cornwallis reporting the size of the French and American fleet at Yorktown.

"My dear little General, I have been here in this world a long time and I have seen a great many things, but I never saw a more splendid show."
- Cornwallis referring to the French and American fleet.

"Be prepared, for the French are coming in a great fleet, and the only way I can save Yorktown is to hold on with my right hand and face them with my left."

"In that case, our only hope is to fight them with our right hand, and our left hand we hold towards Yorktown."

"Against so powerful an adversary I cannot, without the title of monstrosity, combat alone."
- Cornwallis regarding the French and American bombardment.

"Oh, God! It's all over."
- Lord Cornwallis learned of the surrender of Cornwallis to the British Parliament when he learned of Cornwallis' surrender.
Battle of Yorktown
Differentiated Activities by Bow Tie Guy and Wife
Battle of Yorktown
Differentiated Activities by
Bow Tie Guy and Wife
Available for purchase on Teachers Pay Teachers
Prove It or Lose It!

Hamilton Edition

Available for purchase on Teachers Pay Teachers

Prove it or Lose it (The Hamilton Edition) by The Zoo Librarian

pp 54-58
October 18, 1781

In the morning, before relief came, had the pleasure of seeing a drummer mount the enemy’s parapet, and beat a parley, and immediately an officer, holding up a white handkerchief, made his appearance outside their works; the drummer accompanied him, beating. Our batteries ceased. An officer from our lines ran and met the other, and tied the handkerchief over his eyes. The drummer sent back, and the British officer conducted to a house in rear of our lines. Firing ceased totally.

Several flags pass and repass now even without the drum. Had we not seen the drummer in his red coat when he first mounted, he might have beat away till doomsday. The constant firing was too much for the sound of a single drum; but when the firing ceased, I thought I never heard a drum equal to it—the most delightful music to us all.

Ebenezer Denny

Ebenezer Denny of Pennsylvania was a Major in the Continental Army. His journal offers one of the best eyewitness accounts of events that led to the capture of British General Cornwallis’ army at Yorktown, Virginia, in 1781. This was the last major battle of the American Revolution.

In his words...

As the Continental Army closed around the British stronghold at Yorktown, Captain Denny described the scene, "Army encamped on the banks of the James River; part of the French fleet in full view."
His journal entry dated September 14, 1781, continues into further detail of the encampment:
General Washington Arrived; our brigade was paraded to receive him. Officers all pay their respects. He stands in the door, takes every man by the hand; the offices all pass in, receiving his salute, and shake hands. This is the first time I have seen the General.

October 15, 1781, the siege at Yorktown begins:
Siege operations were at once commenced; the fighting became very warm on all sides, and the siege works were pushed with great vigor. Easy digging. light, sandy soil. A shell from one of French mortars set fire to a British frigate; she burned to the water's edge and then blew up; made the earth shake.

October 17, 1781, The Surrender of Cornwallis:
Had the pleasure of seeing a drummer mount the enemy's parapet and beat a parley and immediately an officer, holding up a white handkerchief, made his appearance. An officer from our line ran and met him and tied the handkerchief over his eyes, and thus was the great event of the surrender of Cornwallis accomplished.
The World Turned Upside Down

If buttercups buzz'd after the bee,
If boats were on land, churches on sea,
If ponies rode men and if grass ate the cows,
And cats should be chased into holes by the mouse,
If the mamas sold their babies
To the gypsies for half a crown;
If summer were spring and the other way round,
Then all the world would be upside down.

The ballad was first published on a broadside in 1643 to be sung to the tune When the King Enjoys His Own Again.

Tradition has it that when Cornwallis surrendered at Yorktown (1781) the British played this tune. There is some debate as to whether that is myth or fact.
ANALYSIS TASK CARDS

Based off of the Primary Source Analysis Tool from Teaching with Primary Sources from the Library of Congress.

Use: Each card has 3-4 questions for each section of the Primary Source Tool, use one or all four to analyze an image, document, audio, or map. Combine with the digital Primary Source Analysis Tool for a written assessment component or use alone.

Great for stations or small group work!

Primary Source Analysis Tool
Task 1: Answer the following questions
What is the title of this map?
What is the date of this map? When was this map published? Are there other dates referenced on this map?
Who is the author or cartographer of this map? Who produced this map?

Task 2: Answer the following questions
What area of the world does this map represent? Does this map show a large area of the Earth's surface or a small area? What is the scale of this map?
Are there words on this map? If the words are not in English, can you identify what language is used?
What kinds of symbols are on this map?

Task 3: Answer the following questions
What kinds of labels are on this map?
What colors are on the map?
Is there a legend on the map?

Task 4: Answer the following questions
What kind of grid (latitude-longitude, alphanumeric) does the map use?
What is the orientation of this map? How can you tell directions on this map?
What kinds of symbols are on this map?
Task 1: Answer the following questions
What was the most likely purpose for this map? How do you know?

What do you know about this time period? What do any other dates on this map represent?

Does this map illustrate or describe spatial patterns (movement, connections, etc.)?

Describe the spatial patterns illustrated on this map (movement, connections, ecosystems, etc).

Task 2: Answer the following questions
What was the motivation of the organization or person making the map?

Have you ever seen a map similar to this one?

What features on the map represent place, region, and/or theme?

What does the map show (physical characteristics, human patterns)?

Task 3: Answer the following questions
How does this map represent and/or illustrate geographic themes (places, regions, human-environment interaction, movement, physical systems, etc.)?

What is the bias or point of view of this map?

Task 4: Answer the following questions
How does this map compare to current maps of this place? How does this map prepare people today to deal with issues today?

What other information can you infer from the map?

What seems to be missing from the map?
Map Analysis: QUESTION

**Task 1:** Answer the following questions
Why is the map significant or important?

What is the significance of the date of the map? How does this map connect to other time periods and the time period under study?

If you were the cartographer, how could you change this map? How could you use this map to understand the present?

Map Analysis: QUESTION

**Task 2:** Answer the following questions
How does this map illustrate human, physical, economic, societal, cultural, and political conditions for the time when the map was made?

What sources may have been used to make this map?

How could you (as an individual) use this map?

Map Analysis: QUESTION

**Task 3:** Answer the following questions
How can you use this map to connect with situations today and predict what might happen in the future?

How does this map connect to other primary, secondary, or tertiary resources?

Map Analysis: QUESTION

**Task 4:** Answer the following questions
What else did you observe about the map? What questions do you have about this map? What other information do you need to make sense of this map?

About what does this map leave you curious?
Task 1: Answer the following questions

What is the title of this audio-video?
What is the date of this audio-video?
Who is the author of this audio-video?
Who is featured in the audio-video? What are their roles?

Task 2: Answer the following questions

What type (documentary, CD, movie, YouTube, and other types) of audio-video is this?
What sounds do you hear (such as animals, music, noise and other sounds)?
Are there words in this audio-video? If the words are not in English, can you identify what language is used?

Task 3: Answer the following questions

Are there any pieces of information on this audio-video that you could not get from another source?
Does the audio-video mention, show or refer to aspects of human geography (such as people, architecture, transportation systems)?
Does the audio-video refer to or name specific geographic features or locations (such as a city or a mountain)?

Task 4: Answer the following questions

Does the audio-video mention, show or refer to aspects of physical geography (landforms and weather)?
Does the audio-video refer to or name specific geographic features or locations (such as a city or a mountain)?
Task 1: Answer the following questions

Are there clues in the audio-video that can tell you where and when it was recorded?

What do you know about this time period? What do you know about this place during that time? What do other dates on this audio-video represent?

Task 2: Answer the following questions

Describe the spatial patterns illustrated on this audio-video (movement, connections, ecosystems, other geographic themes). What features on the audio-video determine place, region, and/or theme?

How does this audio-video represent and/or illustrate geographic themes (regions, locations, human-environment interaction, etc.)?

Task 3: Answer the following questions

Does the audio-video represent world culture? Regional culture? Local culture?

Find the place(s) referred to in the audio-video on a map.

Task 4: Answer the following questions

What was the motivation of the organization or person making the audio-video?

How does this audio-video compare to current recordings of this place? How does this recording prepare people today to deal with issues today?
Task 1: Answer the following questions

Why is the audio-video geographically significant or important?

What is the significance of the date of the audio-video? How does this audio-video connect to other time periods and the time period under study?

What sources may have been used to make this audio-video?

Task 2: Answer the following questions

How does this audio-video illustrate human, physical, economic, societal, cultural, and political conditions for the time when the audio-video was made?

How does this audio-video connect to other primary, secondary, or tertiary resources?

Task 3: Answer the following questions

Do you see any bias / perspective in this audio-video? Why does the audio-video have a bias or point of view?

How can you use this audio-video to explain the themes of geography and the geography standards?

Task 4: Answer the following questions

What else did you observe about the audio-video? What questions do you have about this audio-video?

What other questions do you have about the geography of the audio-video?

Can you identify any audio-video pieces today that address a similar issue? What might those be? Why are they similar?
Task 1: Answer the following questions
What is the title of this audio-video?
What is the date of this audio-video?
Who is the author of this audio-video?
Who is featured in the audio-video? What are their roles?

Task 2: Answer the following questions
What type (documentary, CD, movie, YouTube, and other types) of audio-video is this?
What sounds do you hear (such as animals, music, noise and other sounds)?
Are there words in this audio-video? If the words are not in English, can you identify what language is used?

Task 3: Answer the following questions
Are there any pieces of information on this audio-video that you could not get from another source?
Does the audio-video mention, show or refer to aspects of physical geography (landforms and weather)?

Task 4: Answer the following questions
Does the audio-video mention, show or refer to aspects of human geography (such as people, architecture, transportation systems)?
Does the audio-video refer to or name specific geographic features or locations (such as a city or a mountain)?
Task 1: Answer the following questions

Are there clues in the audio-video that can tell you where and when it was recorded?

What do you know about this time period? What do you know about this place during that time? What do other dates on this audio-video represent?

Task 2: Answer the following questions

Describe the spatial patterns illustrated on this audio-video (movement, connections, ecosystems, other geographic themes). What features on the audio-video determine place, region, and/or theme?

How does this audio-video represent and/or illustrate geographic themes (regions, locations, human-environment interaction, etc.)?

Task 3: Answer the following questions

Does the audio-video represent world culture? Regional culture? Local culture?

Find the place(s) referred to in the audio-video on a map.

Task 4: Answer the following questions

What was the motivation of the organization or person making the audio-video?

How does this audio-video compare to current recordings of this place? How does this recording prepare people today to deal with issues today?
Task 1: Answer the following questions

Why is the audio-video geographically significant or important?

What is the significance of the date of the audio-video? How does this audio-video connect to other time periods and the time period under study?

What sources may have been used to make this audio-video?

Task 2: Answer the following questions

How does this audio-video illustrate human, physical, economic, societal, cultural, and political conditions for the time when the audio-video was made?

How does this audio-video connect to other primary, secondary, or tertiary resources?

Task 3: Answer the following questions

Do you see any bias / perspective in this audio-video? Why does the audio-video have a bias or point of view?

How can you use this audio-video to explain the themes of geography and the geography standards?

Task 4: Answer the following questions

What else did you observe about the audio-video? What questions do you have about this audio-video?

What other questions do you have about the geography of the audio-video?

Can you identify any audio-video pieces today that address a similar issue? What might those be? Why are they similar?
Task 1: Answer the following questions

What is the form of the image (painting, print, photograph, drawing)?

Can you determine who created the image?

What words are on the image?

What dates are on the image?

Task 2: Answer the following questions

Is the image black and white or in color?

What type of medium was used? (oil and canvas, pen and ink, carving)

Describe who is in the image.

Task 3: Answer the following questions

Are there objects in the image? Do you recognize them? What are they used for?

Describe the landscape and physical features in the image.

What geographic event / issue / problem does this image illustrate?

Task 4: Answer the following questions

What types of buildings are in the image?

What types of transportation are in the image?
Task 1: Answer the following questions

What languages do the words represent?
If there is no date, when do you think the image was made?
What place or region does this image show?

Task 2: Answer the following questions

Can you identify a geographic theme (region, place, movement, physical system, human environment interaction, etc.) for this image?
What is the most likely purpose (audience) for this image?

Task 3: Answer the following questions

How does this image compare to a current image on the same topic?
What seems to be missing from the image?
What inferences or connections can you make from the image?

Task 4: Answer the following questions

Describe the spatial patterns illustrated in this image. These patterns might be in the people, transportation, buildings, or landscape.
Task 1: Answer the following questions

How do the clothing, buildings, transportation and/or landscape reflect the economic, political, or societal conditions for the time when the image was created?

What was the likely motivation of the creator of the image? (Why did he/she make it?)

Task 2: Answer the following questions

What is the bias or point of view of this image?

How does this image connect to other documents, maps, recordings, images, or artifacts?

Why is this image significant?

Task 3: Answer the following questions

Why would certain people or characteristics of the landscape be missing from this image?

What geographic questions would you like to ask the creator of this image?

Would it be difficult to find the location of this image? Explain why or why not.

Task 4: Answer the following questions
Movement: Summarize why Cornwallis decided to move his army to Yorktown.

Trapped: Summarize why the British were unable to escape.

Result: Summarize what the result of the Battle of Yorktown was.
US History – The War of Independence - Yorktown
by Mrgrayhistory
Available for purchase on Teachers Pay Teachers
US History – The War of Independence - Yorktown by Mrgrayhistory

Available for purchase on Teachers Pay Teachers
In May of 1781 the leader of the British forces in the south, General Cornwallis, decided to retreat to the port of Yorktown where he could receive supplies and reinforcements from the British fleet. General Washington found out about this plan from spies and saw that he now had a chance to trap the British. On August 19th, Washington met up with a force of 6,000 French soldiers just north of New York and then marched as quickly as he could. At the same time, a large French fleet under Admiral de Grasse was sailing up from the Caribbean to the tip of the Chesapeake Bay. Some ships of the fleet then picked up Washington's army and transported it to the area around Yorktown. Washington’s American forces took up positions to the south of the town while the French took up positions to the west and northwest. French and American forces also cut off the town of Gloucester across the James River where the British also had soldiers. The French ships then blockaded Yorktown from the sea by cutting off access to the Chesapeake Bay.

On September 5th, a British fleet attempted to break through the French blockade but was beaten back. General Cornwallis then retreated from his outer defenses which were quickly occupied by the Americans and French.

Washington then ordered that a large number of canons be brought up and aimed at the town. By October 9th the French and Americans had a large number of canons in place. Over the next few days they continually fired on the town, day and night, so that the British could not make repairs. Cornwallis then ordered that a dozen of his own ships be sunk in Yorktown’s harbor to defend against an attack from the sea.

By October 14th the allies had moved several hundred meters closer to Yorktown. That night they launched a huge attack during which men used axes to break through the British defenses and capture several more forts. On the morning of October 16th, General Cornwallis attempted to evacuate his army across the James River to Gloucester but a sudden storm struck and the British were running out of supplies. In desperation, that evening they ordered their African-American laborers, many of whom were runaway slaves, to be sent out of Yorktown into the no-man's-land between the two armies where many died. With the bombardment getting heavier, and no hope of reinforcements getting through the French blockade, Cornwallis and his senior commanders prepared to surrender.

On the morning of October 17th a British drummer appeared followed by an officer waving a white handkerchief. On October 19th the British officially surrendered. The ordinary British soldiers were to be held as prisoners of war while the officers would be allowed to return to England. Cornwallis himself refused to meet with Washington or to attend the ceremony of surrender. At the same time the British forces in Gloucester also surrendered. In total the allies managed to captured over 8,000 British soldiers.

Summarize why Cornwallis decided to move his army to Yorktown.

Summarize why the British were unable to escape.

Summarize what the result of the Battle of Yorktown was.
US History – The War of Independence - Yorktown

by Mrgrayhistory

Available for purchase on Teachers Pay Teachers
CREATING A SENSE OF PLACE:
CRATER LAKE NATIONAL PARK
By Tabitha Richards

Overview:
Students will use primary and secondary sources to explore this lesson which will facilitate student exploration of the understanding and importance of a sense of place in relation to National Parks, specifically Oregon’s Crater Lake.

National Geography Standards:
Standard 4: The physical and human characteristics of places
Standard 6: How culture and experience influence people’s perceptions of places and regions

Oregon Geography Content Standards:
Standard 7: Locate and examine physical and human characteristics of places and regions, their impact on developing societies, and their connections and interdependence.
HS.16. Analyze the interconnectedness of physical and human regional systems (e.g., a river valley and culture, water rights/us in regions, choice/impact of settlement locations) and their interconnectedness to global communities.

Connections to Common Core:
9-10.RH.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Objectives:
Essential Question: How do National Parks affect the human sense of place?
Standard 4: The interaction of physical and human systems result in the creation of and changes to places: Therefore, the student is able to explain:
How physical or human characteristics interact to create a place by giving it meaning and significance, as exemplified by being able to:
Describe and clarify how community identities are formed by the characteristics of a place, Crater Lake, as a destination and recreational area.
Explain how human mythology can create special meaning and significance to Crater Lake.
How physical or human characteristics interact to change the meaning and significance of places, as exemplified by being able to:
Explain how the physical features in Southwest Oregon made it a favorable location to designate as a National Park.

Grade Levels: 9-12 Time: Three to Four 55 minute class periods = 165 - 220 minutes total
Materials: As long as you have access to the internet you can use the Prezi at https://prezi.com/boenshnqhsc9/crater-lake-national-park/, if not see the following and attached.

For Students:
- **Mazama: Legend of the Pacific Northwest.** Uxbridge Community Concert Band. Composed by Jay Chattaway – not included in this document, follow link https://www.youtube.com/watch?v=RbvJpjaR-5g
- AudioVisual Analysis Tool – included
- **Crater Lake, Ore. C, 1909 – 8 X 10 included or https://www.loc.gov/item/2007662708 for projection**
- Image Analysis Tool - included
- Primary Source Document Outlining Crater Lake National Park’s physical area – 8 X 10 included or https://archive.org/details/reportonwindcave00unit for projection
- Document Analysis Tool - included
- Crater Lake National Park Map - 8 X 10 included or https://www.loc.gov/item/97684223 for projection
- Map Analysis Tool – included
- Crater Lake History – 8 X 10 included or https://www.nps.gov/crla/planyourvisit/upload/2010-history.pdf for projection or print out
  - If no internet *Historic Resource Study, Crater Lake National Park, Oregon, 1984* for background information - included

For Teacher:
- **Crater Lake National Park A Sense of Place Prezi if possible** (https://prezi.com/boenshnqhsc9/crater-lake-national-park/)
- Blank Primary Source Analysis Tool – included or http://www.loc.gov/teachers/primary-source-analysis-tool/ to have students work online
- Official Writing Scoring Guide Work Sample Scoring/Feedback Form – included or http://www.ode.state.or.us/wma/teachlearn/testing/resources/es_worksample_feedback-form-writing.pdf

Background:
What is sense of place? Geography and history help define our sense of place; how people view earth’s processes adds myth and legend to the land surrounding us. This is a stand alone lesson to connect the importance of our sense of place to our National Parks

Procedures:
**Day 1:**
1. Share the Theodore Roosevelt quote: “It is to be hoped that the days of mere wasteful, boastful slaughter are past, and that from now on the hunter will stand foremost in working for the preservation and perpetuation of the wild life, whether big or little.” (Lunde, 81)
   Through a class discussion have the students participate in a knowledge check on how humans had been interacting with the natural environment, especially in the western United States.
2. After the knowledge check discussion define sense of place: “Either the intrinsic character of a place, or the sense meaning people give to it, but, more often, a mixture of both. Sense of place... is an umbrella concept that includes all the other concepts—attachment to place, national identity, and regional awareness... The messages transmitted are not neutral, but rather they reflect the subjective senses of the beholder or the perceptions of 'society'.“ (Sense of Place - Oxford Reference)

3. In order to prompt students to begin thinking and making connections ask the question: How do National Parks affect the human sense of place?


5. Following, share U.S. National Park Service history of Crater Lake https://www.nps.gov/crla/planyourvisit/upload/2010-history.pdf. Discuss the information, then have students write responses to: a. Describe and explain how community identities are formed by the characteristics of a place, Crater Lake as a destination and recreational area, and b. Explain how human mythology have created special meaning and significance in connection with Crater Lake.

Day 2:

1. Review Day 1.


4. Show National Park Service primary source map Crater Lake. Have students fill out Map Analysis Tool with a Geographic Lens. Follow-up: Have students explain how the physical features in Southwest Oregon made it a favorable location to designate as a National Park.

Day 3 and beyond:
See Summative assessment in Assessment section below.
Assessment:
Formative assessments are the Primary Source Analysis Tools, and use of the Analysis tools as Exit Tickets.

Summative assessment: Students will use completed Analysis tools and responses to the Standards prompts to answer the Essential Question in an essay.
   How do National Parks affect the human sense of place? Describe and clarify how community identities are formed by the characteristics of a place, Crater Lake, as a destination and recreational area. Explain how human mythology can create special meaning and significance to Crater Lake. Explain how the physical features in Southwest Oregon made it a favorable location to designate as a National Park.
This assessment will be scored using the Official Writing Scoring Guide Work Sample Scoring/Feedback Form (attached) and following the Oregon Department of Education Official Writing Scoring Guide (attached). This essay may be used as a writing piece to meet requirements for graduation if done in class under supervision.

Extensions and/or Adaptations:
Extension:
Standard 6: People can view places and regions from multiple perspectives Therefore, the student is able to explain: How and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religior politics, social class, and economic status, as exemplified by being able to
   Explain how and why people are willing to pay to use and/or maintain National Parks.
   Explain how and why groups of people may view Crater Lake National Park differently (e.g., Harney Peak, South Dakota, viewed by the Lakota Sioux or the US Forest Service; Mount Fuji viewed by Japanese citizens or foreign tourists).

Adaptations:
For younger students, remove questions from or require fewer questions to be responded to on the Primary Source Analysis Tools. Have them respond to the Standards prompts, but do not require an essay, or simply have them respond in paragraphs.
Sources:


### Audio-Visual Analysis Tool with a Geographic Lens

Teachers should select the questions that best fit the reason for geographically analyzing this audio-visual resource. Students should cite evidence as they answer the questions. Choose 4 from each column to answer.

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the title of this audio-video?</td>
<td>Are there clues in the audio-video that can tell you where and when it was recorded?</td>
<td>Why is the audio-video geographically significant or important?</td>
</tr>
<tr>
<td>Who is the author of this audio-video?</td>
<td>What do you know about this time period? What do you know about this place during that time?</td>
<td>What sources may have been used to make this audio-video?</td>
</tr>
<tr>
<td>What type (documentary, CD, movie, YouTube, and other types) of audio-video is this?</td>
<td>What do other dates on this audio-video represent?</td>
<td>How does this audio-video illustrate human, physical, economic, societal, cultural, and political conditions for the time when the audio-video was made?</td>
</tr>
<tr>
<td>What sounds do you hear (such as animals, music, noise and other sounds)?</td>
<td>Describe the spatial patterns illustrated on this audio-video (movement, connections, ecosystems, other geographic themes). What features on the audio-video determine place, region, and/or theme?</td>
<td>How does this audio-video connect to other primary, secondary, or tertiary resources?</td>
</tr>
<tr>
<td>Are there words in this audio-video? If the words are not in English, can you identify what language is used?</td>
<td>How does this audio-video represent and/or illustrate geographic themes (regions, locations, human-environment interaction, etc.)?</td>
<td>Do you see any bias / perspective in this audio-video? Why does the audio-video have a bias or point of view?</td>
</tr>
<tr>
<td>Are there any pieces of information on this audio-video that you could not get from another source?</td>
<td>Does the audio-video represent world culture? Regional culture? Local culture?</td>
<td>How can you use this audio-video to explain the themes of geography and the geography standards?</td>
</tr>
<tr>
<td>Does the audio-video mention, show or refer to aspects of physical geography (landforms and weather)?</td>
<td>Find the place(s) referred to in the audio-video on a map.</td>
<td>What else did you observe about the audio-video? What questions do you have about this audio-video?</td>
</tr>
<tr>
<td>Does the audio-video mention, show or refer to aspects of human geography (such as people, architecture, transportation systems)?</td>
<td>What was the motivation of the organization or person making the audio-video?</td>
<td>What other questions do you have about the geography of the audio-video?</td>
</tr>
<tr>
<td>Does the audio-video refer to or name specific geographic features or locations (such as a city or a mountain)?</td>
<td>How does this audio-video compare to current recordings of this place? How does this recording prepare people today to deal with issues today?</td>
<td>Can you identify any audio-video pieces today that address a similar issue? What might those be? Why are they similar?</td>
</tr>
</tbody>
</table>
Find original scanned at [https://www.loc.gov/item/2007662708](https://www.loc.gov/item/2007662708)
# Image (Photo, Print, Painting, etc.) Analysis Tool with a Geographic Lens

Teachers should select the questions that best fit their reasons for geographically analyzing this image. Students should cite evidence as they answer the questions. Choose 4 from each column to answer.

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the form of the image (painting, print, photograph, drawing)?</td>
<td>What languages do the words represent?</td>
<td>How do the clothing, buildings, transportation and/or landscape reflect the economic, political, or societal conditions for the time when the image was created?</td>
</tr>
<tr>
<td>Can you determine who created the image?</td>
<td>If there is no date, when do you think the image was made?</td>
<td>What was the likely motivation of the creator of the image?</td>
</tr>
<tr>
<td>What words are on the image?</td>
<td>What place or region does this image show?</td>
<td>What is the bias or point of view of this image?</td>
</tr>
<tr>
<td>What dates are on the image?</td>
<td>Can you identify a geographic theme (region, place, movement, physical</td>
<td>How is this image connect to other documents, maps, recordings, images, or artifacts?</td>
</tr>
<tr>
<td>Is the image black and white or in color?</td>
<td>system, human environment interaction, etc.) for this image?</td>
<td>Why is this image significant?</td>
</tr>
<tr>
<td>Describe who is in the image.</td>
<td>Describe the spatial patterns illustrated in this image. These patterns might be in the people, transportation, buildings, or landscape.</td>
<td>Why would certain people or characteristics of the landscape be missing from this image?</td>
</tr>
<tr>
<td>What types of buildings are in the image?</td>
<td>What is the most likely purpose (audience) for this image?</td>
<td>What geographic questions would you like to ask the creator of this image?</td>
</tr>
<tr>
<td>What types of transportation are in the image?</td>
<td>How does this image compare to current image on the same topic?</td>
<td>Would it be difficult to find the location of this image? Explain why or why not.</td>
</tr>
<tr>
<td>Are there objects are in the image? Do you recognize them? What are they used for?</td>
<td>What seems to be missing from the image?</td>
<td></td>
</tr>
<tr>
<td>Describe the landscape and physical features in the image.</td>
<td>What inferences or connections can you make from the image?</td>
<td></td>
</tr>
<tr>
<td>What geographic event / issue / problem does this image illustrate?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CRATER LAKE NATIONAL PARK.

By the act of Congress approved May 22, 1902 (32 Stat. L., 202), the tract of land bounded on the north by the parallel 43° 4′ north latitude, south by 42° 48′ north latitude, east by the meridian 122° west longitude, and west by the meridian 122° 16′ west longitude, having an area of 249 square miles, in the State of Oregon, and including Crater Lake, has been reserved and withdrawn from settlement, occupancy, or sale under the laws of the United States, and dedicated and set apart forever as a public park or pleasure ground for the benefit of the people of the United States, to be known as "Crater Lake National Park."
Document Analysis Tool with a Geographic Lens

Teachers should select the questions that best fit their reasons for geographically analyzing this document. Students should cite evidence as they answer the questions. Choose 4 from each column to answer.

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of document is this?</td>
<td>What is the purpose of this document?</td>
<td>Why is this document significant?</td>
</tr>
<tr>
<td>Have you seen a document like this before?</td>
<td>If you can identify who created the document, what do you know about the creator?</td>
<td>What is the point of view of this document?</td>
</tr>
<tr>
<td>When was this document written?</td>
<td>Can you tell what was an important issue or event at the time this document was made?</td>
<td>Is this point of view biased? How can you tell?</td>
</tr>
<tr>
<td>What is the title of the document?</td>
<td>What was important in the political, cultural, economic, or physical situation at the time this document was made?</td>
<td>What is the main idea of the document?</td>
</tr>
<tr>
<td>Who created this document?</td>
<td>In what context was this document created?</td>
<td>If you created this document today, what would be similar or different concerning the geography issues mentioned in the document?</td>
</tr>
<tr>
<td>Where was this document produced?</td>
<td>What can or did you learn from the document?</td>
<td>What do you wonder about for this document?</td>
</tr>
<tr>
<td>Does this document refer to a specific location?</td>
<td>If this document was created today, what would be similar or different?</td>
<td>What have you read that has been similar?</td>
</tr>
<tr>
<td>What are the text features of the document?</td>
<td>Can you identify any events or actions that this document is influenced by or connected to?</td>
<td>What question would you ask the author that is unanswered in the document?</td>
</tr>
<tr>
<td>How is the document organized?</td>
<td>Who is the intended audience for the document?</td>
<td></td>
</tr>
<tr>
<td>Is this a primary or secondary source?</td>
<td>Is there an event that triggered the creation of this document?</td>
<td></td>
</tr>
<tr>
<td>What geographic references are made in the document?</td>
<td>What facts can be learned from the document?</td>
<td></td>
</tr>
</tbody>
</table>
Map Analysis Tool with a Geographic Lens

Teachers should select the questions that best fit their reasons for geographically analyzing this map. Students should cite evidence as they answer the questions. Choose 4 from each column to answer.

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the title of this map?</td>
<td>What was the most likely purpose for this map?</td>
<td>Why is the map significant or important?</td>
</tr>
<tr>
<td>Who is the author or cartographer of this map? Who produced this map?</td>
<td>How do you know?</td>
<td>If you were the cartographer, how could you change this map? How could you use this map to understand the present?</td>
</tr>
<tr>
<td>What is the orientation of this map? How can you tell directions on this map?</td>
<td>Does this map illustrate or describe spatial patterns (movement, connections, etc.)?</td>
<td>How does this map illustrate human, physical, economic, societal, cultural, and political conditions for the time when the map was made?</td>
</tr>
<tr>
<td>Are there words on this map? If the words are not in English, can you identify what language is used?</td>
<td>Describe the spatial patterns illustrated on this map (movement, connections, ecosystems, etc).</td>
<td>What sources may have been used to make this map?</td>
</tr>
<tr>
<td>What kinds of symbols are on this map?</td>
<td>What was the motivation of the organization or person making the map?</td>
<td>How could you (as an individual) use this map?</td>
</tr>
<tr>
<td>What kinds of labels are on this map?</td>
<td>Have you ever seen a map similar to this one?</td>
<td>What else do you think should be included on the legend for this map?</td>
</tr>
<tr>
<td>What colors are on the map?</td>
<td>What features on the map represent place, region, and/or theme?</td>
<td>How can you use this map to connect with situations today and predict what might happen in the future?</td>
</tr>
<tr>
<td>Is there a legend on the map?</td>
<td>What does the map show (physical characteristics, human patterns)?</td>
<td>How does this map connect to other primary, secondary, or tertiary resources?</td>
</tr>
<tr>
<td></td>
<td>How does this map represent and/or illustrate geographic themes (places, regions, human-environment interaction, movement, physical systems, etc.)?</td>
<td>What else did you observe about the map?</td>
</tr>
<tr>
<td></td>
<td>What other information can you infer from the map?</td>
<td>What questions do you have about this map?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What other information do you need to make sense of this map?</td>
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<tr>
<td></td>
<td></td>
<td>About what does this map leave you curious?</td>
</tr>
</tbody>
</table>
# Primary Source Analysis Tool

## Observe

<table>
<thead>
<tr>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
</table>

## Further Investigation

Crater Lake has long attracted the wonder and admiration of people all over the world. Its depth of 1,943 feet (592 meters) makes it the deepest lake in the United States and one of the deepest lakes in the world. Its fresh water is some of the clearest found anywhere in the world. The interaction of people with this place is traceable at least as far back as the eruption of Mount Mazama. European contact was fairly recent, starting in 1853.

Original Visitors

A Native American connection with this area has been traced back to before the cataclysmic eruption of Mount Mazama. Archaeologists have found sandals and other artifacts buried under layers of ash, dust, and pumice from this eruption approximately 7,500 years ago. To date, there is little evidence indicating that Mount Mazama was a permanent home to people. However, it was used as a place for vision quests and prayer.

A Legendary Look at Formation

The spirit of the mountain was called Chief of the Below World (Llao). The spirit of the sky was called Chief of the Above World (Skell). Sometimes Llao came up from his home inside the earth and stood on top of Mount Mazama, one of the highest mountains in the region. During one of these visits, he saw the Makalak chief’s beautiful daughter and fell in love with her. He promised her eternal life if she would return with him to his lodge below the mountain. When she refused, he became angry and declared that he would destroy her people with fire. In his rage, he rushed up through the opening of his mountain and stood on top of it and began to hurl fire down upon them.

The mighty Skell took pity on the people and stood atop Mount Shasta to defend them. From their mountaintops, the two chiefs waged a furious battle. They hurled red hot rocks as large as hills. They made the earth tremble and caused great landslides of fire. The people fled in terror to the waters of Klamath Lake.

Two holy men offered to sacrifice themselves by jumping into the pit of fire on top of Llao’s mountain. Skell was moved by their bravery and drove Llao back into Mount Mazama. When the sun rose next, the great mountain was gone. It had fallen in on Llao. All that remained was a large hole. Rain fell in torrents, filling the hole with water. This is now called Crater Lake.
| Honoring the Past, Preserving for the Future | Early settlers and explorers did not hear about Crater Lake from the native inhabitants because this place is sacred to most Native Americans of Oregon and northern California. Makahs (now Klamath Indians) held the belief that this place was holy and that looking upon it required great power and strength.

Today, some Native Americans continue to choose not to view Crater Lake. Its beauty and mystery form a religious context, much like a cathedral. As you explore this place of earthly violence and unearthly quiet, honor its sacred qualities. |
|---|---|
| Pioneers | In the spring of 1853, seven miners from Yreka, California, stopped for supplies at Isaac Skeeter's mercantile store in Jacksonville, Oregon. (approximately 90 miles south of Crater Lake). They began bragging that they knew how to find the legendary "Lost Cabin" gold mine. Skeeters quickly gathered up ten other Oregonians and set out, using the information overheard in his store. The trip was financed by John Wesley Hillman, a 21 year old who had recently returned home from a successful trip to the California gold fields.

On June 12, three members from this party came upon a large body of water sitting in a huge depression. Hillman exclaimed that it was the bluest water he had ever seen. Skeeters suggested they name it "Deep Blue Lake".

Lack of provisions soon drove the miners down the mountains and back to Jacksonville where they reported the discovery of the lake. However, with no prospect of gold, there was no interest in confirming this discovery. It was soon forgotten. |
| Naming a Natural Wonder | In 1862, another party of Oregon prospectors explored this area of the Cascade Range. The leader, Chauney Nye, later wrote a short article for the Jacksonville Oregon Sentinel. His article stated, "The waters were of a deeply blue color causing us to name it Blue Lake." This was the first published description of the lake.

In the 1850s, hostilities between settlers and Native Americans developed in the area. In response, the U.S. Army established Fort Klamath, seven miles southeast of the present park boundary, in 1865. This led to the construction of a wagon road from Prospect to the Rogue River valley, to the newly established fort. On August 1, 1865, the lake was "rediscovered" by two hunters attached to the road crews. Several soldiers and civilians journeyed to see the new legendary lake. One of the participants, Sergeant Orson Stearns, climbed down into the caldera and became the first non-Native American to reach the shore of Crater Lake. Captain J.B. Sprague soon joined him and suggested they name it "Lake Majesty".

In July 1869, newspaper editor Jim Sutton and several others decided to visit the lake and explore it by boat. By August, a canvas boat had been constructed and lowered to the lake. Five people reached Wizard Island and spent several hours exploring the cinder cone. Sutton wrote an article describing the trip for his Jacksonville newspaper. He called it "Crater Lake". |
| A National Park | In 1879, a young boy in Kansas named William Gladstone Steel unwrapped his lunch, which was wrapped in a newspaper. As he ate, he read an article about an unusual lake in Oregon. The story sparked Steel's imagination. He vowed to see the lake for himself someday.

Two years later, Steel's family moved to Portland, Oregon, where another thirteen years passed before Steel finally gazed upon the beauty of Crater Lake. He was so moved that he decided that it should be preserved forever as a public park. His seventeen year quest to see Crater Lake established as a national park had begun.

In 1886, Steel assisted with the mapping of the lake, which had been undertaken by Clarence Dutton for the U.S. Geological Survey. During the original survey, soundings of the lake were conducted using a pipe and piano wire. The maximum depth determined by the survey was 1,996 feet (608 meters), only 53 feet off from the depth of 1,943 feet (592 meters) set by the survey of 2000.

Steel's proposals to create a national park met with much argument from sheep herders and mining interests. A fledgling conservation movement began in the late 1880's, greatly aiding Steel's efforts by promoting awareness of preserving national areas. In 1893, the lake received some protection as part of the Cascade Range Forest Reserve. For Steel, this was not good enough. He continued to work, and on May 22, 1902, Crater Lake finally became a national park. |
# Essential Skills

## Writing Work Sample Scoring/Feedback Form

### High School: Use with Oregon’s Official Writing Scoring Guide.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Rater:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Title:</td>
<td>Freshman Year:</td>
</tr>
<tr>
<td>__________ Expository __________</td>
<td></td>
</tr>
<tr>
<td>__________ Narrative __________</td>
<td></td>
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<tr>
<td>__________ Persuasive __________</td>
<td></td>
</tr>
<tr>
<td>Standards Addressed:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Aligned to Standards: Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets at “4” level or above on all required Process Dimensions: Yes/No</td>
<td></td>
</tr>
</tbody>
</table>

Bullets describe a score of 4. Checked boxes indicate areas that meet the standard. Empty boxes indicate areas that need improvement. Raters may mark the boxes and circle specific words. No other feedback beyond the Official Scoring Guide may be provided.

### IDEAS AND CONTENT

1. The student responses show:
   - The purpose is clear.
   - Main ideas are focused and easy to understand.
   - There are enough specific details.
   - Details are focused and related to the main ideas.
   - If outside sources are used, they are credible; information is accurate.

### ORGANIZATION

1. The student responses show:
   - The introduction is developed.
   - The ending is developed.
   - Transitions work.
   - The writing is easy to follow.
   - There are paragraph breaks.

### SENTENCE FLUENCY

1. The student responses show:
   - The writing is fairly easy to read aloud.
   - There is a natural flow of language.
   - Sentence structures have some variety.
   - Sentences begin in different ways.
   - Sentence lengths have some variety.

### CONVENTIONS

1. The student responses show:
   - End-of-sentence punctuation is correct (few or no run-ons, fragments, comma splices).
   - Spelling of everyday words is correct.
   - If used, dialogue is punctuated / paragraphed correctly.
   - Grammar is correct (e.g., verb tense, subject-verb agreement, point of view).
   - Capitalization is correct.

### VOICE (Not required for diploma)

1. The student responses show:
   - Voice is appropriate for the assignment.

### WORD CHOICE (Not required for diploma)

1. The student responses show:
   - Words have some variety and are functional.

Rater ID Number, Initials, or Name: _____________________________
<table>
<thead>
<tr>
<th>Score</th>
<th>Description and Content</th>
</tr>
</thead>
</table>
| 6     | The writing is exceptionally clear, focused, and interesting. It holds the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by:  
- clarity, focus, and control.  
- main idea(s) that stand out.  
- supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support.  
- a thorough, balanced, in-depth explanation/exploration of the topic; the writing makes connections and shares insights.  
- content and selected details that are well-suited to audience and purpose. |
| 5     | The writing is clear, focused and interesting. It holds the reader's attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by:  
- clarity, focus, and control.  
- main idea(s) that stand out.  
- supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support.  
- a thorough, balanced explanation/exploration of the topic; the writing makes connections and shares insights.  
- content and selected details that are well-suited to audience and purpose. |
| 4     | The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by:  
- an easily identifiable purpose.  
- clear main idea(s).  
- supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support.  
- a topic that is explored/explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present.  
- content and selected details that are relevant, but perhaps not consistently well-chosen for audience and purpose. |
| 3     | The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by:  
- an easily identifiable purpose and main idea(s).  
- predictable or overly-obvious main ideas; or points that echo observations heard elsewhere; or a close retelling of another work.  
- support that is attempted, but developmental details are often limited, uneven, somewhat off-topic, predictable, or too general (e.g., a list of underdeveloped points).  
- details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information.  
- difficulties when moving from general observations to specifics. |
| 2     | Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by:  
- a purpose and main idea(s) that may require extensive inferences by the reader.  
- minimal development; insufficient details.  
- irrelevant details that clutter the text.  
- extensive repetition of detail. |
| 1     | The writing lacks a central idea or purpose. The writing is characterized by:  
- ideas that are extremely limited or simply unclear.  
- attempts at development that are minimal or nonexistent; the paper is too short to demonstrate the development of an idea. |
# Official Scoring Guide, Writing

## Organization

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Writing Characteristics</th>
</tr>
</thead>
</table>
| 6     | The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by:  
- effective, perhaps creative, sequencing and paragraph breaks; the organizational structure fits the topic, and the writing is easy to follow.  
- a strong, inviting beginning that draws the reader in and a strong, satisfying sense of resolution or closure.  
- smooth, effective transitions among all elements (sentences, paragraphs, ideas).  
- details that fit where placed. | The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by:  
- effective sequencing and paragraph breaks; the organizational structure fits the topic, and the writing is easy to follow.  
- an inviting beginning that draws the reader in and a satisfying sense of resolution or closure.  
- smooth, effective transitions among all elements (sentences, paragraphs, ideas).  
- details that fit where placed. |
| 5     | An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by:  
- attempts at sequencing and paragraph breaks, but the order or the relationship among ideas may occasionally be unclear.  
- a beginning and an ending which, although present, are either undeveloped or too obvious (e.g., “My topic is...”); “These are all the reasons that...”).  
- transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused.  
- a structure that is skeletal or too rigid.  
- placement of details that may not always be effective.  
- organization which lapses in some places, but helps the reader in others. | The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by:  
- a lack of effective sequencing and paragraph breaks.  
- a failure to provide an identifiable beginning, body and/or ending.  
- a lack of transitions.  
- pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly.  
- a lack of organization which ultimately obscures or distorts the main point. |
| 4     | Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by:  
- clear sequencing and paragraph breaks.  
- an organization that may be predictable.  
- a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety.  
- a body that is easy to follow with details that fit where placed.  
- transitions that may be stilted or formulaic.  
- organization which helps the reader, despite some weaknesses. | |
| 3     | |
| 2     | The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by:  
- some attempts at sequencing, but the order or the relationship among ideas is frequently unclear; a lack of paragraph breaks.  
- a missing or extremely undeveloped beginning, body, and/or ending.  
- a lack of transitions, or when present, ineffective or overused.  
- a lack of an effective organizational structure.  
- details that seem to be randomly placed, leaving the reader frequently confused. | |
<p>| 1     | |</p>
<table>
<thead>
<tr>
<th>Score 6</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice</td>
<td>Voice</td>
</tr>
<tr>
<td>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer demonstrates deep commitment to the topic, and there is an exceptional sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by</td>
<td>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer demonstrates commitment to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by</td>
</tr>
<tr>
<td>• an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.).</td>
<td>• an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.).</td>
</tr>
<tr>
<td>• an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction.</td>
<td>• a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction.</td>
</tr>
<tr>
<td>• a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Score 4</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A voice is present. The writer seems committed to the topic, and there may be a sense of “writing to be read.” In places, the writing is expressive, engaging, or sincere. The writing is characterized by</td>
<td>The writer’s commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by</td>
</tr>
<tr>
<td>• a suitable level of closeness to or distance from the audience.</td>
<td>• a limited sense of audience; the writer’s awareness of the reader is unclear.</td>
</tr>
<tr>
<td>• a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places.</td>
<td>• an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical.</td>
</tr>
<tr>
<td>• liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.</td>
<td>• a limited ability to shift to a more objective voice when necessary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score 2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by</td>
<td>The writing seems to lack a sense of involvement or commitment. The writing is characterized by</td>
</tr>
<tr>
<td>• little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical.</td>
<td>• no engagement of the writer; the writing is flat and lifeless.</td>
</tr>
<tr>
<td>• a voice that is likely to be overly informal and personal.</td>
<td>• a lack of audience awareness; there is no sense of “writing to be read.”</td>
</tr>
<tr>
<td>• a lack of audience awareness; there is little sense of “writing to be read.”</td>
<td>• no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.</td>
</tr>
<tr>
<td>• little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer.</td>
<td></td>
</tr>
</tbody>
</table>
# Official Scoring Guide, Writing

## Word Choice

| 6 | Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by:  
  - accurate, strong, specific words; powerful words energize the writing.  
  - fresh, original expression; slang, if used, seems purposeful and is effective.  
  - vocabulary that is striking and varied, but that is natural and not overdone.  
  - ordinary words used in an unusual way.  
  - words that evoke strong images; figurative language may be used. |
|---|---|
| 5 | Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by:  
  - accurate, specific words; word choices energize the writing.  
  - fresh, vivid expression; slang, if used, seems purposeful and is effective.  
  - vocabulary that may be striking and varied, but that is natural and not overdone.  
  - ordinary words used in an unusual way.  
  - words that evoke clear images; figurative language may be used. |
| 4 | Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by:  
  - words that work but do not particularly energize the writing.  
  - expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective.  
  - attempts at colorful language that may occasionally seem overdone.  
  - occasional overuse of technical language or jargon.  
  - rare experiments with language; however, the writing may have some fine moments and generally avoids clichés. |
| 3 | Language lacks precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. The writing is characterized by:  
  - words that work, but that rarely capture the reader’s interest.  
  - expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective.  
  - attempts at colorful language that seem overdone or forced.  
  - words that are accurate for the most part, although misused words may occasionally appear; technical language or jargon may be overused or inappropriately used.  
  - reliance on clichés and overused expressions.  
  - text that is too short to demonstrate variety. |
| 2 | Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by:  
  - words that are colorless, flat or imprecise.  
  - monotonous repetition or overwhelming reliance on worn expressions that repeatedly detract from the message.  
  - images that are fuzzy or absent altogether. |
| 1 | The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by:  
  - general, vague words that fail to communicate.  
  - an extremely limited range of words.  
  - words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong. |
# Official Scoring Guide, Writing

## Sentence Fluency

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| **6** | The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by:  
- a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next.  
- extensive variation in sentence structure, length, and beginnings that add interest to the text.  
- sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas.  
- varied sentence patterns that create an effective combination of power and grace.  
- strong control over sentence structure; fragments, if used at all, work well.  
- stylistic control; dialogue, if used, sounds natural. |
| **5** | The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by:  
- a natural, fluent sound; it glides along with one sentence flowing into the next.  
- variation in sentence structure, length, and beginnings that add interest to the text.  
- sentence structure that enhances meaning.  
- control over sentence structure; fragments, if used at all, work well.  
- stylistic control; dialogue, if used, sounds natural. |
| **4** | The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by:  
- a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace.  
- some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact.  
- strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective.  
- occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural. |
| **3** | The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by:  
- some passages that invite fluid oral reading; however, others do not.  
- some variety in sentence structure, length, and beginnings, although the writer falls into repetitive sentence patterns.  
- good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective.  
- sentences which, although functional, lack energy.  
- lapses in stylistic control; dialogue, if used, may sound stilted or unnatural.  
- text that is too short to demonstrate variety and control. |
| **2** | The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by:  
- significant portions of the text that are difficult to follow or read aloud.  
- sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object).  
- a significant number of awkward, choppy, or rambling constructions. |
| **1** | The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by:  
- text that does not invite—and may not even permit—smooth oral reading.  
- confusing word order that is often jarring and irregular.  
- sentence structure that frequently obscures meaning.  
- sentences that are disjointed, confusing, or rambling. |
## Official Scoring Guide, Writing

### Conventions

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 6     | The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by:  
  - strong control of conventions; manipulation of conventions may occur for stylistic effect.  
  - strong, effective use of punctuation that guides the reader through the text.  
  - correct spelling, even of more difficult words.  
  - correct grammar and usage that contribute to clarity and style.  
  - skill in using a wide range of conventions in a sufficiently long and complex piece.  
  - little or no need for editing. |
| 5     | The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage) and uses them effectively to enhance communication. Errors are few and minor. Conventions support readability. The writing is characterized by:  
  - strong control of conventions.  
  - effective use of punctuation that guides the reader through the text.  
  - correct spelling, even of more difficult words.  
  - correct capitalization; errors, if any, are minor.  
  - correct grammar and usage that contribute to clarity and style.  
  - skill in using a wide range of conventions in a sufficiently long and complex piece.  
  - little need for editing. |
| 4     | The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage). Significant errors do not occur frequently. Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by:  
  - control over conventions used, although a wide range is not demonstrated.  
  - correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect.  
  - spelling that is usually correct, especially on common words.  
  - correct capitalization; errors, if any, are minor.  
  - occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader.  
  - moderate need for editing. |
| 3     | The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage). Errors begin to impede readability. The writing is characterized by:  
  - some control over basic conventions; the text may be too simple or too short to reveal mastery.  
  - end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors.  
  - spelling errors that distract the reader; misspelling of common words occurs.  
  - capitalization errors.  
  - errors in grammar and usage that do not block meaning but do distract the reader.  
  - significant need for editing. |
| 2     | The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by:  
  - little control over basic conventions.  
  - many end-of-sentence punctuation errors; internal punctuation contains frequent errors.  
  - spelling errors that frequently distract the reader; misspelling of common words often occurs.  
  - capitalization that is inconsistent or often incorrect.  
  - errors in grammar and usage that interfere with readability and meaning.  
  - substantial need for editing. |
| 1     | Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by:  
  - very limited skill in using conventions.  
  - basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect.  
  - frequent spelling errors that significantly impair readability.  
  - capitalization that appears to be random.  
  - a need for extensive editing. |
# OFFICIAL SCORING GUIDE, WRITING

## Citing Sources
(For use on classroom assignments requiring research)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>The writing demonstrates exceptionally strong commitment to the quality and significance of research and the accuracy of the written document. Documentation is used to avoid plagiarism and to enable the reader to judge how believable or important a piece of information is by checking the source. The writer has:</td>
<td>acknowledged borrowed material by introducing the quotation or paraphrase with the name of the authority. punctuated all quoted materials; errors, if any, are minor. paraphrased material by rewriting it using writer's style and language. provided specific in-text documentation for each borrowed item. provided a bibliography page listing every source cited in the paper; omitted sources that were consulted but not used.</td>
</tr>
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<td>5</td>
<td>The writing demonstrates a strong commitment to the quality and significance of research and the accuracy of the written document. Documentation is used to avoid plagiarism and to enable the reader to judge how believable or important a piece of information is by checking the source. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writer has:</td>
<td>acknowledged borrowed material by introducing the quotation or paraphrase with the name of the authority; key phrases are directly quoted so as to give full credit where credit is due. punctuated all quoted materials; errors are minor. paraphrased material by rewriting using writer's style and language. provided specific in-text documentation for borrowed material. provided a bibliography page listing every source cited in the paper; omitted sources that were consulted but not used.</td>
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<td>4</td>
<td>The writing demonstrates a commitment to the quality and significance of research and the accuracy of the written document. Documentation is used to avoid plagiarism and to enable the reader to judge how believable or important a piece of information is by checking the source. Minor errors, while perhaps noticeable, do not blatantly violate the rules of documentation. The writer has:</td>
<td>acknowledged borrowed material by sometimes introducing the quotation or paraphrase with the name of the authority. punctuated all quoted materials; errors, while noticeable, do not impede understanding. paraphrased material by rewriting using writer's style and language. provided in-text documentation for most borrowed material. provided a bibliography page listing every source cited in the paper; included sources that were consulted but not used.</td>
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<td>3</td>
<td>The writing demonstrates a limited commitment to the quality and significance of research and the accuracy of the written document. Documentation is sometimes used to avoid plagiarism and to enable the reader to judge how believable or important a piece of information is by checking the source. Errors begin to violate the rules of documentation. The writer has:</td>
<td>enclosed quoted materials within quotation marks; however, incorrectly used commas, colons, semicolons, question marks or exclamation marks that are part of the quoted material. included paraphrased material that is not properly documented. paraphrased material by simply rearranging sentence patterns.</td>
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<td>2</td>
<td>The writing demonstrates little commitment to the quality and significance of research and the accuracy of the written document. Frequent errors in documentation result in instances of plagiarism and often do not enable the reader to check the source. The writer has:</td>
<td>enclosed quoted materials within quotation marks; however, incorrectly used commas, colons, semicolons, question marks or exclamation marks that are part of the quoted material. attempted paraphrasing but included words that should be enclosed by quotation marks or rephrased into the writer's language and style. altered the essential ideas of the source. included citations that incorrectly identify reference sources.</td>
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<tr>
<td>1</td>
<td>The writing demonstrates disregard for the conventions of research writing. Lack of proper documentation results in plagiarism and does not enable the reader to check the source. The writer has:</td>
<td>borrowed abundantly from an original source, even to the point of retaining the essential wording. no citations that credit source material. included words or ideas from a source without providing quotation marks. no bibliography page listing sources that were used.</td>
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The most common of the legends centering around Crater Lake involve two powerful mythological beings, Skell, lord of the Under-world, and La-o (Llao), god of the Above-world. Their theme is basically good versus evil. One of the most often repeated stories is referred to as the Klamath Legend of La-o:

According to the Mythology of the Klamath and Modoc Indians, the chief spirit who occupied the mystic land of Gaywas, or Crater Lake, was La-o. Under his control were many lesser spirits, who appeared to be able to change their forms at will. Many of these were monsters of various kinds, among them the giant crawfish (or dragon), who could, if he chose, reach up his mighty arms even to the tops of the cliffs and drag down to the cold depths of Crater Lake any too venturesome tourist of the primal days.

The spirits or beings who were under the control of La-o, assumed the forms of many animals of the present day, when they chose to go abroad on dry land, and this was no less true of the other fabulous inhabitants of Klamath land who were dominated by other chief spirits, and who occupied separate localities; all these forms, however, were largely or solely subject to the will of Komoo'kumps, the great spirit.

Now on the north side of Mt. Jackson, or La-o Yaina (La-o's Mountain), the eastern escarpment of which is known as La-o Rock, is a smooth field, sloping a little towards the north, which was a common playground for the fabled inhabitants of Gaywas and neighboring communities.

Skell was a mighty spirit whose realm was the Klamath Marsh country, his capital being near the Yamsay River, on the eastern side of the marsh. He had many subjects who took the forms of birds and beasts when abroad on the land, as the antelope, the bald eagle, the bliwas or golden eagle, among them many of the most sagacious and active of all the beings then upon the earth.

A fierce war occurred between Skell and La-o and their followers which raged for a long time. Finally Skell was stricken down in his own land of Yamsay and his heart was torn from his body and was carried in triumph to La-o Yaina. Then a great gala day was declared and even the followers of Skell were allowed to take part in the games on Mt. Jackson, and the heart of Skell was tossed from hand to hand in the great ball game in which all participated.

If the heart of Skell could be borne away so that it could be restored to his body, he would live again, and so with a secret understanding among themselves the followers of Skell watched for the opportunity to bear it away. Eventually, when it reached the hands of Antelope, he sped away to the eastward like the wind. When nearly exhausted he passed it to the Eagle, and he in his turn to Bliwas, and so on, and although La-o’s followers pursued with their utmost speed, they failed to overtake the swift bearers of the precious heart. At last they heard the far away voice of the dove, another of Skell's people, and then they gave up the useless pursuit.

Skell's heart was restored and he lived again, but the war was not over and finally La-o was himself overpowered and slain and his bleeding body was borne to the La-o Yaina, on the very verge of the great cliff, and a false message was conveyed to La-o's monsters in the Lake, that Skell had been killed, instead of La-o, and when a quarter of the body was thrown over, La-o's monsters devoured it, thinking it a part of the body of Skell. Each quarter was thrown over in turn, with the same result, but when the head was thrown into the lake, the monsters recognized it as the head of their master and would not touch it, and so it remains today, an island in the lake, to all people now known as Wizard Island. [17]

This version does not seek to provide a detailed explanation of the destruction of Mount Mazama and the subsequent formation of Crater Lake, but does try to explain the origin of the volcanic cone known today as Wizard Island. This story contains virtually no hint of the volcanic activity that startled the surrounding countryside several thousand years ago.
Another legend attributes the formation of Wizard Island to a battle waged between two mortals—a tale heard from a Klamath Indian but revolving around members of the Shasta tribe of northern California and southern Oregon:

Wimawita ["Grizzly Bear," a Shasta brave] was the pride of his family and tribe. He could kill the grizzly bear and his prowess in the fight was renowned even among those fierce braves who controlled the entrance to the Lake of the Big Medicine, where the black obsidian arrow-heads are found. But the chase no longer had pleasure for him and he wandered far up the slopes of Shasta, where the elk and deer abound, and they passed slowly by him down into the heavy growth of murmuring pines, as if knowing that his mission was of peace. Above was the line of perpetual snow, where the tamarack was striving hard for existence in the barren rock. From this great height Wimawita gazed upon the lodges in the prairie amongst the huge trees far below and then, suddenly descending, disappeared into the forest, advancing towards the east, where springs the great gushing sawul [large spring], the sources of the Wini-mim [McCloud River].

There, in a little hut, dwelt old Winnishuya [Forethought]. "Tell me, O mother," he said, "what can I do to regain the love of Tculucul [The Lark]? she laughs at me and the dog Tsileu [Red Flicker] wanders with her over the snow-clad mountain." "'tis well," answered the old woman; Tculucul still loves you, but since your brave deeds among the Klamaths your thoughts are far away and you long for further perils to chant your great exploits in the councils of the brave. Tculucul has noticed your neglect and distaste for the exploits in which you formerly took pleasure. Why, O Wimawita, do you not seek for greater glory? Know you not of the great lake far away and deep down in the mountain-top? The way is long and difficult and but few reach its rocky slopes. If you have the strength and courage to climb down and bathe in its crystal waters, you will acquire great and marvelous wisdom, Tculucul will look upon you with favor, and none will equal you among your own people. The Llaos (children of the Great Spirit) guard the lake, and far in the past one of our own tribe reached it, but not propitiating the spirits, they killed him and his body was sunk into the depths of the blue water."

As she spoke the old woman's strength increased. Wimawita, listening, caught her energy and said: "'tis well, my mother;--tomorrow, while all sleep, will I start upon this journey far away over the fields of lava, to the river where the Klamaths dwell. Then will I find the way to the wondrous lake and bathe in the deep water." While speaking, he noted not the parting of the brush, where Tculucul was concealed and in her fright almost betrayed her presence. Nor was Tsileu visible behind the granite rocks near by, eagerly watching and hearing all that happened.

[Wimawita started off at at dawn the next day, followed closely by Tculucul, dressed as a brave, and further behind by Tsileu, gliding stealthily in the tracks of the others. The three marched for many long days "over the prairies of Shasta and the dreary lava fields of Modoc, until Wimawita reached the great river of the Klamaths." Here Tculucul revealed herself and proposed to accompany him to "the great lake in the top of the mountain." Tsileu, "inwardly raging, cast a look of hate upon them and sped northward through the land of the Klamaths."]

. . . At last, after many weary days, they reached the lake and made camp upon the edge of the precipice. All night Wimawita chanted his song and early, when the sun was just lighting up the circular wall on the opposite side of the lake, fully seven miles away, he clambered down the steep and rocky walls and plunged into the deep, clear water. His spirit seemed to soar from him; but it required all his strength to climb back to the rim of the crater. Again the next day he attempted the same difficult feat, and on returning said: "Once more only, Tculucul, will I have to bathe in the crystal water. Then wisdom and strength will be mine, our tribe will be the grandest in the land, and you the greatest squaw among us. Thus will your faith and help to me be rewarded."

On the third morning he started. Just as he reached the last descent, near the water's edge, he beheld Tsileu, "Dog of Wimawita, we will here find who is the greater man. Defend yourself!" he cried. They swayed to and fro on the edge of the cliff, advancing and retreating, where a false step would cause death. Tculucul from the cliff above, powerless to aid, beheld the mighty encounter. Suddenly Wimawita slipped on the mossy rock and Tsileu, exerting all his strength, raised and hurled him far out into the lake. Then the Llaos rose and bearing fiercely down upon Tsileu tore his body to pieces and cast them upon the water. Before the ripples had subsided where the lark disappeared, the waves parted and the
lava burst out with a mighty noise. The Island of Llaos Nous [Wizard Island] rose up as a gasp of the dying crater, and here, "tis said, dwells the spirit of Wimawita, the brave, and Tculucul, the lark." [18]

Another legend not only explains the creation of Wizard Island but also suggests the manner in which the Crater Lake caldera became filled with water. Some new romantic elements have been added:

Llao, the master of everything living under the earth and water, dwelt in the fiery pit where Crater Lake now lies, and this was the only place he could come to the surface of the earth. Skell was master of all the animals that lived on the earth. Both were in love with the daughter of the chief of the Klamath Indians and both asked for her hand in marriage and were refused because her father was rearing her to be chief of the tribe when he died. Llao felt wronged when he was refused her hand and returned to his home on Llao Rock and brooded. Skell understood and pledged his help to the Indians if they needed it.

Then Llao commanded the chief to deliver his daughter to him in three days, or seven days of death and destruction would be launched against the Indians. The girl wanted to sacrifice herself for her people, but they wouldn't let her. They tied her in her tent and lay face downward awaiting destruction. Skell started to help the Indians, but Llao, seeing him go, hurled a flaming boulder across the skies and struck him dead. Then Llao's children took Skell's heart from his body and brought it to their father.

All of Skell's children gathered at a fountain where he drank and bewailed his fate. Llao sent a messenger to them proclaiming himself lord of everything above earth as well as underneath it.

After he left, the coyote said, "Since it is proclaimed that Skell's heart will live and his body live if his heart be returned, let us proceed to the home of Llao and declare ourselves his loyal subjects, awaiting the chance to restore the heart to our master."

Taunts greeted them as they arrived, and the weasel, brother of Llao, ran to the ballground with Skell's heart and began to toss it into the air. The coyote followed him to the ballground and began to chide him for not being able to throw it far. Other animals tried to toss it too but the coyote chided them all for not being able to throw it high into the air. Finally, Llao became angry at his taunts and stalked out and hurled it far into the air. It soared and soared and finally came to the ground on the far end of the baseball ground. The fox, who was hidden near, snatched it and rushed into the forest. As Llao's children were about to catch the fox, the antelope burst through the throng and took the heart and rushed on with it. The eagle swooped down and, taking the heart from the antelope, flew out of sight with it. A voice of a dove, sounding from a great distance, told them Skell lived again.

Brooding over this, Llao went to Skell's land and challenged him to a wrestling match. Skell knew that Llao was stronger, but decided to wrestle rather than appear cowardly before his children and the other gods. Llao threw him across his shoulder and started toward his home. When they were only a short distance from Llao's home, Skell said that a louse was biting him and he wanted to scratch. Llao taunted him saying, "What matter a little bite when I am soon going to cut you into pieces and feed you to my children?"

"But you will grant me this one last wish," pleaded Skell. Llao freed one of his hands and Skell pulled out his knife and cut off Llao's head. Then he sent word to Llao's children that Skell had been killed. They gathered around the pit beneath Lao's throne and ate the pieces of their master as they were thrown down to them. But when their master's head was tossed over, they were grieved and would not touch it. It remains today where it was thrown and is known as Wizard Island. Then the pit grew dark and the children wept, their tears falling into the dark pit which is today known as Crater Lake. [19]
Another explanation for the formation of the cavity, its flooding by water, and its inhabitation by demons involves internecine warfare among members of the Klamath tribe:

Long before the white man’s coming, there was rebellion among the Klamath Indians. For days the battle raged fiercely until finally the weaker side took refuge on the highest mountain for miles around. Firmly entrenched among the rocks, they were able to withstand the assaults of the entire tribe. One attack after another was made, each ending in a repulse. Finally a council of war was held by the besieging party, and the medicine men were told to invoke the aid of the Great Spirit. For two days and two nights they kept up their chant; on the third morning their prayers were answered. A fearful rumbling shook the earth and with an awful roar the entire top of the mountain sank from sight, pulling with it every one of the rebellious braves. Scarcely had this disturbance ceased than water began rushing into the recess from a hundred crevices, and when finally the victorious party ventured near the rim they saw a vast lake lying before them. Then, as if to make amends for the fearful punishment, the Great Spirit converted the ghosts of the victims into huge, long-armed dragons which could reach up to the crater’s rim and drag down any venturesome warrior. [20]

More graphic details of volcanic activity have been added to another version of the Crater Lake legend, where, in addition to the good against evil thesis and the romantic ingredient, there are allusions to volcanic eruptions and lava flows. This story also credits another spirit, Snaith, and mortal men with a hand in the formation of Crater Lake:

In the beginning—long-ago-time—according to Modoc myth and story, there was a high mountain, where now in a deep gulf reposes Crater Lake. It was La-o-Yaina, mountain of Liao, the mythical God, who with his Below-world subjects and terrible creatures rules these regions. About and upon this mountain was the land of Gay-was, where Liao resided and looked down upon the land of the Klamaths. But in fact Liao was discovered by three old religious men—medicine men—and revealed by Skell, the Upper-world god, to be no other than Kee-Kwil-ly Tyee Tah-o-witt, the Down Below-world Chief of fire and smoke and darkness in the middle of the earth never lighted by the sun. The destruction of La-o Yaina was the result of a terrible conflict between Liao and Skell, when Skell came to the defence of the daughter of a great Klamath chief, with whom both had fallen in love. The fire-curse of the smoking mountain was only abated by the sacrifice of the three religious men, who knew the secrets of the gods, and afterward Skell caused Snaith, the storm, rain and cold chief, to fill up the caverns of the earth made by the bursting of Liao’s throne, extinguishing the fires forever and thus was made the Lake. With the sacrifice of the three ancient men, the knowledge of the gods disappeared from among the Klamath tribes. [21]

This next version incorporates the sacrifice of the medicine men and also depicts violent activity by both Mount Mazama in Oregon and Mount Shasta in California. This suggests that there might have been a violent eruption of Mount Shasta at approximately the same time as Mazama's activity that caused the two volcanoes to become associated in one legend. [22] The entire process of the mountain falling in upon itself is clearly explained in this paraphrase of the story: before Crater Lake was formed, the volcanic mountain called Mazama served as the passageway between the domain below the earth and the world above. When La-o, chief of the world below, visited the surface, he could be seen as a dark form towering above the white snow. When Sahale Tyee, chief of the world above, appeared on earth, he rested atop Mount Shasta, south of Mazama. The day came when these two deities quarreled, and the anger of La-o shook the ground, sending thunder and burning ashes into the sky and spilling lava down the mountainside. The medicine men interpreted La-o’s violence as a curse directed at least in part toward the tribe for their wickedness and errors. To make atonement they climbed to the top of Mount Mazama and threw themselves off as a sacrifice. The chief of the world above was so impressed by this that he renewed his war with La-o and finally drove him underground. As the chief of the world below retreated and disappeared, the mountain top fell in upon him and his door to the surface was sealed. Never again did La-o frighten the Indians. The crater of his mountain then filled with pure waters and became a scene of peace and tranquility. [23]

A long time ago, he [Chief Lalek] said, the spirits that live in the mountains and in the water, in the earth and in the sky, used to come and talk with the Klamath people. One time the chief of the spirits that lived deep in the mountain where the lake is now became angry with the people on the earth. Muttering with wrath he came up from his home, stood upon the summit of the mountain, and vowed that he would destroy the earth
with the Curse of Fire. Hearing him, the chief of the sky spirits came down and stood on the summit of Mount Shasta. From their mountaintops the two powerful spirit chiefs began a furious battle, in which all the spirits of earth and sky took part.

Mountains shook and crumbled. Fire pouring forth from the mouth of the chief of the below-world spirits swept through the forests and reached the lodges of the people. Red-hot rocks and burning ashes fell for miles and miles. The people rushed into Klamath Lake and there prayed to the chief of the sky spirits to save them from the Curse of Fire. To appease the angry below-world spirits, two old shamans of the tribes offered themselves as a living sacrifice, and their sacrifice was accepted. One last time the mountain-that-used-to-be broke open and all the earth trembled. The below-world spirits were driven back into their home and the top of the mountain crashed down upon them.

Then came the spirit of storms. Rains that fell for many years wiped out the fires and partly filled the hole that was made when the mountaintop collapsed. Never again were the Klamath people visited by the chief of the below-world spirits, but through this story they were warned to keep away from the old mountain and the new lake. [24]

Evidently the warning was heeded, for this next legend concerns Crater Lake's "rediscovery" by the Indians, who had been avoiding it for many years. This version describes the lake's frequent use as a quest site:

A long time ago, long before the white man appeared in this region to vex and drive the proud native out, a band of Klamaths, while out hunting, came suddenly upon the lake and were startled by its remarkable walls and awed by its majestic proportions. With spirits subdued and trembling with fear, they silently approached and gazed upon its face; something within told them the Great Spirit dwelt there, and they dared not remain but passed silently down the side of the mountain and camped far away. By some unaccountable influence, however, one brave was induced to return. He went up to the very brink of the precipice and started his camp fire. Here he laid down to rest; here he slept till morn--slept till the sun was high in air, then arose and joined his tribe far down the mountain. At night he came again; again he slept till morn. Each visit bore a charm that drew him back again. Each night found him sleeping above the rocks; each night strange voices arose from the waters; mysterious noises filled the air. At last, after a great many moons, he climbed down to the lake and there bathed and spent the night. Often he climbed down in like manner, and frequently saw wonderful animals, similar in all respects to a Klamath Indian, except that they seemed to exist entirely in the water. He suddenly became harder and stronger than any Indian of his tribe because of his many visits to the mysterious waters. Others then began to seek its influence. Old warriors sent their sons for strength and courage to meet the conflicts awaiting them. First they slept on the rocks above, then ventured to the water's edge, but last of all they plunged beneath the flood and the coveted strength was theirs. On one occasion the brave who first visited the lake killed a monster, or fish, and was at once set upon by untold numbers of excited Llaos (for such they were called), who carried him to the top of the cliffs, cut his throat with a stone knife, then tore his body in small pieces, which were thrown down to the waters far beneath, where he was devoured by angry Llaos. [25]

And finally, we have in the following the most pictorial representations of the spirit world of Crater Lake:

Tradition tells how two hunters, brave and skillful Nimrods of the Klamath tribe, ventured far beyond the realm of the living. Went where, the ancient doctor told, dwell the Great Spirit--where he had, when yet the nation was in its infancy, given vent to his rage in sending forth spouts of flame and smoke. The very fathers of the tribe had been issued from the land of spirits through a mighty cavern, which they said led into the regions of the uncanny. Here did they believe and teach that all men returned to dwell in spiritual form with their Maker. They described it as a place deep and bottomless as the very sky--a place where the mountains sank into the bottomless depth of the spiritual world. A peak, they said, arose from near the center of this unbounded depth, and this was the throne of the Almighty. Within this dome there was a furnace, from which issued the flame and smoke. About the glowing cloud at the mouth of the crater struggled winged salamanders, or "fire spirits," attempting to escape from their fiery prison, but bound by the will of the Great Spirit. These were the spirits of evil men doomed to suffer an eternal penalty of torture for their earthly wrongdoings. In the bottom of the abyss was a sheet of water as blue and deep as the sky which it reflected. Over the
surface of this lake and on its surrounding banks sported the spirits of the departed good. They sailed in gilded canoes over the glossy depths of the lake and in the tranquil shades of the surrounding forest they roamed in search of game; they sailed like birds from one pinnacle to another, and fished in the balmy blue waters. Here was the paradise, and in the crater the infernal regions.

The doctors of the tribe only were allowed by the Great Spirit to visit this holy retreat. Here they came and counseled with him; here they met the dead of the tribe and bore messages from them to the living; here did they procure medicine for the sick and charms to guide the fate of men. So did the doctors tell the people, and so did the people and do many yet believe. They said that it was the decree of the Great Spirit that any living man who should dare to intrude upon the sacred presence of the dead should die in consequence, and be doomed to the infernal furnace. Yet these warriors were brave. They feared not even the Great Spirit himself. They wore the scalps of mighty warriors at their belts. They had vanquished the fiercest beasts of the forest; they had overcome all enemies they had chanced to meet; they longed for fresh adventures—for more thrilling dangers, and they rivalled each other's courage. They at last determined to invade the realms of the supernatural. They entered the forest and traveled toward the sky-towering pinnacles of Crater lake. On they pressed, dauntless in their courage. They reached the regions of the uncanny. They climbed nearer and nearer the great abyss. At last they came to a break in the forest, and there before them lay the awful spectacle. It was as it had been pictured to them. They stood fixed to the spot. There, as the doctors had described, lay the lake. There before their eyes, with wings like birds, sported the spirits, and from the crater far below them in the lake burst forth flames and smoke and the agonizing cries of suffering men. The screams of the tortured mingled with the happy songs of the peaceful spirits. There the birds which once had fallen, pierced by lightning arrows, flew in spirit flocks. Fish once victims to the fraudulent fly sported in the lake, and deer and bear, whose skins had long since been worn for garments, browsed in the forest. Dogs followed their masters through space. Here they stood and gazed, unable to tear themselves away, till at last the Great Spirit, ever conscious of the movements of all men, issued from the fiery depths of the crater, and, summoning a huge monster from the bed of the lake, pointed to the two men on the shore. The great dragon, wont to do the bidding of his grim master, cut the tranquil surface of the lake with his thousand fins, and, clearing the high precipice with a gigantic leap, caught one of the warriors in his mighty arms and returned with him to the crater. The other warrior fled at the approach of the monster, and ran wildly down the mountain. Myriads of spirits, now disturbed, dashed after him, but he ran desperately on and reached safely the settlements on the Upper Klamath. He told them of what he had seen, of his adventures, and of the fate of his companion, and then, fulfilling the stern decree of the Great Spirit, yielded up his soul to undergo the tortures awaiting him in the fiery crater. But the Indians have not to this day forgotten his experience, and they still tell their children of that happy hunting ground where "their dogs shall bear them company." [26]

http://www.craterlakeinstitute.com/online-library/historic-resource-study/4d.htm
Overview:
This lesson is a comparison and contrast of changes in European boundaries from 1914 to 1919 using primary sources.

Geographical Essential Question:
How and why do political boundaries change?

National Geography Standards:
8th Grade Human Systems 13.1. The types of boundaries used to define territorial division
Describe and explain the use of physical and human characteristics to establish political boundaries (e.g., boundaries delimited by political agreement such as the 49th parallel between the United States and Canada).

Oregon Geography Content Standards:
7.8. Use and evaluate maps, graphs, charts, models, and databases to analyze geographic distributions in the Eastern Hemisphere.

Connections to Common Core
6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

6-8.RH.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Objectives:
In completing this activity, students will be able to describe and explain the reason for changes in European political boundaries between 1914 and 1919.

Grade Levels: 7-8, 9-12 Time: 315 minutes (Seven 45 min lessons)

Materials:
- SW Yamhill St., Portland, OR Google Earth Image - Appendix A
  https://www.google.com/maps/@45.5178628,-122.6769722,3a,75y,29.5h,77.94t/data=!3m6!1e1!3m4!1swm7lWQp7WlixcE4WF0KWLG!2e0!7i13312!8i6656

- Daily Mail world map of war and commerce – Appendix A
  https://www.loc.gov/item/2013593057/

- World War I Map Analysis Tool Handout – Appendix A

- Tasker Howard Bliss collection of World War I maps and other related graphic materials - Appendix B
  https://www.loc.gov/resource/g5701s.ct004275/
• World War I Notes Handout – Appendix B

• Battle Scars - How WWI reshaped Europe (If this link is no longer available, you can use the Dissolution of Austria Hungary Map below. The image is included in this document) – Appendix B

• Dissolution of Austria Hungary Map– Appendix B
  https://commons.wikimedia.org/w/index.php?curid=12131401

• History Channel World War I Video
  http://www.history.com/topics/world-war-i/world-war-i-history/videos/causes-of-world-war-i

• Here are the Kaiser's war plans: National Security League's warning to thoughtful Americans: how Germany wanted the world to look: a graphic explanation of why there is a war. – Appendix B
  https://www.loc.gov/resource/g3201s.ct001936/

• (Image 134 of )The war of the nations : portfolio in rotogravure etchings : compiled from the Mid-week pictorial, January 1, 1919 – Appendix B
  https://www.loc.gov/resource/19013740/1919-01-01/ed-1/?sp=134

• Blood-Red World – Appendix B
  https://www.loc.gov/resource/g3201s.ct001937/

• The Frightful First World War by Terry Deary– Appendix C

• R.A.F.T. Handout – Appendix D

• World War I R.A.F.T. Rubric – Appendix D

• WW1. 1914-1918: A Short History – Tipsographic (optional resource) – Appendix E
  http://www.tipsographic.com/world-war-1-the-history-ww1/

• 40 Maps That Explain World War I (optional resources) – Appendix E
  http://www.vox.com/a/world-war-i-maps

• World War I – HistoryNet (optional resource) – Appendix E
  http://www.historynet.com/world-war-i

Background:
Prior to World War I, also known as the Great War or the War to end War, Britain, France, Germany, Russia, and Austria-Hungary were the primary European empires. Alliances between the Empires were tenuous. In an effort to escape the thumb of Austria-Hungary, a young Bosnian Serb assassinated the heir to the Austro-Hungarian throne. This event, coupled with Germany’s desire to acquire more land, pulled the world into a massive conflict, ending in a major redistribution of geo-political boundary lines.
Vocabulary:
- political boundaries
- imperialism
- allied powers
- Treaty of Versailles, 1919
- Treaty of St. Germain-en-Laye, 1919

Procedures:

Day 1

1. Students should, on a sticky note, write down what they know about World War I and place it on a poster for later use.
2. Explain to students the difference between Inference and Observation. (There should be no judgements, just facts.)
3. Observation practice – Show students the Yamhill Street image (Appendix A) for 30 seconds.
4. Ask the students this series of questions without the photo in plain view:
   a. What’s the name of the store on the right?
   b. What is the pedestrian pulling?
   c. What color were the traffic lights?
   d. What color are the leaves on the trees?
5. Review answers and remind students that you are looking for observations, not judgements.
6. Provide students with a copy of the Daily Mail World Map of War and Commerce (Appendix A) and, using the Map Analysis Tool handout (Appendix A), have them answer the questions in the Observe box. Have students share their observations with the class.
7. Afterwards, have students answer the Reflect questions, providing evidence from the map to support their answers. Encourage them to add additional reflections. Again, students should share their reflections with the class, providing evidence from the map to support their answers. Do not give judgements or begin discussions.
8. Lastly, students should answer the Question section of the analysis tool using evidence from the map to support their answers. Encourage them to write down additional questions they may want to ask at the end of the activity. Then, have student share their questions.

Day 2

1. Students should take notes using the WWI Notes handout (Appendix B) as you review the reasons for the war and discuss how the political boundaries were defined by cultural identity in the eyes of the Serbians. Be sure to explain that the Americans didn’t join the war until 1917 when they were affected economically by the war and their borders were threatened. Additional resources are provided below (listed under Day 4) if you are unfamiliar with WWI.
2. Students should look at the Tasker Howard Bliss collection of World War I maps and other related graphic materials (Appendix B) and compare it to the Daily Mail World Map of War and Commerce (Appendix A) for a few minutes. They should, then, write down as many questions possible in 5 minutes about the Tasker map. Discuss questions as a class.
3. Students should examine Battle Scars - How WWI reshaped Europe (Appendix B for still images) (http://www.economist.com/blogs/graphicdetail/2014/07/daily-chart-217?fsrc=scn/fb/wl/dc/battlescars), which provides a sliding map clearly demonstrating the boundary changes. If this article is no longer available, students should examine Dissolution of Austria Hungary Map (Appendix B) to clearly understand the results of WWI on Austria Hungary.
5. Create an anchor chart based on new knowledge.

Chart: ACE (Allied Powers; Central Powers; British, French, Russian, Italian, US)
b. Enemies (Central Powers – Germany, Austria-Hungary, Bulgaria, Ottoman Empire)

6. Then, show students additional maps to demonstrate the thinking of the time:
   a. Here are the Kaiser’s war plans: National Security League’s warning to thoughtful Americans: how Germany wanted the world to look: a graphic explanation of why there is a war (Appendix B),
   b. The war of the nations: portfolio in rotogravure etchings : compiled from the Mid-week pictorial, January 1, 1919 (Appendix B) and

7. *Optional: Have students use the Map Analysis Tool handout (Appendix A) to analyze one of the maps (student choice) listed above in #6 and discuss.

8. Discuss the implications of the information shared today for political boundaries then and now.

Day 3

1. Entrance slip – Students should explain what they’ve learned about WWI thus far.
2. Students should receive a copy of the script The Frightful First World War by Terry Deary (Appendix C) and review it.
3. Assign parts and have them practice them.
4. Students may create props to enhance the scenes.

Day 4

1. Students perform the play with scripts in hand.
2. As a class, discuss what they’ve learned about WWI so far.
3. On an exit slip, students should write down at least one question they have about WWI.

Day 5-7

1. Explain the meaning of writing using the R.A.F.T. format using the R.A.F.T. Handout (Appendix D) and what a piece of writing might look like when writing about WWI.
2. Students should create a R.A.F.T (Role, Audience, Format, Topic) to demonstrate their knowledge of WWI and the reasons for the changes in European political boundaries. There are several resources attached (Appendix E):
   a. WW1. 1914-1918: A Short History – Tipsographic
   b. World War I – HistoryNet Article
   c. 40 Maps That Explain World War I (could be made into another map study lesson)
   d. If students have internet access, they may want to explore:
      i. BBC’s World War I site - http://www.bbc.co.uk/timelines/zqbhn39
      ii. PBS’s World War I Timeline - http://www.pbs.org/greatwar/timeline/
3. Provide students with a copy of the R.A.F.T. Rubric (Appendix D) to inform their work.
4. Revisit, as a class, the poster displaying what students knew about World War I at the beginning of the lesson. Ask students what they now know about World War I either as a class or in an exit slip.

Assessment: Students must write an extended piece of writing in a format of their choice using the R.A.F.T. method. They should address what started the war, who was involved, and what lead to the changes in European political boundaries.

Extensions and/or Adaptations: Students can read The War Game (World War I Tales) by Terry Deary or War Horse by Michael Morpurgo to immerse themselves in World War I. Additionally, students can jigsaw the 40 maps resource and figure out the order of the maps/events of the war, either presenting them or creating a display to share with the class.)
Sources


SW Yamhill St., Portland, OR Google Earth Image 6/23/2016 November 2015 <https://www.google.com/maps/@45.5178628,122.6769722,3a,75y,29.5h,77.94t/data=!3m6!1e1!3m4!1swm7lWQp7WlxcE4WF0KWLg!2e0I7i1331218i6656>.


Appendix A - SW Yamhill St., Portland, OR Google Earth Image
Appendix A - Daily Mail world map of war and commerce
### World War I Map Analysis Tool with a Geographic Lens

Please answer questions and cite evidence from the primary source to support your answer.

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the title of this map?</td>
<td>What was the most likely purpose for this map?</td>
<td>Why is the map significant or important?</td>
</tr>
<tr>
<td>What is the date of this map? When was this map published? Are there</td>
<td>What do you know about this time period? What do any other dates on</td>
<td>What is the significance of the date of the map? How does this map</td>
</tr>
<tr>
<td>other dates referenced on this map?</td>
<td>this map represent?</td>
<td>connect to other time periods and the time period under study?</td>
</tr>
<tr>
<td>Are there words on this map?</td>
<td>What was the motivation of the organization or person making the map?</td>
<td>If you were the cartographer, how could you change this map? How could</td>
</tr>
<tr>
<td>What kinds of symbols are on this map?</td>
<td>Have you ever seen a map similar to this one?</td>
<td>you use this map to understand the present?</td>
</tr>
</tbody>
</table>

How does this map illustrate human, physical, economic, societal, cultural, and political conditions for the time when the map was made?
<table>
<thead>
<tr>
<th>What kinds of labels are on this map?</th>
<th>What features on the map represent place, region, and/or theme?</th>
<th>Do you see any bias / perspective in this map?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What colors are on the map?</td>
<td>What does the map show (physical characteristics, human patterns)?</td>
<td>What else do you think should be included on the legend for this map?</td>
</tr>
<tr>
<td>Is there a legend on the map?</td>
<td>What is the bias or point of view of this map?</td>
<td>How can you use this map to connect with situations today and predict what might happen in the future?</td>
</tr>
<tr>
<td></td>
<td>How does this map prepare people today to deal with issues today?</td>
<td>How does this map connect to other primary, secondary, or tertiary resources?</td>
</tr>
<tr>
<td></td>
<td>What other information can you infer from the map?</td>
<td>What else did you observe about the map?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What questions do you have about this map?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What other information do you need to make sense of this map?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>About what does this map leave you curious?</td>
</tr>
</tbody>
</table>
# World War I Notes

Vocabulary – Please define the following words.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Representative image</th>
</tr>
</thead>
<tbody>
<tr>
<td>political boundaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>regions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nationalism</td>
<td></td>
<td></td>
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<tr>
<td>Imperialism</td>
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<tr>
<td>Militarism</td>
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<tr>
<td>Allied Powers</td>
<td></td>
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<tr>
<td>Central Powers</td>
<td></td>
<td></td>
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<tr>
<td>Treaty of Versailles 1919</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treaty of St. Germain-en-Laye, 1919</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please take additional notes to help you put together a timeline on the next page:
Create a timeline of significant events that occurred from July 28, 1914 to November 11, 1918. Please include at least 4 illustrations.

July 28, 1914
Appendix B – Tasker Howard Bliss collection of World War I maps and other related graphic materials
Appendix B – Battle Scars - How WWI reshaped Europe
Appendix B - Dissolution of Austria Hungary Map
Appendix B - Here are the Kaiser’s war plans: National Security League's warning to thoughtful Americans: how Germany wanted the world to look: a graphic explanation of why there is a war
Appendix B - Blood-Red World
Appendix C

THE FRIGHTFUL FIRST WORLD WAR BY TERRY DEARY ADAPTED BY MARK WILLIAMS

PLAY SYNOPSIS: The play starts in the present day with a girl called Angelica, who has to do a history essay about the First World War. Her mother makes her go to her room to complete it. As Angelina starts her research, her computer explodes and she finds herself back in 1914, where she meets a young soldier called Paul. With Paul she experiences the war at first hand, including what started it.

QUICK SCRIPT QUIZ

1. What was the name of the Duke whose shooting triggered the First World War?
2. What countries were the Central Powers?
3. What countries were the Allies?
4. What is the name of the girl who finds herself back in the time of World War One?
5. What year did the First World War start?
6. What year did the First World War end?

SCRIPT EXTRACTS AND ACTIVITIES The following three extracts from the play bring different aspects of the past to life. They can be used to promote discussion around a variety of issues and topics. Ask your students to read through the different scenes in groups and then present one to the rest of the class. Extracts 1 and 2 take place when Angelica is discovering what triggered the start of the First World War.

This scene can prompt discussions and exploration in:
• the build up to the First World War and subsequent chain of events
• the shooting of Archduke Franz Ferdinand
• the struggle of the Central Powers and the Alliances
• war slogans, phrases, songs and the meaning behind them


(Britain and Germany stay frozen over the fallen Franz).

ANGELICA There’s been a murder! Music: Dum-dum-daaaah! (Angelica puts on a Deerstalker and takes out a magnifying glass.) This looks like a case for Angelica Taylor, Private Investigator.


ANGELICA Who shot Franz Ferdinand? That’s the question. No, hang on a minute, that’s not the question. Who the flippin heck is Franz Ferdinand?! That’s the question! (Franz sits up.)

FRANZ I am the heir to the Empire of Austria-Hungary.

ANGELICA Thanks. You’re also dead, so bog off and let me think.

FRANZ Humph. (He walks off stage, grumbling)

ANGELICA So... Austria-Hungary. That would make old Franzy boy part of Germany’s Central Powers Gang.

Screen: CENTRAL POWERS logo again. List of the Central Powers: Germany, Austria-Hungary, Bulgaria, Turkey.

ANGELICA The clues are starting to come together. And that makes my first suspect... you, Britain! (She plucks up Britain by the ear. oulls him to his feet.)
**BRITAIN** Ow, ow, ow! I never done nothing!

**GERMANY** That’s what they all say!

**BRITAIN** I was miles away, and I can prove it! This here Franz Ferdinand, he was shot in a place called Sarajevo, the capital city of… Bosnia!

**GERMANY** Bosnia? They’re just as bad! I’ve seen Bosnia hanging around with Serbia, from your Allies Gang, chatting and laughing and plotting things!

**Screen:** ALLIES logo. List of the Allies – Britain, France, Belgium, Russia, Serbia, Italy, Romania, Portugal, Greece

**ANGELICA** Quiet, Germany! I’m in charge of this investigation.

(Actor playing Britain takes off the ‘BRITAIN’ cap, and puts on a ‘BOSNIA’ cap. Bosnia is a weedy little kid out of his depth.)

**ANGELICA** Bosnia. The finger’s pointing at you.

**BOSNIA** Who, me?

**ALL** Yes, you!

**BOSNIA** It w-wasn’t me, honest, miss! I don’t know nothing about no Franz Ferdinand!

**GERMANY** He’s lying!

**ANGELICA** Are you lying to me, Bosnia?

**BOSNIA** No!

**GERMANY** Yes he is, look at his lip wobbling!

**ANGELICA** Come on. Spill it.

**BOSNIA** No, I can’t.

**ANGELICA** Was it one of your friends in the Allies Gang? Is that who pulled the trigger?

**BOSNIA** I’ll get in trouble...

**ANGELICA** You’re already in trouble, kid, a whole heap of trouble! Make it easy on yourself, and tell us: who shot Franz Ferdinand?!

**BOSNIA** (Crying) It was Serbia! Serbia did it! Serbia-aaaaa-waaaaa-haah!

**GERMANY** I knew it was one of Britain’s precious Allies gang, I just knew it! (Germany gets up and starts doing warm-up exercises, cracking his knuckles, etc, gearing up for a fight. Bosnia sniffs and bawls, choking through the words.)

**BOSNIA** I – I – I was being bullied!

**ANGELICA** (comforts him) There, there, Bosnia, there, there.

**BOSNIA** It was all Austria-Hungary’s fault, he, he, he’s been picking on me! Trying to get me to join the Central Powers Gang! I didn’t want to! I’m a Bosnia, there! I wasn’t!”
(SERBIA comes on stage – an ALLIES T-shirt and a SERBIA cap.)

SERBIA That’s right, it was me, Serbia! I killed Franz Ferdinand! And what’s more, I’d do it again! Bwah-ha-ha-haaah!

ANGELICA Well, that’s that mystery solved, then. Now that we’ve got to the bottom of it all, we can all shake hands and go home, right?

(Germany is shadow boxing.)

ANGELICA …right, Germany?

GERMANY Not on your nelly! Nobody hurts one of my Central Powers Gang mates and gets away with it!

EXTRACT 2: Scene 5. World War Wrestling (1914).

Sound: Boxing match ‘Ding ding!’ (Crowd cheering in back ground) Screen: Boxing ring. Logo: W.F.F.!

(Angelica has a microphone – she’s part commentator, part referee. The different countries all wear the relevant Gang logo and a cap with their name on.)

ANGELICA Ladies and Gentlemen! Welcome to the World Fighting Federation, 1914 Grudge Match! It’s Germany in the ring, for the Central Powers gang, against Serbia from the Allies!

GERMANY On behalf of my good friend Austria-Hungary – take that!

(Germany socks Serbia, knocks them to the floor.)

ANGELICA Pow! It’s a Serbia smack-down!

(Serbia stumbles out of the ring. On their way they ‘tag’ RUSSIA.)

ANGELICA Russia is stepping in now, to help out Serbia! Go Allies!

(Russia takes a running jump and ‘body slams’ Germany to the floor. But Germany gets Russia in a headlock.)

ANGELICA Germany has Russia in a head-lock dead-lock!

(Germany lets Russia go, and Russia jumps out of the ring, tags FRANCE.)

ANGELICA France is involved now! And they won’t stand for that sort of treatment to their pal Russia, oh no! (France and Germany grapple. Germany throws France out of the ring.)

ANGELICA It looks like nothing can stop Germany! Look at him go!

(Germany bounds around the ring, triumphant. BELGIUM approaches the ring. Cautiously, just having a look.)

ANGELICA Belgium has come to have a look, but they’re staying neutral –

(An over-excited Germany lunges out of the ring and grabs Belgium)

ANGELICA Oh my goodness, Germany’s gone for neutral Belgium! Time out, time out!!

(She tries to break them up, but too late – Germany’s wrestling Belgium hard. Britain steps in, furious.)
BRITAIN That’s it, Germany! Poor Belgium never hurt a fly! You’ve gone too far this time! Your act of unprovoked aggression can mean only one thing!

GERMANY Oh yeah? What’s that?

BRITAIN I have no choice!...

BELGIUM Go on...

BRITAIN But to declare the start of!...

GERMANY Say it!

ALL The Frightful First World War
## R.A.F.T.

### Role: Who are you?

### Audience: To whom are you writing?

### Format: Is it a letter? A script? An essay?

### Topic: What is it about?

**R.A.F.T. Examples**

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Serbian national</td>
<td>His brother in England</td>
<td>Letter</td>
<td>The shooting on July 28, 1914</td>
</tr>
<tr>
<td>A student</td>
<td>The teacher</td>
<td>Essay</td>
<td>World War I</td>
</tr>
<tr>
<td>Script writer</td>
<td>An audience of students</td>
<td>Script</td>
<td>Alliances and Backstabbers</td>
</tr>
<tr>
<td>A journalist</td>
<td>Newspaper/website readers</td>
<td>Article</td>
<td>America is joining the war!</td>
</tr>
<tr>
<td>A Belgian</td>
<td>Self</td>
<td>Journal Entry</td>
<td>Germany’s invasion</td>
</tr>
</tbody>
</table>
Appendix D

Name ___________________________ Date_________________________ Period____

**World War I R.A.F.T. Rubric**

**Role:** ____________________________________________________________

**Audience:** _________________________________________________________

**Format:** ___________________________________________________________

**Topic:** ____________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>4</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student is able to demonstrate knowledge of what started the war.</strong></td>
<td>The piece of writing provides <strong>at least one</strong> of the following:</td>
<td>The piece of writing provides both of the following:</td>
<td>The piece of writing provides <strong>relevant details</strong> about the following:</td>
</tr>
<tr>
<td></td>
<td>• Dates</td>
<td>• Event</td>
<td>• Dates</td>
</tr>
<tr>
<td></td>
<td>• Event</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student is able to discuss the alliances established during the war.</strong></td>
<td>The piece of writing <strong>mentions at least one</strong> of the following:</td>
<td>The piece of writing <strong>explains at least one</strong> of the following:</td>
<td>The piece of writing <strong>explains in detail</strong> the following:</td>
</tr>
<tr>
<td></td>
<td>• Players involved</td>
<td>• Players involved</td>
<td>• Players involved</td>
</tr>
<tr>
<td></td>
<td>• Reasons for Alliances</td>
<td>• Reasons for Alliances</td>
<td>• Reasons for Alliances</td>
</tr>
<tr>
<td><strong>Student is able to discuss belief systems affecting change on political boundaries</strong></td>
<td>The piece of writing <strong>mentions at least one</strong> of the following:</td>
<td>The piece of writing <strong>explains at least one</strong> of the following:</td>
<td>The piece of writing <strong>explains in detail</strong> the following:</td>
</tr>
<tr>
<td></td>
<td>• Different belief systems</td>
<td>• Different belief systems</td>
<td>• Different belief systems</td>
</tr>
<tr>
<td></td>
<td>• Each participating country’s belief systems</td>
<td>• Each participating country’s belief systems</td>
<td>• Each participating country’s belief systems</td>
</tr>
<tr>
<td><strong>Student is able to explain what ended the war and the results of this end.</strong></td>
<td>The piece of writing <strong>mentions at least one</strong> of the following:</td>
<td>The piece of writing <strong>explains at least one</strong> of the following:</td>
<td>The piece of writing <strong>explains in detail</strong> the following:</td>
</tr>
<tr>
<td></td>
<td>• Events that led to the close of the war</td>
<td>• Events that led to the close of the war</td>
<td>• Events that led to the close of the war</td>
</tr>
<tr>
<td></td>
<td>• Treaties</td>
<td>• Treaties</td>
<td>• Treaties</td>
</tr>
<tr>
<td></td>
<td>• Political boundary changes</td>
<td>• Political boundary changes</td>
<td>• Political boundary changes</td>
</tr>
</tbody>
</table>

Notes:
World War I

Facts, information and articles about World War I, aka The Great War

World War I Facts

Dates

July 28, 1914 – November 11, 1918

Location

Europe, Mideast, Africa, Pacific, Atlantic, Mediterranean, North Sea, Baltic Sea

Generals/Commanders

Allied Powers / Entente:
King George V
President Raymond Poincare
Tsar Nicholas II
King Victor Emmanuel III
King Peter I
King Albert I
Emperor Taisho
Chief of General Staff Constantin Prezan
Prime Minister Eleftherios Venizelos
President Woodrow Wilson

Central Powers:
Kaiser Wilhelm II
Emperor Franz Josef I
Minister of War Enver Pasha
Tsar Ferdinand I

Outcome

Allied Victory

Casualties

Allied Powers casualties: 22 million
Central Powers casualties: 37.5 million
Results

End of Austro-Hungarian, Ottoman & Russian empires
Harsh surrender terms forced on Germany major cause of WWII
Redrawing of borders in Europe & Mideast

World War I Articles

Explore articles from the History Net archives about World War I

» See all World War I Articles

World War I summary: The war fought between July 28, 1914, and November 11, 1918, was known at the time as the Great War, the War to End War, and (in the United States) the European War. Only when the world went to war again in the 1930s and ‘40s did the earlier conflict become known as the First World War. Its casualty totals were unprecedented, soaring into the millions. World War I is known for the extensive system of trenches from which men of both sides fought. Lethal new technologies were unleashed, and for the first time a major war was fought not only on land and on sea but below the sea and in the skies as well. The two sides were known as the Allies or Entente—consisting primarily of France, Great Britain, Italy, Russia, and later the United States—and the Central Powers, primarily comprised of Austria-Hungary (the Habsburg Empire), Germany, and the Ottoman Empire (Turkey). A number of smaller nations aligned themselves with one side or the other. In the Pacific Japan, seeing a chance to seize German colonies, threw in with the Allies. The Allies were the victors, as the entry of the United States into the war in 1917 added an additional weight of men and materiel the Central Powers could not hope to match.

The war resulted in a dramatically changed geo-political landscape, including the destruction of three empires: Austro-Hungarian, Ottoman and Russian. New borders were drawn at its conclusion and resentments, especially on the part of Germany, left festering in Europe. Ironically, decisions made after the fighting ceased led the War to End War to be a significant cause of the Second World War.

As John Keegan wrote in The First World War (Alfred A. Knopf, 1999), "The First World War was a tragic and unnecessary conflict ... the train of events that led to its outbreak might have been broken at any point during the five weeks of crisis that preceded the first clash of arms, had prudence or common goodwill found a voice."

Casualties in World War I

In terms of sheer numbers of lives lost or disrupted, the Great War was the most destructive war in history until it was overshadowed by its offspring, the Second World War: an estimated 10 million military deaths from all causes, plus 20 million more crippled or severely wounded. Estimates of civilian casualties are harder to make; they died from shells, bombs, disease, hunger, and accidents such as explosions in munitions factories; in some cases, they were executed as spies or as "object lessons." Additionally, as Neil M. Heyman in World War I (Greenwood Press, 1997) wrote, "Not physically hurt but scarred nonetheless were 5 million widowed women, 9 million orphaned children, and 10 million individuals torn from their homes to become refugees. " None of this takes into account the deaths in the Russian Civil War or the Third Balkan War, both of which directly resulted from World War I, nor the Spanish influenza pandemic of 1918 that killed 50 million people worldwide, which was spread in part by conditions at the front and by soldiers returning home.

The highest national military casualty totals—killed, wounded, and missing/taken prisoner—in round numbers (sources disagree on casualty totals), were:

- Russia: 9,150,000
- Germany: 7,143,000
- Austria-Hungary: 7,000,000
- France, 6,161,000
- Britain & Commonwealth: 3,190,000
- Italy: 2,197,000
- Turkey (Ottoman Empire): 975,000
- Romania: 536,000
Serbia: 331,000
USA: 323,000
Bulgaria: 267,000

For more information, click to see the [Casualties of World War I](#).

## Causes of World War I

Prime Minister of Germany Otto von Bismarck had prophesied that when war again came to Europe it would be over "some damn foolish thing in the Balkans." Indeed, the assassination of Archduke Franz Ferdinand, heir apparent to the Habsburg throne of Austria-Hungary, and his wife, Sophie, by a Serbian nationalist on June 28, 1914, was the match that lit the fuse—but it didn’t create the powder keg. The outbreak of war between European nations was the result of several factors:

- Concern over other countries’ military expansion, leading to an arms race and entangling alliances
- Fear of losing economic and/or diplomatic status
- Long-standing ethnic differences and rising nationalism in the Balkans
- French resentment of territorial losses in the 1871 Franco-Prussian War
- The influence exerted by military leaders

Following their 1871 victory in the Franco-Prussian War, the German states unified into a single nation. Its leader, Kaiser Wilhelm II, eldest grandson of Britain's Queen Victoria, envisioned an Imperial Navy that could rival Great Britain's large and renowned fleet. This would increase German influence in the world and likely allow the country to expand its colonial holdings. Britain, fearful of losing its dominance of the seas, accelerated its naval design and construction to stay ahead of the Kaiser's ship-building program.

Russia was rebuilding and modernizing its large army and had begun a program of industrialization. Germany and Austria-Hungary saw the threat posed by Russia's large population and, hence, its ability to raise a massive army. They formed an alliance for self-protection against the Russian bear.

France, still stinging over the loss of Alsace and part of Lorraine in the Franco-Prussian war, made an agreement allying itself with Russia in any war with Germany or Austria-Hungary. Britain, after finding itself friendless during the Second Boer War in South Africa (1899–1902) allied itself with France and worked to improve relations with the United States of America. Russia, with many ethnic groups inside its vast expanse, made an alliance with Serbia in the Balkans.

The old Ottoman Empire was crumbling; "The Sick Man of Europe" was the phrase used to describe the once-powerful state. As its ability to exert control over its holdings in the Balkans weakened, ethnic and regional groups broke away and formed new states. Rising nationalism led to the First and Second Balkan Wars, 1912 and 1913. As a result of those wars, Serbia increased its size and began pursuing a union of all South Slavic peoples. Serbian nationalism led 19-year-old Gavrilo Princip to assassinate Archduke Franz Ferdinand, heir apparent to the Habsburg throne of Austria-Hungary, and his wife, Sophie. Austria-Hungary, urged on by Germany, sent a list of demands to Serbia in response; the demands were such that Serbia was certain to reject them. When it did, the Habsburg Empire declared war on Serbia on July 28, exactly one month after the archduke's assassination. Russia came in on the side of the Serbs, Germany on the side of the Habsburgs, and the entangling alliances between the nations of Europe pulled one after another into the war. Although diplomats throughout Europe strove to settle matters without warfare right up to the time the shooting started, the influence military leaders enjoyed in many nations won out—along with desires to capture new lands or reclaim old ones.

## Combat in the First World War

German military planners were ready when the declarations of war began flying across Europe. They intended to hold off the Russians in the east, swiftly knock France out of the war through a maneuver known as the Schlieffen Plan, then throw their full force, along with Austria-Hungary, against the Russians. The Schlieffen Plan, named for General Count Alfred von Schlieffen who created it in 1905, called for invading the Low Countries (Luxembourg and Belgium) in order to bypass the north the strong fortifications along the French border. After a rapid conquest of the Low Countries, the German advance would continue into northern France, swing around Paris to the west and capture the French capital. It almost worked, but German commander in chief General Helmuth von Moltke decided to send his forces east of Paris to engage and defeat the weakened French army head-on. In doing so he exposed his right flank to counterattack by the French and a British Expeditionary Force, resulting in the First Battle of the Marne, September 6–10, 1914. Despite casualties in the hundreds of
thousands, the battle was a stalemate, but it stopped the German drive on Paris. Both sides began digging a network of trenches. The First Battle of the Marne was a window onto how the rest of the war would be fought: extensive trenchworks against which large numbers of men would be hurled, suffering extremely high casualties for little if any territorial gains. The centuries-old method of massed charges to break through enemy positions did not work when the men faced machine guns, barbed wire, and drastically more effective artillery than in the past.

The next four years would see battles in which millions of artillery shells were fired and millions of men were killed or mutilated. Click here to read about some of the costliest battles of the First World War. Deadly new weapons were responsible for the unprecedented carnage.

**New Weapons of World War I**

Among the lethal technological developments that were used for the first time (or in some cases used for the first time in a major conflict) during the Great War were the machine gun, poison gas, flamethrowers, tanks and aircraft. Artillery increased dramatically in size, range and killing power compared to its 19th-century counterparts. In the war at sea, submarines could strike unseen from beneath the waves, using torpedoes to send combat and merchant ships to the bottom. Click here for more information on Weapons of World War I.

**War on the Eastern Front**

On the Eastern Front, the German general Paul von Hindenburg and his chief of staff Erich Ludendorff engineered strategies that gave them dramatic victories over Russian armies. The war became increasingly unpopular among the Russian people. Ludendorff, sensing a chance to take Tsar Nicholas II's country out of the war, arranged for an exiled Marxist revolutionary named Vladimir Lenin to cross Europe in a special train and get back into Russia. As hoped, Lenin helped fuel the rising revolutionary fervor. The tsar was deposed and executed with his family in the March 1917 revolution. For the first time in Russian history a republican democracy was established, but its leaders underestimated the people's resistance to continuing the war. When the new government failed to bring about a rapid peace, it was overthrown in November by a socialist revolution led by Lenin, following which Russia signed a peace agreement with Germany.

**War in the Mountains**

Fighting in the high elevations of the Balkans and Alps created additional agony for soldiers fighting there: bitterly cold winters and especially rugged terrain.

Serbia, whose countryman had fired the shots that gave rise to the slaughter taking place in Europe, was invaded twice by Austria-Hungary but repulsed both attempts. In the autumn of 1915, a third invasion came. This time the Hapsburgs were joined by Germany and Bulgaria. The outnumbered Serbs gave ground. Ultimately, the Serbian Army only escaped annihilation by a demanding march through Albania to the Adriatic Sea, where the French Navy rescued the survivors.

Romania remained neutral until August 1916 when it joined the Allies and declared war on Austria-Hungary in hopes of securing additional territories including Transylvania. As the poorly trained Romanian army advanced into Transylvania, German forces invaded and occupied Romania itself, quickly knocking the country out of the war.

Italy, wooed by both sides, entered the war on the Allied side in May 1915. Its efforts were concentrated on breaking through Austria's mountain defenses, but its poorly equipped soldiers were ground up in a series of attacks at the Isonzo River, though their opponents also suffered severely. What gains the Italians made in the war were wiped out by a rout that began at Caporetto in October 1917 and unhinged the entire line.

**The War Spreads Beyond Europe**

While soldiers in Europe lived and died in the muddy, disease-ridden trenches, Britain attempted an attack in February 1915 against the Ottoman Empire, the "soft underbelly" of Europe, to aid the Russians and, ideally, force Turkey out of the war. An attempted invasion on the Gallipoli Peninsula resulted in a bloody repulse, but war in the interior of the Ottoman Empire met with greater success. Arab groups seeking to overthrow the empire waged a successful guerrilla war in the Mideast, led by Prince Feisal, third son of the Grand Sharif of Mecca. The revolt was aided by British liaison officer T.E. Lawrence of Wales, who became known as Lawrence of Arabia.
When the war ended, the Ottoman Empire was broken up. England and France drew borders for new countries in the Mideast without regard for ethnic and religious factions. The centuries-old tensions between the native inhabitants of the region led to many of the problems causing turmoil in the Mideast today, another irony of the War to End War.

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Africa was home to a sideshow of the European fighting. European nationals and colonial troops of both sides fought against each other, but the German colonies were widely separated and unable to support each other. In German East Africa (Tanzania) an aggressive general named Paul von Lettow-Vorbeck waged a guerilla campaign against his British opponents until after the armistice was signed in Europe that ended the Great War.

In the waters of the Pacific Ocean German commerce raiders found prey among merchant vessels of Allied nations. Japan joined the Allies war effort on August 23, 1914, ostensibly in fulfillment of the Anglo-Japanese Treaty of 1911. The Land of the Rising Sun seized German colonies such as the Marianas, Marshalls and Carolines island chains that would see intense fighting during the Second World War.

War at Sea

Among the causes of the First World War was the naval arms race that began with Britain’s deployment of HMS Dreadnought, a new design that eschewed small, secondary arms in favor of big guns heavily armored for protection. Every nation wanted a Dreadnought, and Germany sought to increase the size of its fleet to the level of Britain’s. Accomplishing that goal while supporting large armies engaged in warfare proved impossible for Germany, but World War I saw the last great battles fought entirely between surface ships. Notable naval engagements include the Falkland Islands and Coronel off South America, and the battles of Heligoland Bight, Dogger Bank and Jutland in the North Sea. Jutland would prove to be not only the largest naval battle up to that time but the last in which fighting would take place only between surface ships. In World War II, the aircraft carrier became the most lethal surface ship and allowed enemy fleets to engage in battle without ever seeing each other from a captain’s bridge.

The most significant advance in naval warfare to come out of the Great War was the development of submarines, which the German Imperial Navy called Unterseeboote (undersea boats). That got shortened to U-boats, a name that became synonymous with submarine. Subs could hide beneath the waves in shipping lanes to attack merchant or combat ships with torpedoes without ever being seen. Such attacks on merchant or passenger ships without giving the crews and passengers warning so they could escape in lifeboats was considered a violation of the laws of naval warfare, and became known as "unrestricted" submarine warfare. Germany engaged in such unrestricted warfare until U-20 sunk the British passenger liner Lusitania off Ireland in May 1915. Over 1,200 lives were lost, including 128 Americans, and the US threatened to break diplomatic relations with Germany. The Imperial Navy subsequently instituted strict regulations for U-boat attacks, but those went by the boards in 1917 as the Germans tried to cut off supplies to Britain and starve the island nation into submission. It was a bad decision. The renewal of unrestricted submarine warfare and subsequent sinking of three American ships brought the US into the war, after which Germany’s fate was all but sealed.

War in the Air

Airplanes had already seen limited military before World War I began. Italian aircraft were used for reconnaissance and small-scale bombing during the Italo-Turkish War of 1911. Aircraft during World War I continued to be used primarily for reconnaissance, including photo-reconnaissance missions. The first aircraft of the war weren’t even armed, since no serious effort had been made to create a fighting flying machine. Pilots began shooting at each other with pistols and rifles. Soon various schemes were attempted to attach machine guns to planes. The breakthrough came in 1915 when Holland’s Anthony Fokker developed a method to synchronize a machine gun’s fire with the rotation of the propeller on his Eindecker (single-wing) design for the German air force.

Early war planes were very light and used small engines with top speeds of less than 100 mph. On many designs the engine was in the rear and pushed the plane through the air. The demands of wartime, each side trying to outdo the other’s technological advances, created rapid improvements in aircraft design. Changes might occur within weeks; in the decades following the war, such changes would take years. By war’s end small, single-engine planes had been joined by multi-engine bombers such as the Giant, which Germany used to bomb British cities. Zeppelins were also used for reconnaissance and for bombing over land and sea. Tethered barrage balloons carried observers high above the front to watch enemy troop movements—and attracted the attention of the enemy’s airborne fighters.

While the war on the ground was a miserable existence in muddy, rat- and disease-infested trenches, and millions of lives might be spent to gain a few miles of territory, the war in the air captured the imagination of the world. Using this exciting new
technology to maneuver through the skies and engage the enemy in one-on-one dogfights in which skillful pilots could rise to
the status of ace gave the air war a sense of glamour that still hangs over the pilots of World War I.

America Joins the War

Most Americans saw little reason for the United States to involve itself in "the European War," though some individuals—such
as young pilots excited at the notion of flying in combat—enlisted through Canada or elsewhere. President Woodrow Wilson
won reelection in 1916 on the slogan, "He kept us out of war." That same year he tried to bring the combatant nations to the
bargaining table to seek an end to the war that would be fair to all, but the attempt failed.

America was drawn into the conflict by the Zimmerman telegraph and unrestricted submarine warfare. On January 16, 1917,
Foreign Secretary of the German Empire Arthur Zimmerman sent a coded message to the German ambassador in Mexico City,
Heinrich von Eckart informing him Germany would return to unrestricted submarine warfare on February 1, a policy that might
cause America to declare war. "We shall endeavor in spite of this to keep the United States of America neutral," Zimmerman
wrote, but if those efforts failed, Eckart was to convince Mexico to become Germany's ally. As an inducement, Eckart was
authorized to offer the return of the US states of Texas, New Mexico and Arizona to Mexico after America was defeated.

The code was broken, and the contents of the telegram published on March 1. Americans were outraged. Two weeks later
German U-boats sank three American vessels. Wilson asked Congress on April 1 to authorize a declaration of war against
Germany, which it did four days later. War was declared on the other Central Powers shortly thereafter.

When American troops and war materiel began arriving in Europe later in 1917, it unalterably shifted the balance of power in
favor of the Allies. A final German offensive began on May 21, 1918, an attempt to win the war before the full weight of
American strength could arrive. The Spring Offensive (also called the Ludendorff Offensive and the Kaiser's Battle) sputtered
out when German supply vehicles couldn't keep up with the rapidly advancing soldiers across the broken, cratered
battleground, and the Kaiser's troops were left in poor defensive positions. An Allied operation that became known as the
Hundred Days Offensive pushed the enemy back to the German border by September. Germany's allies began their own peace
negotiations.

The German navy mutinied. Ludendorff, architect of many German victories in the east, was dismissed. Riots broke out, often
led by German Bolsheviks. Prince Max, Chancellor of Germany, authorized negotiations for peace terms and stipulated that
both military and civilian representatives be involved. He then turned his title over to Friedrich Ebert, leader of the Socialist
Democratic movement. Kaiser Wilhelm II abdicated on November 9. An agreement between the combatants called for all guns
to fall silent on the 11th hour of the 11th day of the 11th month. Yet, even on the morning of November 11, before the
designated time for the armistice to begin, some field officers ordered their men to make attacks, which accomplished little
except more bloodshed.

The Armistice

A series of peace treaties were signed between the combatant nations, but the most significant was the Treaty of Versailles,
signed on July 28, 1919, five years after Austria-Hungary had declared war on Serbia. Germany had hoped Woodrow Wilson
would be a moderating factor that would allow for more generous peace terms, but the nations that had lost millions of young
men to the weapons of the Central Powers were in no mood to be forgiving. As a result of the various treaties, the Ottoman
Empire was dismantled. Austria-Hungary was broken into separate nations and forced to cede lands to successor states such
as Czechoslovakia. Bulgaria was limited to a 20,000-man army, denied any aircraft or submarines and ordered to pay
reparations over a 35-year period. Germany was restricted to a standing army of just 100,000 men, denied possession of
certain weapons such as tanks, forced to pay reparations to its former enemies and give up all of its overseas colonies as well
as some of its territories in Europe. In the coming years Germans would brood over the harsh terms and seek not only to
overturn them but to inflict punishment on the nations that demanded them.

All combatant nations had concealed from their people the true extent of casualties during the war, but in Germany, where
Hindenburg and Ludendorff were given control over virtually all aspects of civilian life as well as over the military, any negative
reports about what was happening at the front were considered "defeatist" and were prohibited. Accordingly, much of the
population believed it when they were told Germany was winning the war. The country's sudden capitulation left them shocked
and bewildered. Hindenburg claimed that the German soldier had been winning the war but was "stabbed in the back" by
civilians who overthrew the monarchy. The popular old soldier was elected president of Germany, and his "stabbed in the back"
myth was used to great effect by a rising political star, Adolf Hitler.
40 maps that explain World War I

by Zack Beauchamp, Timothy B. Lee and Matthew Yglesias on August 4, 2014

One hundred years ago today, on August 4, 1914, German troops began pouring over the border into Belgium, starting the first major battle of World War I. The Great War killed 10 million people, redrew the map of Europe, and marked the rise of the United States as a global power. Here are 40 maps that explain the conflict — why it started, how the Allies won, and why the world has never been the same.

Background

European alliances in 1914

Immediately prior to the war's outbreak in 1914, Central Europe was dominated by two powerful states: Germany to the north and its weaker cousin, the Austro-Hungarian Empire, to the South. The two countries formed the core of the Central Powers, also known as the Quadruple Alliance because they were joined after war began by Bulgaria and the Ottoman Empire (modern Turkey). The other major pre-war alliance was the Triple Entente, a pact between Russia, Great Britain, and France (called the
Allied Powers during the war). These alliances set the stage for a massive war: any dispute between two members of these blocs could pull in all of the others, as the treaties committed these states to defending their allies. And that's exactly what happened.

2. The unification of the German Empire

The Franco-Prussian War, 40 years before World War I, birthed the unified German state. Prussia baited the French into launching a war, and then aligned with several small German states to decisively defeat France and seize the economically valuable Alsace-Lorraine province. The unified Germany that emerged from the war instantly became one of the most powerful states in Europe, overturning the continental balance of power. Germany's rising power alarmed Britain and Russia, drawing both countries into closer alignment with their long-time rival, France.
3. The Story of the Great War
Two wars in the Balkans fail to settle regional rivalries

The Balkans, the area around the Aegean Sea in the Southeast of Europe, was one of the continent's most volatile regions in 1914. The Balkan states fought two separate wars between 1912 and 1913. Serbia, Greece, and Bulgaria had claimed territory from the embattled Ottoman Empire, but they had also been at each other's throats. The wars expanded Serbia and built an independent Albania, but none of the most important powers were happy. Serbia was furious with Austria-Hungary, which had recently annexed Bosnia. For Austria-Hungary's part, it wanted more vigorous backing from Germany. And Russia was committed to deeper support of Serbia, its client state.

European powers carve up Africa

From 1881 right up until World War I, European countries competed to colonize as much African land as they could. Britain and France seized the largest parcels of territory during this so-called "scramble for Africa." German leaders concluded that their lack of naval power hampered their ability to compete in the race for colonies, and thus global influence. This was one of several factors that prompted the Kaiser to begin rapidly growing his fleet. That damaged British-German relations as the great
source of British strength was its naval superiority. Germany challenging that seemed like an existential threat. Colonialism, then, helped cause a destabilizing naval arms race between the two powers. And by bringing European problems to Africa, it also set the table for a truly global war.

5. Tinodela

The German and French war plans emphasized attacks

German and French war planners both believed the war was going to be an offensive one. The German plan, conceived by strategist Alfred von Schlieffen, envisioned a rapid German march primarily through Belgium into French territory. The French strategy, Plan XVII, sent French troops directly across Franco-German border, as well as through Luxemburg and Belgium. This partially explains where the main battle lines were during the war, but according to some historians it means much more than that. A very contentious line of scholarship holds that World War I was caused by these plans, because every state believed that the key to victory was a quick offensive strike and that a war, under those terms, could be won quickly and comparatively cheaply.
The House of Habsburg ruled Austria continuously from the 13th century through to the end of World War One. At various times, their domain included everything from Belgium to Naples to Portugal to Mexico. On the eve of the war, however, their holdings had dwindled to a diverse range of central European territories known as the Austro-Hungarian Empire (or Austria-Hungary for short). This multi-ethnic imperium wasn't well suited to the nationalistic spirit of the times. Serbia wanted to incorporate the empire's Serbian- and Croatian-speaking territories into its own kingdom, a move that Austria-Hungary saw as a fundamental challenge to their core governing ideology: Habsburg dynastic legitimacy trumps ethnic nationalism.
Franz Ferdinand is assassinated

Austro-Hungarian Archduke Franz Ferdinand arrived in Sarajevo, then part of the Habsburg dominion, on June 28, 1914. He was joined in the city by seven Serbian terrorists there to kill him, in hopes of removing a prominent moderate from the line of succession and heightening the tensions between Vienna and its South Slavic subjects. The first assassin was standing near a policeman and didn't use his weapon. The second assassin tossed a grenade that injured several people. The motorcade then continued past the other assassins, none of whom acted as they lacked clear shots in the commotion. The assassins believed their plot had failed. Franz Ferdinand ordered his car to turn around so he could visit people injured by the grenade but his driver misunderstood, and continued on the original route where, while attempting to turn around, his car stalled. By chance, Gavrilo Princip had by this time moved over to Franz Joseph Street and he was able to take the fatal shot.
The world mobilizes for war

The main participants in the war mobilized over the course of about a week. First Austria-Hungary declared war on Serbia after Serbia refused to accede to Vienna's extensive demands regarding Serbian support for anti-Austrian groups. Then Russia declared war on Austria-Hungary. This required Germany to go to war in defense of its ally. German war planning assumed that any war with Russia would expand to include war with France, and the operational plan called for attacking France first. Thus the main practical step Germany took to defend Austria was to launch a preemptive attack on France and Belgium, neither of whom had officially entered the war yet. The violation of Belgian neutrality brought Britain into the war and it was off to the races. But the literal timing shouldn't confuse you — it had long been French policy to support Serbia against Austria in hopes of initiating a war in which Russia would help France fight Germany, which was far too powerful for France to fight alone.
WWI's first battle: the attack on Liège

The German war plan called for the swiftest possible capture of Paris, hoping to knock France out of the war before Russia could fully mobilize its large but low-tech military. The fastest route to the French capital happens to run through Belgium, so the first battle of the war was a German attack on the Belgian city of Liège. Belgium was not part of any pre-war alliances and attempted to stay neutral in the war. The attack on Belgium brought the British Empire into the war, with British politicians citing their country's obligation to uphold Belgian neutrality. This was a risky move on Germany's part, but German war-planning long regarded a quick, decisive blow against France as the best possible hope of winning a two-front war. Right from the outset things did not go Germany's way. Liège (and other Belgian towns and fortifications near the Meuse River) fell, but the Belgians' determination to resist in the face of impossible odds did delay Germany's operations against France substantially, giving France and Britain critical extra days to prepare the defense of Paris.
In a sense, this September 1914 conflict was the decisive battle of the war. Germany's advance into France was halted by a combined Franco-British army on the outskirts of Paris near the Marne River and the German army was forced to fall back. In these early phases, the war was moving too quickly for the opposing armies to have much in the way of fixed positions, and the hasty defense of the Paris suburbs included reinforcements being sent to the front from the city via a rapidly assembled fleet of urban taxis. The battle was followed by the so-called "race to the sea" in which German and Allied forces tried and failed to outflank each other until the lines reached all the way to the North Sea and no more battles of manouever were possible. The stalemated Western Front with its trench warfare came next. Germany's strategic war plan — knock France out quickly so troops could be sent back east to fight Russia — had essentially failed.
Germany routs Russia in the Battle of Tannenberg

The German war plan committed the bulk of the Empire's forces to the Western Front, leaving just one German army in the East to face Russia's First and Second Armies. Combined with the defeat at the battle of the Marne, a victory by the numerically superior Russian forces could have crushed the German war effort in its crib. Instead, the Germans were victorious. The Russians scored a tactical victory at Gumbinnen, but instead of pressing the advantage, they waited for the Second Army to arrive. The Germans audaciously moved south to face the Second Army before it could combine its strength with the First. German forces were aided by exceedingly poor Russian communication security — Russian troops hadn't mastered even basic cryptography, so German intelligence was aware of how poorly coordinated the two Russian armies were. Victory at Tannenberg set the stage for a subsequent German victory over the First Army at the Battle of Mausurian Lakes. Those two wins prevented the Russians from taking strategic initiative against Germany in the East.
The British blockade the German Empire

This map illustrates the meanderings of the HMS Orvieto, one of the British ships assigned to Northern Patrol — the main naval operation dedicated to enforcing a British blockade of Germany and her allies. The blockade was meant to halt Germany's trade with the Western Hemisphere and it was so successful that it led to very little drama. Exporters in the Americas didn't like the blockage, but they didn't seriously try to challenge it either. And with Britain and France diverting manpower to the war, both major Allied powers started demanding more imports, which created new markets for commodity producers. Unlike 19th-century blockades that were limited to war materiel or cash crops, the British considered everything — including food — to be contraband of war. The blockade severely stressed the Central Powers' economies. Most important, however, was the blockade's interaction with global diplomacy. When the British attempted a similar blockage against Napoleonic France, the United States became embroiled in conflict with Britain leading to the War of 1812. The World War I blockade, by contrast, merely tightened the US-UK commercial relationship: the Wilson administration essentially respected the blockade of Europe while protesting Germany's efforts to use submarines to stymie American trade with Britain.
German submarine warfare, 1915

Germany's surface fleet was largely unable to stand in battle against the vastly superior British Royal Navy. But the new technology of the submarine gave Germany the means to harass Allied shipping despite its weakness on the surface. In 1915, they initiated a kind of underwater blockade — attacking ships bound for Britain as a countermeasure to the near-total Allied knockout of Germany's transatlantic trade. But Germany didn't have nearly sufficient submarine strength to cut off all Allied shipping. What's more, unlike surface ships, submarines couldn't really threaten ships and board them. They could only attack with stealth. That led to the sinking of several ships with Americans aboard, which badly damaged US-German relations. Seeking to appease President Wilson, Germany halted unrestricted submarine warfare. But in February 1917, the Germans changed their minds again — setting themselves on a course that would drag the United States into the war.
Austria-Hungary conquers Serbia

The nominal cause of the war was Austria-Hungary's effort to punish Serbia for its sponsorship of anti-Austrian terrorism, and in 1915 the Habsburgs succeeded. The entire grand web of alliances neither deterred an Austrian attack on Serbia nor prevented the Austrians from winning. By the end of the year, the remnants of the Serbian army had retreated into Albania and been evacuated by sea. Allied forces would eventually liberate Serbia in 1918, moving through Greece and Bulgaria. The Serbian state enlarged to incorporate Bosnia-Herzegovina, Croatia, Slovenia, and Macedonia after the war and became known as Yugoslavia until 1991.
The 12 battles of the Isonzo

Italy did not join the war in its first year, and had been allied with Germany and Austria-Hungary during the pre-war years. But Italian nationalists had designs on some Italian-speaking lands still ruled by the Habsburgs as well as elements of the Adriatic coast that had historically been ruled by the Republic of Venice. In the 1915 Treaty of London, the Allies succeeded in tempting Italy to enter the war on their side, promising them healthy slices of Austro-Hungarian territory. The actual fighting on the Italian Front was even more static and futile than the Western Front. So much so that there were 12 different Battles of the Isonzo, fought near a river in contemporary Slovenia. These 12 battles together accounted for half of Italy's total casualties during the war and as illustrated on the map scarcely moved the frontier at all. In essence, Italy's war dead served as a massive diversionary tactic, occupying Austro-Hungarian and German troops who otherwise could have been fighting in Russia or France.
The Gallipoli campaign: the Allies try to invade Turkey

British forces, with assistance from the French navy, hatched a daring plan for an amphibious assault on the Gallipoli Peninsula in Turkey. Had they succeeded in capturing the peninsula, Allied naval forces could have sailed through the Dardanelles Strait up into the Sea of Marmara and supported an attack on the Ottoman Empire's capital of Istanbul. That would have opened the door to direct Allied communication between the Western and Eastern Fronts. Instead, Turkey kept the Allied troops bottled up and after months of fighting, they retreated. Heavy participation of volunteers from Australia and New Zealand in the campaign makes it an iconic moment in those nations' military histories even as the Turkish victory is celebrated in that country.
**Bloody battle at Verdun**

Verdun was one of the longest and costliest battles of the Western Front, raging from February to December of 1916. About 300,000 people were killed for the sake of moving the front line about 5 miles. At the outset of the battle, German military officials had concluded that they had no way of puncturing Franco-British defenses and winning the war. Their plan, instead, was to take advantage of the fact that the battle lines were on French soil to trick the Allies into defeating themselves. As Western fighting degenerated into a stalemate, the French front lines in the vicinity of Verdun poked awkwardly into German-held territory. The plan was to seize some high ground on the Eastern bank of the Meuse from which Verdun could be shelled. German commanders hoped that rather than retreat from the town, the French would counterattack furiously in a way that allowed German defenses to inflict massive casualties. And, indeed, about 156,000 French soldiers were killed during the fighting. But so were 143,000 German soldiers.
The high point of the Russian war effort

Under the command of General Alexei Brusilov, Russian forces mounted a broad assault against Austria-Hungary in June 1916. Brusilov’s innovative tactics — shorter-than-usual artillery bursts, followed by concentrated attacks by specialized shock troops who aimed to break through enemy lines and force a retreat — allowed Russia to retake a substantial amount of territory previously lost. Habsburg casualties were sufficiently severe as to render Austria-Hungary incapable of mounting further offensive operations without German support. These successes inspired Romania to join the war on the Allied side, but that proved counterproductive. The Romanian military crumbled under joint German-Bulgarian attack, and the Russian advance had to be halted in September to safeguard a new frontier composed of overrun Romanian territory. During the subsequent winter the Czarist regime collapsed and with it all discipline in the Russian military.
The Battle of Jutland: the biggest naval fight of World War I

Great Britain was the world's preeminent naval power in the early 20th century, but in the years before World War I, Germany constructed a formidable navy of its own. On May 31, 1916, the two navies had their biggest clash of the war when about 150 British ships confronted almost 100 German ships in the North Sea off the coast of Jutland, Denmark. The Germans knew the entire British fleet was too powerful to challenge directly, but they hoped to lure a portion of the British fleet commanded by Vice Admiral David Beatty into a battle with a larger number of German ships. When Beatty encountered the German fleet, he turned his ships around and raced toward the rest of the British Grand Fleet commanded by Admiral John Jellicoe with the German ships in hot pursuit. The British wound up losing more ships and sailors from these engagements than the Germans did. But those losses weren't sufficient to break the British Navy's hold over the North Sea. Germany avoided this kind of large-scale naval battle for the rest of the war, keeping its surface fleet in safe ports and focusing instead on submarine attacks.
**Where the war stood in 1916**

This elegant map illustrates where the battle lines stood on August 1, 1916, exactly two years into the war. Russia fared poorly, losing control of territory in what's now Poland, Ukraine, and the Baltics, while Serbia had been overrun. Fighting in the West and in Italy had accomplished essentially nothing beyond what the Germans had managed to achieve before the Battle of the Marne. The tiny blue line near Salonika in Greece represents a small Allied force that had seized the city to try to maintain a token force in the Balkans. Their presence embroiled Greek politics in crisis, but had little military significance until the Central Powers were on their last legs.
German colonies in Southwest Africa and elsewhere come under attack

Soon after war broke out in Europe, Germany's colonies came under attack as well. This map, published in America in 1916, shows the conquest of German South West Africa (modern-day Namibia) by troops from South Africa, which was then a British colony. South African prime minister Louis Botha began mobilizing forces in September 1914; the Germans surrendered in July 1915. Other German colonies fell into Allied hands, too. The Japanese joined the war on the side of the Allies and captured the German-held port of Tsingtao (now the Chinese city of Qingdao) in November 1914. Germany's East African colony was the only major colony to resist Allied control throughout the war, but the territory was still divided among victorious European powers at the end of the war.
Germany's most famous naval raider, the Emden

Most of Germany's surface navy spent the early months of the war in safe German ports, but a few ships ventured out to the high seas to wreak havok on Allied shipping. The most famous of these was the Emden, a German cruiser that operated in the Bay of Bengal, which lies between India and Southeast Asia, in the fall of 1914. Under the leadership of Captain Karl von Müller, the Emden captured 21 allied ships, seriously impeding Allied shipping in the area. Müller's most daring raid came on October 28, when he snuck into the allied harbor of Panang (disguising the Emden by adding an extra funnel to its deck) and destroyed two warships — one French and one Russian. Finally, during another Emden raiding expedition on November 9, an Australian warship with more firepower caught up to the Emden and forced her aground. Müller and most of his surviving crew were taken prisoner.
**Britain conquers Palestine**

After the failure of the Gallipoli campaign in 1916, Allied forces regrouped in Egypt and began making plans to take Ottoman-held land in the Levant. This map shows part of that effort, Britain's successful 1917 campaign in Palestine. The British invasion of Palestine would have long-lasting consequences. On November 2, 1917, British Foreign Secretary Arthur Balfour **wrote a letter** endorsing "the establishment in Palestine of a national home for the Jewish people." Balfour cautioned that "nothing shall be done that may prejudice the civil and religious rights of existing non-Jewish communities in Palestine." In 1922, the League of Nations officially **endorsed** British administration of Palestine. British policies after World War I helped lay the groundwork for the eventual UN partition of Palestine between Arab and Jewish states — and everything that followed from that.
Lawrence of Arabia and Britain’s betrayal of Arab allies

One of the most remarkable figures of World War I was TE Lawrence, whose exploits in the Middle East were immortalized in the 1962 movie *Lawrence of Arabia*. Before the war, Lawrence was an archeologist, and he got to know the Middle East during expeditions to the region. When war broke out, the British recruited him to help organize an Arab revolt against the Ottoman empire. His pre-war connections made him particularly effective in this role. He fought alongside the Arabs in a series of battles between 1916 and 1918. At the end of the war in November 1918, Lawrence presented this map to his superiors in Britain, showing proposed borders for a postwar Middle East. The British had promised independence to Arab Allies who participated in the rebellion, and Lawrence attended the 1919 Paris Peace Conference to press for these promises to be kept. Instead, the British and French divided Arab territories under the terms of the Sykes–Picot Agreement (discussed below), which they had secretly negotiated in 1916.
In 1915, frustrated by early setbacks in the war, leaders of the Muslim-majority Ottoman empire launched a campaign to purge non-Muslim elements. They began persecuting the Armenians, a Christian ethnic group whose ancestral homeland straddled the border between the Russian and Ottoman empires. Hundreds of thousands of Armenian men, women, and children were slaughtered. According to some estimates, as many as three quarters of the 2 million Armenians in the Ottoman Empire were killed. Hundreds of thousands of Armenians fled their homeland, producing significant Armenian diaspora populations in the United States, Russia, and elsewhere. No one was punished for these atrocities, and to this day it's a sensitive topic for the Turkish government. As recently as 2007, diplomatic pressure from Turkey dissuaded Congress from officially recognizing the incident as a genocide.
The technology of the Great War

Trench warfare on the Western Front

In most military conflicts throughout history, mobility, boldness, and the advantage of surprise are crucial for victory. But World War I began in an unusual period where defensive technologies were often more effective than offensive ones. As a result, the Western Front devolved into a style of trench warfare that would never again be used on such a large scale — the development of tanks and air power had rendered trench warfare much less effective by World War II. This illustration shows the kind of elaborate trench systems that the French, British, and German armies constructed across hundreds of miles of the Western Front. In front of the trenches was barbed wire, an innovation developed in the American West a few decades earlier. It helped slow advancing troops who tried to charge across the no-man's land between the two sides. Then came two lines of wide trenches where soldiers would keep watch; these were connected by narrower trenches used to rotate soldiers in and out of the front lines. Further back were trenches for communications, first aid, and the storage of supplies. At the very back would be the artillery, guns powerful enough to send massive shells deep into enemy lines. Poor sanitation, constant shelling, and the lack of adequate shelter made life miserable for soldiers who had to endure life in the trenches.
This German supergun could hit a target 80 miles away

The early 20th century was an era of rapid progress in military technology, and nowhere was that more evident than in the development of artillery. Both before and during the war, both sides were racing to develop bigger and bigger guns with ever-increasing range. This illustration shows one of the most formidable weapons employed during the war. Introduced in 1918,
which was more than 60 miles away. While this gun was technologically impressive, it proved to have limited military value. The gun's poor accuracy meant that the Germans were hitting random targets in Paris, alarming Parisians but not doing any real damage to the war effort. More important were high-caliber, medium-range artillery pieces that could be used in large numbers to devastate the enemy front lines. By 1918, the German artillery officer Georg Bruchmüller had perfected the art of using highly focused and precisely timed artillery barrages to devastate enemy positions in preparation for a ground offensive by German troops.

**The tank makes its debut**

The tank, the brainchild of First Lord of the Admiralty (and future Prime Minister) Winston Churchill, was developed by the British during World War I. British officials were anxious not to tip the enemy off to what they hoped would be a powerful new weapon, so they decided to tell people that the strangely-shaped objects they had concealed under tarps were mobile water recepticles: "tanks." The code name stuck, and we still call them tanks today. This image shows the design of a tank used by the British at the Battle of Cambrai in 1917. While tanks were developed and used in large numbers by the Allies (and to a much lesser extent by the Germans) they were too primitive to be a major factor in the outcome of the war. Tanks were slow and frequently broke down in the middle of battle. It would take further refinements to turn tanks into the formiddable killing machines they would become later in the 20th century.
The 80 victories of the Red Baron

World War I was the first war to see large-scale use of airplanes. At first, they were primarily used for reconnaissance, but both sides increasingly used them for offensive purposes as well. As airplanes dropped bombs on enemy cities in growing numbers, countries started looking for ways to shoot enemy airplanes out of the sky. A key innovation was the synchronization gear, which allowed pilots to fire a gun through a spinning propeller without damaging the blades. This created a new class of fighter airplanes, and a new class of pilots to fly them. The most famous of these "flying aces" was the German pilot Manfred von Richthofen, known as the Red Baron for the distinctive color of his airplanes. Between 1916 and 1918, he achieved 80 victories over enemy aircraft, the highest of any pilot in the war. The Red Baron became a celebrity on both sides of the front line and his victories provided a boost to German morale. After downing 21 enemy planes in April 1917, he was in a crash in July. He survived, but his injuries forced him to fly fewer missions in the second half of the year. He continued flying in 1918 but was fatally shot down on April 21, 1918.
The French rail network in 1914

By 1914, the leading nations of Europe all had extensive rail networks. Trains were hardly a new technology in 1914, but armies relied on them to a greater extent than they ever had before, and this helped to make World War I a bloody war of attrition. In previous wars, armies would clash until one side achieved a breakthrough. At that point, the winning army could encircle the enemy, march on the capital, or take other steps to consolidate their gains and bring the war to an end. The slow speed of transportation meant that reinforcements often couldn't reach the losing side until it was too late to avert disaster. The mature rail networks of the early 20th century changed this dynamic. Now, when one side launched an offensive, the defenders could quickly move thousands of additional troops to counter it. Yet it wasn't practical for attackers who broke through enemy lines to use the enemy's rail lines to move their troops quickly. So defenders were usually more mobile than attackers. This helped to produce the perpetual stalemate of the Western Front.
Germany resumes submarine warfare against American ships

As 1917 began, Germany was growing increasingly desperate. Britain's blockade of German ports was making it harder and harder for Germany to feed its own people. The German war plan had depended on a quick victory over France, but now the Western Front seemed to be in a perpetual stalemate. So the German high command decided to resume submarine attacks on neutral ships in British waters. Their goal was to so devastate neutral shippers that they would become unwilling to trade with the Allies. Germany hoped that would inflict on Britain the same pain Germany itself had been suffering and force the Allies to come to terms. The Germans knew that this was a risky gamble because it could draw the United States into the war, but they hoped to bring the Allies to their knees before US involvement became significant. This proved to be a fatal miscalculation. The submarine campaign never came close to halting American shipping to the Allies, while the flood of American troops in the final months of the war ensured Germany's defeat.
The Zimmermann telegram: Germany proposes a Mexican war against the US

Anticipating that the German submarine campaign would draw the United States into the war, Germany's foreign secretary, Arthur Zimmermann, sent a coded telegram to the German ambassador in Mexico. In the event the United States declared war on Germany, the ambassador was instructed to approach the Mexican government with a proposed alliance. Germany would help fund a military campaign to allow Mexico to retake some of the territory lost in the Mexican-American war seven decades earlier. This map shows Zimmermann's proposal: Texas, Arizona, and New Mexico would be annexed into Mexico (the red line shows Mexican territory before 1845). Unfortunately for Zimmermann, the Brits were not only tapping undersea cables between Europe and the United States, but they had also broken Germany's ciphers. So the Brits deciphered Zimmerman's message and passed a copy along to the Americans. The release of Zimmermann's telegram inflamed American public opinion and helped to build momentum for a US declaration of war, which occurred on April 6, 1917. Mexico, meanwhile, realized that it would have no hope of defeating the United States and rejected Germany's proposal.
The Story of the Great War

America officially joined the war in April 1917, but it would take a year before American troops started arriving in a large enough volume to make a significant difference in the outcome of the war. The United States had never mobilized so many troops to fight in a war so far away. Congress, anticipating a possible war, had authorized a troop buildup in 1916; at that time the US had only had 130,000 soldiers. G.J. Meyer writes that "thirty-two training camps, each occupying eight to twelve thousand acres and containing fifteen hundred buildings capable of accommodating forty thousand men, were constructed in sixty days" after the declaration of war. Despite these efforts, fewer than 200,000 troops had arrived on French soil by the end of 1917. But those numbers grew rapidly in 1918. By May, 200,000 fresh troops per month were flooding onto the continent.
Russia capitulates in the Treaty of Brest-Litovsk

Following the collapse of the Czarist regime in the February 1917 Revolution, a provisional government led by Aleksander Kerensky came to power in Russia. Kerensky's government was unable to impose discipline on the unraveling Russian military or conduct effective military operations. German authorities allowed Vladimir Lenin, then in exile in Switzerland, to travel via special train through German-occupied territory into Russia where he and his Bolshevik allies took political leadership of the anti-war cause. After seizing power in the October Revolution, the new Bolshevik government was forced to negotiate peace with the Germans from a position of extreme weakness. At the Treaty of Brest-Litovsk in March 1918, Russia abandoned its previous rule over Finland, most of Poland, Latvia, Lithuania, Estonia, Ukraine, and Belorussia. German plans called for this territory to be reorganized as a series of German-dominated satellite states but the failure of the Spring Offensive in the West and the subsequent German surrender rendered the new order in the East irrelevant.
In the spring of 1918, the German Empire made a final, audacious attempt to break the stalemate on the Western Front. German troops had spent the winter learning a new style of trench warfare inspired by the successful tactics of the Russians under Alexei Brusilov two years before. The artillery barrages that preceded attacks became shorter and more precisely timed to preserve the advantage of surprise. Instead of advancing on enemy positions in mass waves, troops were instructed to cross the front in small groups and improvise once they reached enemy trenches. Initially, the offensive was a stunning success, punching a hole in the Allied line and allowing German troops to pour through it. But for the offensive to pay strategic dividends, the Germans needed to widen the hole in the enemy lines. Otherwise, the Allies could later repair the breach and cut the advancing enemy troops off from supplies and reinforcement. The key to the battle was French fortifications near the city of Reims, which is that awkward corner on the left-hand side of the German gains. If Reims had fallen, German troops might have been able to widen the breach in the French line and march down to Paris. But Reims didn't fall, and so German troops became more vulnerable the deeper they marched into French territory. After repeated attempts to take Reims failed, the Germans were forced to abandon the territory they had taken to avoid being cut off.
A continent on the brink of famine

Germany was blessed with excellent military leadership that allowed the nation to hold its own against numerically superior foe. But it had a problem that couldn't be overcome with military tactics alone. Britain and France could draw on the resources of their vast overseas empires, and trade with neutral countries, to get the resources they needed to win the war. Thanks to the British blockade, the Central Powers were cut off from the rest of the world. So conditions in Germany, for soldiers and civilians alike, steadily deteriorated. This map, based on a map from a book published by the United States government in July 1918, shows the food situation in Europe as the war was drawing to a close. While the US government might have been tempted to exaggerate Germany's hardship, this map is basically accurate. By 1918, the Central Powers were facing severe food shortages, and things could have gotten a lot worse if the war had dragged into the winter of 1919. An increasingly desperate German citizenry began pressuring the German government for peace.
Changes to Europe after World War I

The war officially ended when Germany agreed to lay down its weapons on November 11, 1918. In 1919, the victorious Allies, led by Britain, France, and the United States, met in Paris to decide the fate of the empires they had defeated. Their decisions transformed Europe's borders. The Austro-Hungarian empire was carved up into six new countries. One of these, the awkwardly named Czechoslovakia, would split into the Czech Republic and Slovakia in 1992. The former Serbia was combined with territories annexed from Austria-Hungary to form Yugoslavia, a national home for South Slavic peoples. It, too, disintegrated in the early 1990s, producing several small nations that exist in the Balkans today. The Soviet Union lost some of the Russian Empire's former territory to the new Baltic states and to Poland. Poland, along with France, got chunks of Germany. Czechoslovakia and Yugoslavia are gone, but the other new states persist today, so it's fair to say that World War I set the contours for the modern European state system.
The war devastated European economies

The war devastated economies across continental Europe. Not only did each country rack up significant amounts of war debt, they almost all suffered massive losses in gross domestic product over the course of the conflict. France and Russia had each lost a third of their prewar output by the time they left the conflict. The economic pain and massive debt load prompted the Allies to demand huge punitive damages from the losing side after the war. The burden of debt and reparation payments hobbled the Weimar Republic that governed Germany from the end of the war until Adolf Hitler rose to power in the early 1930s. Germany stopped paying reparations in 1931, having paid only a small fraction of the sum the allies had demanded. The Allies also demanded that Austria, Hungary, and Turkey pay reparations, but their economies were so devastated by the war that they never made significant payments.
Sykes-Picot and the breakup of the Ottoman empire

World War I also transformed the Middle East. In 1916, French diplomat Francois Georges-Picot and his British counterpart, Sir Mark Sykes, drew up a map dividing the Ottoman Empire's Middle Eastern territory between British and French zones of control. The agreement permitted British and French authorities to divide up their respective territories however they pleased. This led to the creation of a series of Arab countries — Lebanon, Syria, Iraq, Jordan, and so on — whose borders and political institutions only dimly reflected the Arab world's ethno-sectarian makeup. Many scholars believe the Sykes-Picot borders were a major factor in the chaotic state of the Middle East in the decades since then.
The Bolshevik revolution sparks civil war in Russia

When the Bolsheviks seized power in Russia in October 1917, it triggered a civil war. Opponents organized a White Army to oppose Soviet control of Russia. The Whites were strongest in the Eastern parts of the vast Russian empire, and for a time they controlled the bulk of the land — though much of their Eastern holdings were sparsely populated. The White Army was aided by the British, French, and Americans, who didn't want to see a communist revolution succeed in one of the world's most powerful nations. But Allied support wasn't enough to help the White Army defeat the Soviet Red Army in battle. After making gains in 1918, the Whites were driven into retreat in 1919. The White Army had been largely destroyed by mid-1920, though it took another two years for the Soviets to consolidate their control of the vast territory they would dominate for the next 70
From Missions to Cities

Overview: This lesson is centered on a general analysis of changes in the aspect of places looking at examples of Catholic missions built in California starting 1769 until approximately 1823. The lesson uses maps and images of different missions in California as a first step, and then focuses on changes in time that can be observed by looking at pictures of Mission Dolores (St. Francis of Assisi) and of its surrounding areas. It also encourages students to connect the information to the growth of their current Catholic school community. In addition, the lesson ties in Spanish vocabulary, connected to the material to be studied.

Essential Question:

Is it possible to build a city around a small religious center?

National Geography Standards:

14. How human actions modify the physical environment. (Essential Element: Environment and Society)

1. A. Identify and describe ways in which humans modify the physical environment.

Oregon Geography Content Standards

5.7. Identify, locate, and describe places and regions in the United States.

Oregon Foreign Language Content Standard

Cultures: Gain Knowledge and Understanding of Other Cultures

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Connections to Common Core

7. Locate and examine physical and human characteristics of places and regions, their impact on developing societies, and their connections and interdependence.

Objectives:

In completing this activity, students should be able to:

- Identify on maps places where missions were built.
- Identify and describe growth of settlements around Catholic missions.
- Students will learn Spanish vocabulary connected to missions and communities.
• Students will learn to observe details on maps and photographs and compare information from different sources by using graphic organizers.
• Students will learn to use Spanish vocabulary for different geography key terms.

Grade Level: 5  
Time: 4 sessions of 30 minutes each

Materials:
A. Maps (details in Annex 1):
   1. La Californie ou Nouvelle CarolineTeatro de los trabajos, Apostolicos de la compa e Jesus en la America Septe. 1720.
   3. 2016 Map of California.

B. Photographs (details in Annex 1):
   1. Mission Dolores 1850
   2. Mission Dolores, San Francisco 1866
   5. Mission Dolores (San Francisco de Assis), founded 1776, in 1930.
   6. The 1791 Mission Dolores, the oldest-standing building in San Francisco, California

Video

Other Tools
1. Map Analysis Tool with a geographic Lens, inspired by the model offered by the Library of Congress, “Teaching with Primary Sources” workshop.
2. Image analysis Tool with a Geographic Lens, inspired by the model offered by the Library of Congress, “Teaching with Primary Sources” workshop.
3. Graphic Organizer, inspired by peer feedback.
4. Big construction paper (about 4 sheets) on the wall.
5. Markers.
6. Students’ journals and pencils.
8. Requirements for the letter and for the poem, in English (teacher created).

**Background**: This lesson is an introduction to a unit dedicated to Catholic missions and missionary work. It will focus on map search and photograph analysis. It will, also, connect to students’ prior knowledge about what they may know about missionary work, and will have them reflect on how a community can grow around a church, when the church responds to the needs of that particular community. In addition, will have them reflect on how St. Anthony Catholic Church in Tigard is growing nowadays in order to better serve its own community.

**Procedures:**

**Day 1: Compare Maps**

1. **Start**: Students are divided in groups of 3 or 4. The teacher explains that for the length of this lesson the groups will stay the same. Also, the teacher asks the students to get their materials ready: journals, pencils, markers, maps of California (1 copy per group provided by the teacher). (3 minutes)

   a. Students look at a contemporary map of California and list in their journals 3 cities that have Spanish names. Students volunteer to share their findings. (5 minutes)

2. The next activity will have teacher read and explain the Spanish vocabulary for the material to be studied in class. This activity will model pronunciation, and will also help the students to get familiar with vocabulary and abbreviations used on the first map. For example: B.a d.Todos S.os (Bahía de Todos Santos = All Saints Bay). Word lists will include mar (sea), puerto (port, harbor), bahía (bay), río (river), isla (island), punta (point), cabo (cape), cuenca (basin), etc. For a comprehensive list of geographic terms in Spanish a good tool is the “Student Atlas of Oregon, Glossary of Key Terms in 11 Languages” poster. (5 minutes)

3. **Map from 1720** is introduced to the students. On this map the words are in Spanish and the text explaining the creation of this map is in French. A color printed copy should be distributed to each group of four students, and each group will study an assigned area on the map. The map is also available on the projector, so it can be zoomed in or out, as necessary. (3 minutes to explain task)

   • **Task**: Each group use a graphic organizer to write 5 names of physical features (harbor, island, bay, cape, point, etc.) they were able to identify as marked on the map fragments they had to study. Rubrics: name, explanation in English, physical feature, location (approximate, in relation to other features on the map fragment). A model is given on the graphic organizer (see Annex 2). (10 minutes)

Names selected by each group are also written on a big piece of construction paper placed on the wall (for whole class to have input). Conversation with all class will ensure comprehension of the vocabulary and clarification of any challenging words or abbreviations. Conversation will focus, though, on similarities/differences noticed when the map is compared with the contemporary map of California, and will ensure that students understand that they need to be able to identify key
information when they read a map. (For example where is the North on a map, how to scientifically express relative words like “above”, “to the left” etc.). (5 to 8 minutes)

• Homework: Students find in a dictionary the definition for the word “mission” and write it in their journals.

Day 2: Compare Maps

1. Homework is checked and explanation of the word “mission” is stated by students. (2 to 3 minutes)

2. Question to think of: Why do you think that all names on the map from 1720 are in Spanish? Students enter their answers in their journals, and then share their answers within their groups. Short debrief with whole class. The teacher needs to give a brief historical background, by explaining to the students that Spanish explorations of the West Coast of the United States started with Juan Rodriguez Cabrillo in 1642 who explored the San Diego Bay, and was continued by others who also tried to map that territory. The first European settlements were established as Catholic missions, starting in 1769 (El Presidio de San Diego) and ending in 1821 with the foundation of the San Francisco Solano mission. (5 minutes)

3. Map from 1949 is also introduced (one fragment for each group). It will help students identify the missions along the Camino Real (Royal Road). Since the first mission was built in 1769, the first map doesn’t have any information about settlements in that area.

• Task: The students work on the map fragments given to each group, using the Map Analysis Tool (See Annex 2) in order to observe, reflect and ask/answer questions about the material given to study. The teacher encourages the students to ask their own questions, as they progress with their observations. The complete map will also be available, either as a copy or on projector (the advantage of the last one is that the map can be zoomed in or out, as necessary). (10 to 15 minutes)

4. Short debrief with whole class at the end of this activity to look over the answers and to let students to share opinions. The complete image of the map will help students to get a more cohesive perspective on the map they are analysing. (5 minutes)

• Homework: Students copy and label (in Spanish) a bird’s-eye view of a mission from page 88 in the textbook (“¡Viva el español! ¿Qué tál?” 2004 edition).

Day 3: Photograph Analysis

1. Homework check and quick explanation of Spanish vocabulary used in it (if explanations are necessary). (2 to 3 minutes)
2. Photographs are given to the students (who work in groups of 3 or 4) and also an **Image Analysis Tool** (See Annex 2). The students work on this one in their groups, for about 10 minutes, and then share some of their observations, reflections and questions. (10 more minutes)

3. The teacher asks the students to build a timeline (as whole class) on a big piece of construction paper using the given images. (3 minutes)

4. The teacher asks the students to match the titles of the photographs with the images on the timeline, and makes sure the timeline is correct. (5 minutes)
   - Homework: Students watch and follow the steps on the “Let’s draw a California mission” video by Patty Fernandez. Colored drawings will be turned in next class, by each student. (Big index cards are provided by the teacher to ensure a uniformity in the size of the homework, since the drawings will be posted on a bulletin board).

**Day 4: Photograph Analysis and Connection to Present Time**

1. Homework share is done as students place their drawings on a bulletin board. (3 to 5 minutes)

2. Looking from a new perspective, and knowing that most of the pictures presented in Day 3 are representing the same mission (San Francis de Assisi – Dolores), new questions may arise. The teacher leads, but also encourages the students to ask their own questions. To give the students a better perspective on things that changed and things that stayed the same, the teacher uses the Mission’s website that offers a Google Maps virtual tour of the premises. The students are encouraged to write down their observations in the **Virtual Tour Analysis Tool** provided by the teacher, to answer the questions and to ask their own questions.

3. In the end, as a comparison is done with the photographs from the time line, some other questions will be answered, like:
   - Why do you think so many changes happened?
   - What changes do you think were necessary?
   - Which community do you think this mission was/is serving? (5 to 8 minutes)

4. Make a list of the buildings surrounding our church. How do you think they serve the Catholic community nowadays? Do you think our church is doing missionary work within the community? Can you write down examples of missionary work our church is leading? (Each group shares answers with whole class.) (5 to 8 minutes)
Homework options:

A. Write a letter addressed to me in which you pretend that you and your family want to visit the missions of California. Tell me about how you plan your trip (where are you going to start, where do you intend to finish), how many missions are you going to visit (limit the number to 5, please, and make sure you mention their correct names), what do you already know about these missions and what do you still need to learn, which one you think you would really like to see and why (in English or Spanish).

B. Complete the poem/paragraph “Me llamo Dolores” in which you pretend to be the old church of St. Francis of Assisi and tell your story to a tourist (Spanish outline is provided by teacher). I would recommend the mission’s website for more geographical information (http://missiondolores.org/index.html).

Assessment:
Assessment for class activities and some of the homework is informal. However, the summarizing activities (letter/poetry writing) are formal assessments, and will get a separate grade than other class work.

Rubrics for homework option A are in Annex 3.
Outline for the poem/paragraph writing homework option B is in Annex 3.

Extensions and/or Adaptations:
Field trip in the Tigard community to observe the surroundings of the church, and to think how the church is serving the community.

Annex 1. Sources
Textbook:

2. **Maps**:
• California missions, 1949.  
  http://hdl.loc.gov/loc.gmd/g4361e.ct002432

• 2016 Map of California,  
3. Photographs:

- Mission Dolores 1850
  ppmasca 32185 //hdl.loc.gov/loc.pnp/ppmsca.32185
• Mission Dolores, San Francisco 1866
  ![Mission Dolores, San Francisco 1866](http://hdl.loc.gov/loc.pnp/cph.3a27750)
cph 3a27750  

• Mission Indians of Southern California making baskets and hair ropes 1877
  ![Mission Indians of Southern California making baskets and hair ropes 1877](http://hdl.loc.gov/loc.pnp/cph.3b08325)
cph 3b08325  

• Mission district. San Francisco. California 1936

• Mission Dolores (San Francisco de Assis), founded 1776, in 1930

• The 1791 Mission Dolores, the oldest-standing building in San Francisco,
4. Video:

5. Websites for general information:
### Annex 2: Tools

1. **Graphic Organizer** for Map from 1720 (used in Day 1)

<table>
<thead>
<tr>
<th>Name</th>
<th><strong>English Translation</strong> (to your best ability)</th>
<th><strong>Physical Feature</strong> (your best guess)</th>
<th><strong>Location</strong> (in relation to other features on the map)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model: Isla d S.a Catalina</td>
<td>Island of Saint Catherine</td>
<td>island</td>
<td>Above Isla de S. Clemente; to the left of B.a d. Todos S.tos</td>
</tr>
</tbody>
</table>
## 2. Map Analysis Tool with a Geographic Lens
(for 1949 Map of California Missions) - used in Day 2

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the title of this map?</td>
<td>Have you ever seen a map similar to this one?</td>
<td>Why do you think this map is important?</td>
</tr>
<tr>
<td>Is there a date to tell you when this map was published?</td>
<td>How does this map compare to the current map of this region?</td>
<td>How could you use this map?</td>
</tr>
<tr>
<td>Can you find the name of the author of this map?</td>
<td>What does this map show (physical characteristics, human patterns)?</td>
<td>What information would you like to have and is not on this map?</td>
</tr>
<tr>
<td>How can you tell the direction on this map? Are there some clues to help you understand it?</td>
<td>What do the symbols on this map represent? Is there an explanation for the symbols?</td>
<td>About what does this map leave you curious?</td>
</tr>
<tr>
<td>What area of the world does this map represent? How do you know that?</td>
<td></td>
<td>Your question</td>
</tr>
<tr>
<td>What else can you observe on this map?</td>
<td>How does this map compare to the older map of California that you studied?</td>
<td>Your question</td>
</tr>
</tbody>
</table>

Library of Congress, Teaching with Primary Sources, 6/1/2016
## 3. Image Analysis Tool with a Geographic Lens (used in day 3)

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the form of the image (painting, drawing, print, or photograph)?</td>
<td>When do you think this image was made? What makes you think that?</td>
<td>Why do you think a person created this image?</td>
</tr>
<tr>
<td>What words are on the image?</td>
<td>What place does it show?</td>
<td>Does this image connect to the maps you studied up to this point? How?</td>
</tr>
<tr>
<td>Is the image black and white or in color?</td>
<td>What seems to be missing from this image?</td>
<td>Would it be difficult to find the location of this image? (Explain.)</td>
</tr>
<tr>
<td>Describe the people you see.</td>
<td>Describe the buildings in this image.</td>
<td>What geographical questions would you like to ask the creator of this image?</td>
</tr>
<tr>
<td>What transportation do you see?</td>
<td>Describe the people in this image.</td>
<td></td>
</tr>
<tr>
<td>What other objects can you recognize?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are some landforms you see?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Library of Congress, Teaching with Primary Sources, 6/1/2016

## 4. Virtual Tour Analysis Tool (used in Day 4)
<table>
<thead>
<tr>
<th><strong>Observe</strong></th>
<th><strong>Reflect</strong></th>
<th><strong>Question</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of resource is this?</td>
<td>When do you think this tour was created?</td>
<td>Why do you think a person created this tour?</td>
</tr>
<tr>
<td>What buildings can you see?</td>
<td>What place does it show?</td>
<td>Does this image connect to the maps and illustrations you studied up to this point? How?</td>
</tr>
<tr>
<td>Is the image black and white or in color?</td>
<td>What seems to be missing from this tour?</td>
<td>Would it be difficult to find the location of this image? (Explain.)</td>
</tr>
<tr>
<td>Describe the buildings in the mission’s block, across the street, on the back..</td>
<td>Describe the buildings in this tour. Are they the same with the ones in the photographs?</td>
<td></td>
</tr>
<tr>
<td>What transportation do you see?</td>
<td>Describe the people in this tour..</td>
<td></td>
</tr>
<tr>
<td>What other objects can you recognize?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annex 3 Assessment Rubrics and Poem Frame

Homework Option A: Rubrics
Nombre y apellido: __________________________ Clase: ______
Fecha: __________________

<table>
<thead>
<tr>
<th>Excelente (Excellent)</th>
<th>Muy Bien (Very Good)</th>
<th>Se puede mejorar (Could be improved)</th>
<th>No muestra suficiente trabajo (Doesn’t show enough work)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 puntos</td>
<td>3 puntos</td>
<td>2 puntos</td>
<td>1 punto</td>
</tr>
<tr>
<td>The letter is very well designed, respects the format and conventions of letter writing (salutation, paragraphs, closing).</td>
<td>The letter is well designed, follows the format and follows (with 1 or 2 small errors) the conventions of letter writing.</td>
<td>The text is approximately looking like a letter, there are three or more errors, not all the conventions of letter writing are followed.</td>
<td>The text looks more like a paragraph, doesn’t follow the conventions of letter writing, no salutation/closing can be identified.</td>
</tr>
<tr>
<td>The letter is well structured, more than one paragraph long, with well written sentences and correct connections between paragraphs.</td>
<td>The letter is well structured, two paragraphs long, though not all sentences are well tied into the paragraphs.</td>
<td>The letter has less one or two paragraphs, in which not all sentences are well structured, (some may be incomplete).</td>
<td>The letter does not have a clear structure. Sentences seem to be placed together without much care, and many sentences are incomplete.</td>
</tr>
<tr>
<td>The content is following the requirements, it is interesting and all questions are answered.</td>
<td>The content is following the requirements, it does not bring interesting facts, but it answers all the questions.</td>
<td>The content is in general following the requirements, but skips answering some of the questions.</td>
<td>The content is vaguely following the requirements, many questions were not answered.</td>
</tr>
<tr>
<td>The ideas are clearly expressed, and have good flow.</td>
<td>The ideas are clearly expressed, the flow is not so good though.</td>
<td>It is not easy to understand the ideas, the text needs clarification.</td>
<td>It is difficult to figure out what the text is about.</td>
</tr>
</tbody>
</table>
Poem Frame (for homework option B, teacher created)

Me llamo Dolores

Me llamo Dolores, y soy dedicada a San __________________________.
Me puedes encontrar en ___________________________,
en la ciudad de _______________________________________________.
Vivo entre las calles ________________________ y
___________________________, al lado de mi hermana menor,
_________________________________________________________ que se ve más
_____________________ aunque es mucho más joven.
Los turistas me visitan cada día, pero a mí me gustan más los niños.
A mi izquierda puedes ver un ______________________, y me acuerdo bien de las
personas que descansan allí.
Pero también hay niños alrededor de mí, porque hay
una_____________________________ detrás de mí.
Hay muchas casas nuevas y bonitas en mi vecindad, también.
Yo, al contrario, soy vieja. Tengo ________________ años.
Hoy tengo vestido nuevo, de color ________________.
Mí _______________________ con palmas, flores y arbustos es bonito t tranquilo.
Me puedes visitar _______________________.
Te espero. Tengo muchas historias a decirte. ¡Hasta pronto!
Geographic Locations of Listings in *The Negro Motorist Green Book* and Comparisons to Current African American Settlement Patterns

Elena Kavanaugh

**Overview:** *The Negro Motorist Green Book* was a guide for the African American road traveler published from 1936 to 1966. In the introduction, Victor Green, a former postman, explains: “…it has been our idea to give the Negro traveler information that will keep him from running into difficulties, embarrassments and to make his trip more enjoyable.” (Green, 1). During a time of segregation, the guide provided directory information for eateries, lodging, saloons, etc. in each state (plus neighboring countries) that would open their doors and provide a safe place for the “Negro traveler”.

A simple skim through the book will allow the reader to notice that some states have several more entries than others. Although geared for a traveler, does the number of entries for a given area in the guide correlate to the settlement patterns of African Americans in recent years? Given that the guide directed African Americans to safe places to visit, can we assume that these safe places were also desirable for permanent settlement? This lesson will allow students to map out listings from the guide and compare the results with maps that show current African American settlement patterns. This will lead the class to explore issues of movement and settlement in the U.S. with segregation/safety as push/pull factors.

**Essential Geographic Questions:** Does the number of listings for a given area in the *Green Book* correlate to the settlement patterns of African Americans in recent years?

**National Geography Standards:**
9: The characteristics, distribution, and migration of human populations on Earth's surface
12: The processes, patterns, and functions of human settlement

**Oregon Geography Content Standards**
5. Apply geographic skills, concepts, and technologies (e.g., maps, GIS, Google Earth) to gather, display, and analyze spatial information.

6. Analyze economic, social, human migration, settlement, and distribution patterns.

**Connections to Common Core**
6-8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Objectives:

- Students will examine images and maps associated with segregation in order to observe and reflect on their landscape, place or region.

- Students will be able to refer to the *Green Book* to locate restaurants and lodging that served African Americans and plot them on a route from Chicago, Illinois to Mobile, Alabama.

- Students will compare the density of listings for a certain area from the *Green Book* to the distribution patterns of African American settlement from the 2010 census.

- Students will analyze some of the push/pull factors resulting from segregation.

- Students will make six comparisons for a certain state. They can use the following sentence frame as a guide: ___________ (city, state) has a high/low population of African Americans and it has ____ (number) listings in the *Green Book*.

Grade Levels: Middle School

Time: two periods of 60 minutes

Materials:

- Black, red and blue pens (or any three colors of pens or pencils)
- Photos and maps for Gallery walk (attached, labeled A-K)
- Copy of *Ruth and the Green Book* by Calvin A. Ramsey
- Copies of Image Analysis Tool for Geography (attached)
- Copies of Questions for Discussion: *Ruth and the Green Book* (attached)
- Copies of the route from Chicago, Illinois to Mobile, Alabama (attached)
- Print copies of the maps at these two sites for each state or area you would like students to study if you do not have access to computers: [http://demographics.coopercenter.org/DotMap/index.html](http://demographics.coopercenter.org/DotMap/index.html) (be sure to add map labels by clicking top left) and [http://library.sc.edu/digital/collections/greenbookmap.html](http://library.sc.edu/digital/collections/greenbookmap.html).

Background:

Students in middle school social studies classes often cover U.S. history up through the Reconstruction. This is a lesson that could provide a look ahead at the end of their course, a glimpse of life for African Americans decades later. This lesson will also be the focus of enrichment classes that my school offers to students in grades 6-12 during Black History month.
At the high school level, this lesson would offer good background to the study of the Civil Rights movement.

Part of this lesson includes reading a picture book with the class, *Ruth and the Green Book*. Set in the 1950s, the story tells of Ruth, a young African-American girl who takes a trip with her parents from their home in Chicago to her grandmother’s in Alabama. The story begins with the excitement of her father’s bringing home a new car and the happy anticipation of their first trip in it. However, before the night falls on day one of their trip, the family has encountered some of the difficulties of travel in segregated America: “whites-only” signs, restrooms they are not permitted to use and refusal of a night’s lodging at a hotel. On the advice of an Esso station attendant two days later, they purchase a copy of The Negro Traveler’s Green Book. This guide provides listings of establishments that serve African-Americans. Ruth’s parents give her the task of locating food and lodging in the guide for their route, thus allowing her family a safe and happy conclusion to their voyage.

Although I have experienced very little resistance when I use a picture book in class with older students during twenty years of teaching, it could happen. However, I don’t think we are ever too old to learn something from a good children’s book.

**Procedures:**

**Day 1**

1. Pass out the Image Analysis Tool and read the directions for the Gallery Walk activity *(attached images labeled A-K).*

2. Discuss: what did you observe? Let’s reflect. What are your questions?

3. Read *Ruth and the Green Book* while students answer the “Questions for Discussion”.

4. As a class, map the route of Ruth’s family on a wall map (or projected map on the computer screen).
   - Where do they begin? (Chicago)
   - What is their destination? (Alabama) Explain that since the city is unnamed, for this assignment we will use Mobile, Alabama.
   - Which states would they travel through?

5. Discuss the questions. The questions are comprehension level, their purpose being to simply highlight the events of Ruth’s family’s experience and provide background. Help students connect what Ruth’s family experienced to the photos they observed during the gallery walk activity. In regard to #9, it is worth mentioning the “Double V” movement during World War II: fighting for democracy and against racism at home and abroad. For #10, it is evident that Eddy believes that the route will become more more dangerous from that point. Depending on your students, this could be a place where you could mention “sundown towns”, places where it was known that African Americans were unwelcome and usually in danger after dark.
6. Put students into pairs and pass out copies of the attached **Chicago to Mobile Map**. Have students go online to [http://digitalcollections.nypl.org/items/9dc3ff40-8df4-0132-fd57-58d385a7b928#/?uuid=9de48620-8df4-0132-4cfc-58d385a7b928](http://digitalcollections.nypl.org/items/9dc3ff40-8df4-0132-fd57-58d385a7b928#/?uuid=9de48620-8df4-0132-4cfc-58d385a7b928) or hand out copies of the pages of the *Green Book* for Illinois, Kentucky, Tennessee and Alabama to each pair of students along with black, blue and red pens (or three different colors). Underline the cities the route passes through in black. Consult the *Green Book* and mark lodging with a red dot and food with a blue dot.

**Day 2**

1. Quick write + Discussion: “Take out a piece of paper and fold it down the middle. On one side write all the reasons you can think of that people MOVE FROM a place. On the other side list all the reasons you can think of that people MOVE TO a place."

2. Share in pairs. Students can add to their lists if they are inspired from their discussion.

3. On the board, write **PUSH FACTORS/ MOVE FROM** on one side and **PULL FACTORS/ MOVE TO** on the other. Ask for student input from their writing, with an attempt to elicit corresponding push/pull factors (add to vocabulary journals).

4. Link the pull factor of “safety” to Ruth’s family in the story. “Segregation made certain places unsafe for African Americans. Would this make segregation a push or pull factor? What about safety, push or pull? Although they were just traveling, not moving, Ruth’s family was searching for safe places. If certain towns had safe places for African American travelers, do you think they are more likely to be places that African Americans would want to live in and settle down? I don’t know. Today we will see if we can find a connection.”

5. Assign student pairs a state. Student pairs will need to use their computers (examples attached in images J and K) and sit side by side. Tell students to choose A or B. Student A needs to consult the maps on this website for 2010 census information: [http://demographics.coopercenter.org/DotMap/index.html](http://demographics.coopercenter.org/DotMap/index.html) (be sure to add map labels by clicking top left). Student B will consult the mapped *Green Book* listings at this site: [http://library.sc.edu/digital/collections/greenbookmap.html](http://library.sc.edu/digital/collections/greenbookmap.html). Each student needs to zoom in on his or her state.

6. Students will write six comparisons for their state. They can use the following sentence frame as a guide: ___________ (city, state) has a high/low population of African Americans and it has ____ (number) listings in the *Green Book*.

7. Students should lay their list of comparisons out and leave their computer open to the websites with their state visible. The students will be taking a gallery walk of their classmates’ results. Instruct them to not touch the computers.

8. With a paper and pen in hand, students should circulate, viewing other pairs’ states and wonder: write as many questions about what they observe as possible. It’s fine to give
them examples: Why is ____ (city) so popular in 2010? Why are there so few African Americans settled in ____?

9. Back at their seats, ask students to put a + next to their comparisons that indicate a positive correlation (add to vocabulary journal) between Green Book listings and 2010 population. This is not a scientific study; explain that a formal study would require very precise measurements. Explain that today they are just seeing if it appears that having a lot of listings in 1956 is linked to a higher population in 2010. They can report out the number of +s. Turn in the comparisons for review and assessment.

10. The questions generated in Step #8 can be the starting point for a discussion the next day and lead to research topics. In the meantime, finish the class off by having students take turns reading a question (don’t try to answer). Tell students if they like a question that they hear they should write it down. Have them turn in the questions for teacher review and safekeeping (if a research project will follow).

Assessment: After integrating visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts, students will plot listings on a map and make six comparisons for a given state. They will also evaluate whether or not the comparison shows a positive correlation.

Rubric:

<table>
<thead>
<tr>
<th>Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score x 2 = 30 points possible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to refer to the Green Book to locate restaurants and lodging and plot them on a route.</td>
<td>Sites are clearly and thoroughly plotted and color-coded.</td>
<td>Sites are mostly clearly and thoroughly plotted and color-coded.</td>
<td>Sites are somewhat clearly and thoroughly plotted and color-coded.</td>
<td>Some sites are plotted and perhaps color-coded.</td>
<td>Few sites are plotted and perhaps color-coded.</td>
<td>Not attempted</td>
</tr>
<tr>
<td>Students will make six comparisons for a given area.</td>
<td>There are six well-written comparisons.</td>
<td>There are four or five well-written comparisons.</td>
<td>There are three well-written comparisons.</td>
<td>There are two to three comparisons.</td>
<td>There is one comparison.</td>
<td>Not attempted</td>
</tr>
<tr>
<td>Students will determine which comparisons show a positive correlation.</td>
<td>Students were able to find a positive correlation where it applied.</td>
<td>Students were only able to find a positive correlation where it applied some of the time.</td>
<td></td>
<td></td>
<td></td>
<td>Not attempted</td>
</tr>
</tbody>
</table>
Extensions and/or Adaptations:

- Students plan a multi-state trip using the Green Book to experience a walk in other’s shoes.
- Students research questions that they came up with in Day 2 Step #8.
- Students follow up with their comparisons to determine more precise numbers.
- Students research “sundown towns”, places where it was known that African Americans were unwelcome and usually in danger after dark. (older students).
  [http://sundown.afro.illinois.edu/content.php?file=sundowntowns-whitemap.html](http://sundown.afro.illinois.edu/content.php?file=sundowntowns-whitemap.html)
- Students research the Double V (Double Victory) Movement in WWII
- If students are working on family history, a precursor activity could have them interview a grandparent (or someone born before 1960) about a long road trip and map it out.

Sources:


# Image Analysis
Describe at least four of the images displayed. Give the letter for the image you are describing.

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What words are on the image?</td>
<td>What place or region does this image show?</td>
<td>How do the clothing, buildings, transportation and/or landscape reflect the economic, political, or societal conditions for the time when the image was created?</td>
</tr>
<tr>
<td>What types of buildings are in the image?</td>
<td>What is the most likely purpose (audience) for this image?</td>
<td>Why is this image significant?</td>
</tr>
<tr>
<td>Describe the landscape and physical features in the image.</td>
<td>What inferences or connections can you make from the image?</td>
<td>Would it be difficult to find the location of this image? Explain why or why not.</td>
</tr>
</tbody>
</table>
Questions for Discussion: *Ruth and the Green Book*

1) Where does Ruth’s family live?

2) What is the destination of their trip?

3) What preparations does her mother make for the trip?

4) Does the gas station sell them gas?

5) What are they not allowed to do at the gas station?

6) What do they do the first night?

7) Where did they eat the next day? Why?

8) Where did they stay their first night in Tennessee?

9) While Daddy and Eddy were talking at night, Daddy said, “*He had hoped that the ___ had changed things, but now he could see he was wrong.*”

10) When they leave, who/what does Eddy warn them about?

11) Where do they get the *Green Book*?

12) What are the first places Ruth looked for in the *Green Book*?

13) According to Ruth, traveling could be ____. 
TEACHER’S GUIDE Questions for Discussion: *Ruth and the Green Book*

The questions are comprehension level, their purpose being to simply highlight the events of Ruth’s family’s experience and provide background. The individual teacher may add higher-level questions to fit her or his needs.

1) Where does Ruth’s family live? (Chicago)
2) What is the destination of their trip? (Alabama, Grandma’s house)
3) What preparations does her mother make for the trip? (cooks all week long)
4) Does the gas station sell them gas? (yes)
5) What are they not allowed to do at the gas station? (use the bathroom)
6) What do they do the first night? (hotel denied them; they drove then slept alongside the road in the car)
7) Where did they eat the next day? Why? (picnics; restaurants said “whites only”)
8) Where did they stay their first night in Tennessee? (Daddy’s friends Eddy and Alice’s house)
9) While Daddy and Eddy were talking at night, Daddy said *he had hoped that the ___ had changed things, but now he could see he was wrong.* (war)
10) When they leave, who does Eddy warn them about? (Jim Crow)
11) Where do they get the Green Book? (at an Esso station)
12) What are the first places Ruth looked for in the Green Book? (a repair shop and an inn)
13) According to Ruth, traveling could be ___. (scary)
A.

http://loc.gov/pictures/resource/fsa.8c10428/
Lewis Mountain in Shenandoah National Park, Virginia.


http://loc.gov/pictures/resource/fsa.8a17588/
I.

The Negro Motorist
GREEN BOOK
AN INTERNATIONAL TRAVEL GUIDE
U. S. A. ALASKA BERMUDA MEXICO CANADA
1949 EDITION

Carry your Green Book with you - You may need it.

Travel is Fatal To Prejudice—
MARK TWAIN

Travel Strengthens America —
75c

http://digitalcollections.nypl.org/items/9dc3ff40-8df4-0132-fd57-58d385a7b928
J. (optional)

Image Copyright, 2013, Weldon Cooper Center for Public Service, Rector and Visitors of the University of Virginia (Dustin A. Cable, creator)

K. (optional)

**Geography of the East Helps the Success of the Underground Railroad**

**Overview:** This is a unit of study of the Underground Railroad and how the geography of the land helped to provide an escape route for slaves. Analyzing a map of different routes will show the movement of a people seeking a life of freedom.

**National Geography Standard 9:** The characteristics, distribution, and migration of human populations on Earth’s surface.

People move for a variety of reasons.
- Explain why people move from one place to another, as exemplified by being able to
  - Explain reasons why people may feel forced to leave their current homes to go to a new location (e.g., fear of war, religious persecution, famine).
  - Explain how groups of people may be forced to move against their wills (e.g., African slave trade, Cherokee Trail of Tears, Japanese internment camps in World War II).

**Geographic Question:**

How did the geography of the land along the Underground Railroad provide a route to help slaves escape to freedom?

**Optional Geographic Questions:**

- Where were the plantations located? Why?
- How do slaves know where to go to seek freedom, especially if they are traveling after dark?
- Where did the slaves come from? Why?
- Where do the slaves want to go in order to be free?
- Why do slaves want to go there?

**Oregon Geography Content Standards**

SS.G.5.7. Identify, locate, and describe places and regions in the United States.

SS.G.5.9. Explain migration, trade, and cultural patterns in the United States.

**Connections to Common Core- Fifth Grade**

SS.HT.5.6 Use primary and secondary sources to formulate historical questions, to examine an historical account about an issue of the time, and to reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, and what events led to these developments and what consequences or outcomes followed.

SS.HT.5.22. Identify characteristics of an event, issue, or problem, suggesting possible causes and results.
L-1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L-2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
SL-4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL-5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Objectives:
In completing this unit, students should be able to:
  • Explain how African Americans were forced against their will to move: from their native land, from their new “homes” in America
    o Geography themes: movement, region, location
  • Explain why slaves were willing to risk their lives to flee north
    o Geography theme: human environment interaction

Method to reach objectives:
Students will view and analyze two images of slaves seeking their freedom by attempting to travel on the Underground Railroad. Students will use a third historical image to create and answer geography analysis questions, create a poster, and present their project.

Grade Levels: 5

Duration/Time: Approximately seven days, each day having a 45 minute block
(Independent upon student progress on final project.)

Materials:
Large pieces of blank poster paper
Watercolor markers
Crayons
Scissors
Glue
Timer
Background:
This unit will be used during Black History month. Students will have been immersed in the study of civil rights and will be studying the history of segregation. A review of slavery will have taken place prior to the teaching of this unit. Prior knowledge of the slave trade, where slaves originated from, what the expectations of slaves were on the plantations, and famous slaves (Harriet Tubman, Frederick Douglass) will be covered.

Students will also know the difference between an indentured servant (Person under contract for a period of time before being set free) and a slave (Person who is owned by another human being).

Students will have knowledge of what the Underground Railroad was:
• Who the creator of the Underground Railroad was (Harriet Tubman)
• What the Underground Railroad is (Secret routes for slaves to travel to travel north to gain freedom)
• Why did the Underground Railroad come into existence (Help slaves escape to freedom)
• Who were “Conductors” (White and Black people that helped escaping slaves)
• What were “Depots” (Safe places for slaves to stay while escaping to freedom)
• General direction the Underground Railroad moved (north)

Vocabulary:
• Conductors: people who lead slaves along the escape routes
• Depots: place where slaves could stay safely along the escape routes (houses, barns, cabins, etc.)
• Railroad: method of travel by locomotive
• Underground Railroad: network of secret routes and safe houses used by 19th-century enslaved people of African descent in the United States in efforts to escape to Free states and Canada with the aid of abolitionists and allies who were sympathetic to their cause
• Primary source: an artifact, a document, a recording, or other source of information that was created at the time- firsthand account
• Secondary source: an account or interpretation of an event created by a person without firsthand knowledge or experience
• Geography: the study of places and the relationships between people and their environments.
Lessons:

Day 1: Anticipatory Hook

1. Display a copy of the primary source: Underground railroad map of the United States, ca. 1838-1860 (Appendix A, Document camera)
2. Engage students by asking questions:
   - What is this a picture of? (map)
   - How can you tell?
   - What do you think this map shows?
   - What type of source is it? (primary)
   - Why are maps important?
   - Do all maps show the same thing?
   - Can anyone share a time that they used a map or been with someone who used a map?
   - How old is this map? (1838-1860)
   - Would this map still be used today?
   - What changes to the map may have happened since it was created?
   - Are maps used today? What types? Why?
3. Hand out a copy of the map to each student along with a handheld magnifying lens. Allow students five minutes to study the map up close.
4. Lead a class discussion using the Map Analysis Tool questions to guide a class discussion. Be sure to keep questions grouped according to each category: Observe, Reflect, and Question. (Appendix B)
5. Teacher creates a class poster of questions that they have about the map?
6. How would they be able to find the answers to their questions?

*For teacher use only*
Map Analysis Tool:
https://2016orgeo.pbworks.com/w/file/91172385/Map_AnalysisTool_Dec2014.doc
(Appendix B)

Handouts:

Map: Underground Railroad map of the United States, ca. 1838-1860.
https://www.loc.gov/item/75696205/
(Appendix A)
Day 2:

To help build knowledge of the Underground Railroad, show video from Discovery Education:
*Animated Hero Classics: Harriet Tubman*
https://app.discoveryeducation.com/learn/videos/1B1523CD-0DD4-4CDE-A06B-1301419EFBCE?hasLocalHost=false

This video is the story of Harriet Tubman being born a slave, her struggle with the desire to be free and her amazing ability to help fellow slaves escape north to freedom. Using the cover of dark, Harriet Tubman became the first conductor on the Underground Railroad. Her successful escape created an intricate web of routes for escaping slaves to follow.

The video is a very introductory start to the Underground Railroad. Students will need to take notes on what they notice the slaves are doing, how the slaves interact with each other and the owners/overseers, what they do to figure out an escape route and how the Underground Railroad was mapped for them to follow.

Informal assessment:
Teacher will create a class KWL (K: what a student knows, W: what a student wonders about, L: what a student learns) based on the Geography Question: How did the geography of the land along the Underground Railroad provide a route to help slaves escape to freedom?

Day 3

1. Hand out historical image page 1 (Appendix C), allow students 5 minutes to study image.
2. Explain to students that they will be answering some questions that will be easy to answer, other questions that will be difficult to answer, and some that may generate even more questions.

3. Hand out Image Analysis Tool page 1 (Appendix D)

4. Students will have 20 minutes to fill out Image Analysis Tool page 1.

5. Discuss answers, be sure NOT to agree/disagree with answers or to lead students in coming up with analysis of the photo.

6. Discuss with students:
   - Which section of the Analysis Tool was easier to fill out?
   - Which section was more challenging?
   - How could students find out answers to questions that they were unsure of?
   - Did students have questions about the photo?

7. Teacher creates a class poster of questions they have about the photo to be displayed within the classroom.

Handouts:

<table>
<thead>
<tr>
<th>What is the form of the image (painting, print, photograph, drawing)?</th>
<th>What place or region does this image show?</th>
<th>How do the clothing, buildings, transportation and/or landscape reflect the economic, political, or societal conditions for the time when the image was created?</th>
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<tr>
<td>Describe who is in the image.</td>
<td>Can you identify a geographic theme (region, place, movement, physical system, human environment interaction, etc.) for this image?</td>
<td>What was the likely motivation of the creator of the image?</td>
</tr>
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<td>What types of transportation are in the image?</td>
<td>What is the most likely purpose (audience) for this image?</td>
<td>What geographic questions would you like to ask the creator of this image?</td>
</tr>
</tbody>
</table>

Analysis Tool: page 1

See Attached File: Small Analysis Tool Image 1 (Appendix D)
Day 4

1. Review Analysis Tool document that was used in the prior day’s activity.
2. Review expectations of using writing standards when answering questions. (L.1, L.2, and L.3)
3. Hand out Historical Image page 2 (Appendix E), allow students 5 minutes to study the image.
4. Hand out Image Analysis Tool page 2 (Appendix F), remind students that some questions are easier to answer compared to others. All questions must be answered in complete sentences.
5. Students will have 20 minutes to fill out Image Analysis Tool page 2.
6. Discuss answers, be sure NOT to agree/disagree with answers or to lead students in coming up with analysis of the photo.
7. Discuss with students:
   • Which section of the Analysis Tool was easier to fill out?
   • Which section was more challenging?
   • How could students find out answers to questions that they were unsure of?
   • Did students have questions about the photo?
8. Create a class poster of the questions students have about the image, include ideas of where students could research to find the answers to their questions. Display completed poster within the classroom.
### PRIMARY SOURCE ANALYSIS TOOL

<table>
<thead>
<tr>
<th><strong>OBSERVE</strong></th>
<th><strong>REFLECT</strong></th>
<th><strong>QUESTION</strong></th>
</tr>
</thead>
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<td>How do the clothing, buildings, transportation and/or landscape reflect the economic, political, or societal conditions for the time when the image was created?</td>
</tr>
<tr>
<td>What types of transportation are in the image?</td>
<td>Can you identify a geographic theme (region, place, movement, physical system, human environment interaction) for this image?</td>
<td>Why is this image significant?</td>
</tr>
<tr>
<td>Describe the landscape and physical features in the image.</td>
<td>What seems to be missing from the image?</td>
<td>What geographic questions would you like to ask the creator of this image?</td>
</tr>
</tbody>
</table>

#### FURTHER INVESTIGATION

**Image 2:** *The Underground Railroad*

[https://www.loc.gov/resource/ph.3a29554/](https://www.loc.gov/resource/ph.3a29554/)

(Appendix E)

**Assessment:** Collect Analysis Tool to review student answers and whole class discussion.
Days 5-7 (May need to be longer, teacher discretion)

1. Lead a class discussion about what they know about slavery and the Underground Railroad.
2. Students will be grouped into teams of 3 or 4 students.
3. Groups will decide who will be the transcriber.
4. Explain to students that they will be given a photo from the 1800’s that they are to study.
5. The group will work together to create a list of as many questions as they can produce about the photo.
6. Transcriber will write down every question that the group comes up with.
7. If a statement is made, it must be reworded into the form of a question.
8. No discussion, judgements or answers to the questions are allowed.
9. Tell students they will have 20 minutes to complete their list of questions.
10. Hand out the photo (Appendix G)
11. Set timer for 20 minutes.
12. When timer goes off, allow additional 5 minutes for students to review their questions checking to be sure all are in question form.
13. Review what Closed-Ended questions are. (questions with yes or no, one word answers) or Open-Ended questions (questions that require an explanation for their answers)
14. Each group is to mark Closed-Ended questions with a “C” and Open-Ended questions with an “O”. Have students count each category.
15. Ask:
   • What do you notice about the amount of each type of questions?
   • Is one type of question easier to ask than the other?
   • Which type of question is easier to answer?
   • How would you go about answering these questions?
16. Have groups work together to pick the three most important questions. (one Closed-Ended question and two Open-Ended questions)
17. Students will use the Image Analysis Tool (Appendix H: blank form) to record their questions. (Students must have at least one (no more than three per category) question for each category: Observe, Reflect, and Question)
18. Groups will now work together to research the answers to their three questions.
19. Each group will need to design a poster(s) that has:
   • Questions on the poster along with their researched answers.
   • Title
   • Map of the Underground Railroad which includes;
     o Title of map
     o Map key
     o Compass
     o Slave states
     o Free states
     o Locations of main depots
• At least two routes of the Underground Railroad that slaves used to get to safety
• Primary source photos of:
  o Conductors
  o Depots
  o Slaves who traveled on the Underground Railroad

20. Give students copies of the scoring rubrics (Appendix I and Appendix J)

Handouts:

Analysis Tool: blank
http://www.loc.gov/teachers/usingprimarystartources/resources/Primary_Source_Analysis_Tool.pdf
(Appendix H)
Presentation rubric:
(Appendix I)

Project rubric:
https://www2.uwstout.edu/content/profdev/rubrics/middlelschresearchrubric.html
(Appendix J)

Assessment:

Groups of students will present their poster explaining the questions they researched and the answers that they found. Each member of the group must share orally. Use rubrics for scoring.

Presentation rubric:
(Appendix I)

Project rubric:
https://www2.uwstout.edu/content/profdev/rubrics/middlelschresearchrubric.html
(Appendix J)
Extensions and/or Adaptations:
This lesson could be adjusted for a lower grade by bringing in picture books about the Underground Railroad to share with students. Discussion of primary and secondary sources would be discussed. Geography maps of their city and state could be used to have students learn the importance of following directions and how maps used historically could save lives.

Suggested Historical Fiction:
*Minty: A Story of Young Harriet Tubman* (Picture Puffin) Paperback – December 1, 2000 by Alan Schroeder (Author), Jerry Pinkney (Illustrator)

*Sweet Clara and the Freedom Quilt* (Reading Rainbow Books) Paperback – July 10, 1995 by Deborah Hopkinson (Author)

*Henry's Freedom Box: A True Story from the Underground Railroad* Hardcover – January 1, 2007 by Ellen Levine (Author), Kadir Nelson (Illustrator)


*What Was the Underground Railroad? (What Was...?)* Dec 26, 2013 by Yona Zeldis McDonough and Lauren Mortimer

*If You Traveled on the Underground Railroad (If You...)* Jul 26, 2016 by Ellen Levine and Larry Johnson

Adult resources:

*The Underground Railroad: The History and Legacy of America's Greatest Abolitionist Network* Nov 5, 2013 by Charles River Editors

*The Underground Railroad, a Comprehensive History* Jun 1, 2015 by Wilbur Siebert

Primary Source Images:

Harriet Tubman (1823–1913)
nurse, spy and scout
Sources:
Appendix A


https://www.loc.gov/item/75696205/
### Appendix B

Map Analysis Tool:
https://2016orgeo.pbworks.com/w/file/91172385/Map_AnalysisTool_Dec2014.doc

<table>
<thead>
<tr>
<th>What is the title of this map?</th>
<th>What was the most likely purpose for this map? How do you know?</th>
<th>Why is the map significant or important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the date of this map? When was this map published? Are there other dates referenced on this map?</td>
<td>What do you know about this time period? What do any other dates on this map represent?</td>
<td>What is the significance of the date of the map? How does this map connect to other time periods and the time period under study?</td>
</tr>
<tr>
<td>Who is the author or cartographer of his map? Who produced this map?</td>
<td>Does this map illustrate or describe spatial patterns (movement, connections, etc.)?</td>
<td>If you were the cartographer, how could you change this map? How could you use this map to understand the present?</td>
</tr>
<tr>
<td>What is the orientation of this map? How can you tell directions on this map?</td>
<td>Describe the spatial patterns illustrated on this map (movement, connections, ecosystems, etc).</td>
<td>How does this map illustrate human, physical, economic, societal, cultural, and political conditions for the time when the map was made?</td>
</tr>
<tr>
<td>What area of the world does this map represent? Does this map show a large area of the Earth's surface or a small area? What is the scale of this map?</td>
<td>What was the motivation of the organization or person making the map?</td>
<td>What sources may have been used to make this map?</td>
</tr>
<tr>
<td>Are there words on this map? If the words are not in English, can you identify what language is used?</td>
<td>Have you ever seen a map similar to this one?</td>
<td>How could you (as an individual) use this map?</td>
</tr>
<tr>
<td>What kinds of symbols are on this map?</td>
<td>What features on the map represent place, region, and/or theme?</td>
<td>Do you see any bias / perspective in this map?</td>
</tr>
<tr>
<td>What kind of grid (latitude-longitude, alphanumeric) does the map use?</td>
<td>What does the map show (physical characteristics, human patterns)?</td>
<td>What else do you think should be included on the legend for this map?</td>
</tr>
<tr>
<td>What kinds of labels are on this map?</td>
<td>How does this map represent and/or illustrate geographic themes (places, regions, human-environment interaction, movement, physical systems, etc.)?</td>
<td>How can you use this map to connect with situations today and predict what might happen in the future?</td>
</tr>
<tr>
<td>What colors are on the map?</td>
<td>What is the bias or point of view of this map?</td>
<td>How does this map connect to other primary, secondary, or tertiary resources?</td>
</tr>
<tr>
<td>Is there a legend on the map?</td>
<td>How does this map compare to current maps of this place? How</td>
<td>What else did you observe about the</td>
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</table>
does this map prepare people today to deal with issues today?

What other information can you infer from the map?

What seems to be missing from the map?

map? What questions do you have about this map? What other information do you need to make sense of this map?

About what does this map leave you curious?

Appendix C

Image 1: A Bold Stroke for Freedom
https://www.loc.gov/item/2002698412/

### PRIMARY SOURCE ANALYSIS TOOL

| What is the form of the image (painting, print, photograph, drawing)? | What place or region does this image show? | How do the clothing, buildings, transportation and/or landscape reflect the economic, political, or societal conditions for the time when the image was created? |
| What types of transportation are in the image? | Can you identify a geographic theme (region, place, movement, physical system, human environment interaction, etc.) for this image? | What was the likely motivation of the creator of the image? |
| Describe who is in the image. | What is the most likely purpose (audience) for this image? | What geographic questions would you like to ask the creator of this image? |
Appendix E

Image 2: *The Underground Railroad*
https://www.loc.gov/resource/ph.3a29554/

Appendix F

Analysis Tool for Image 2

**PRIMARY SOURCE ANALYSIS TOOL**

<table>
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**FURTHER INVESTIGATION**
Appendix G

Image 3: *Fugitives Escaping from the Eastern Shore of Maryland.*
https://www.loc.gov/item/2002698205/

Appendix H

Analysis Tool for images (blank form)
To be used with Image 3: Fugitives Escaping from the Eastern Shore of Maryland
http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

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FURTHER INVESTIGATION
Appendix I

Scoring Rubric for Oral Presentations:


Appendix J

Scoring Rubric for Project:

https://www2.uwstout.edu/content/profdev/rubrics/middleschresearchrubric.html
Looking at the California Gold Rush! What caused people migrated to California! Look at lost and living cities of the California Gold Rush era. Students will also be looking at how the Gold Rush affected Oregon, Nevada and Colorado!

Grade Levels: 5  Time: 5 class periods 60 minutes each day

Overview:
This lesson teaches students about the California Gold Rush. It asks why the miners came to California. It will be a part of a Westward Expansion unit which will be taught during a month long unit. In this lesson the students will be asked to make a map of the California Gold Rush region and a poster. They will be giving group presentations based on what they have found and learned. Attached you will find photos, political cartoons, the rubric’s, maps, an article and a short video clip as an introduction to the lesson.

Geographic Question:
6. Essential Elements
What factors influenced westward expansion and why did people migrate west? What were the push and pull factors for migration to the gold fields of California?

National Geography Standards:
3. People move for a variety of reasons
The students will be to:
Describe why and how people moved west during the California Gold Rush.

Oregon Geography Content Standards:
Geography
5.7. Identify, locate, and describe places and regions in the United States.
5.8. Use various types of maps to describe and explain the United States.
5.9. Explain migration, trade, and cultural patterns in the United States.

Oregon Social Science Content Standard:
Historical Thinking
5.6. Use primary and secondary sources to formulate historical questions, to examine an historical account about an issue of the time, and to reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, and what events led to these developments and what consequences or outcomes followed.
Connections to Common Core: Grade 5
Reading Standards for Informational
Integration of Knowledge and Ideas
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
9. Integrate information from several texts on the same topic in order to write or speak

Speaking and Listening Standards
Presentation of Knowledge and Ideas
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Writing Standards
Research to Build and Present Knowledge
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Core Knowledge:
Westward Expansion Before the Civil War
• Pioneers
Getting there in wagon trains, flatboats, steamboats
Many pioneers set out from St. Louis (where the Missouri and Mississippi Rivers meet).
Land routes: Santa Fe Trail and Oregon Trail
Gold Rush, ’49ers

Objectives:
1. In completing this activity, students should be able to and understand how migration occurred during this time in history.
2. Why did people migrate to California during the gold rush? NGE Standard
3. How did they get to California (modes of transportation as well as the different trails they may have taken to get to their destinations)? OGC Standard 5.9
4. What landmarks and places did they encountered on the trip west? OGC Standard 5.7
5. The students will make a map of the Gold Rush Region. OGC Standard 5.8, CK
6. The students will give a group presentation of their finding. CC

Materials:

Day 1 and 2
2. Read article from the History Channel http://www.history.com/topics/gold-rush-of-1849/print (Appendix A)
3. Political cartoons from the Library of Congress, photograph of a California mining town (Appendix D)
4. Primary Source Analysis Tool (Appendix B)
5. Paper for writing the brain storm session questions
6. Markers
7. Tape
8. Analysis Tools for the photo and the political cartoon (Appendix C & D)
10. Rubric for both the poster/presentation (Appendix E) as well as the map (Appendix F)
11. Artifacts from the Gold Rush era around the classroom

Procedures:

Students will be presented with three pictures/cartoons (separately) to analyze in groups of four. Class size is approximately thirty two students. There will be a total of eight groups for this project. The students will be assigned randomly to groups by counting off by eights.

Day 1 Procedures
1. Students will watch History Channel video on the Gold Rush as an introduction for this lesson. http://www.history.com/topics/gold-rush-of-1849 (2.37 minutes)
2. The students will take three-five bullet notes on this video clip about what they learned about the Gold Rush. Bullet points should include some of the following points:
   • Who found gold first? The Mexicans did in 1830. However they didn’t discover the fields that would come to be known as The Gold Rush fields.
   • How the Gold Rush inspired people to move out west? With the discovery of gold California was able to draw enough people west so that it could become a state.
   • The transformation of the west began during The Gold Rush. Why?? People came for the quick money they thought they would find when gold mining.
   • Who were the people that were exploited during the Gold Rush? Mexicans, Native Americans and Asian’s.
   • The mind set was different in regard to what failure meant at the time. On the East coast if you failed you were determined not to be in with God. Gold mining changed that with the people that migrated to the west coast because they realized that they could fail even with hard work. Luck was a factor in gold mining.
3. Read article from the History Channel http://www.history.com/topics/gold-rush-of-1849/print (Appendix A) (5-10 minutes) The students will add five additional bullet points after reading the article The Gold Rush of 1849.
• What is the city/location of present day Shutter’s Mill? Sacramento, California
• Who discovered the gold in the American River at the base of the Sierra Nevada Mountain range? James William Marshall and John Shutter
• What Treaty was signed days after the discovery of gold and how did that impact The Gold Rush? The Treaty of Guadalupe Hidalgo with this treaty California was in the hands of the United States. This lead to more people being able to come to the west to look for gold.
• Who were the first miners to come to the area and why? People from Oregon, the Sandwich Islands (now Hawaii), Peru, Chili, Mexico and China. They were able to be some of the first gold miners because they could get to California by boat.
• What year did gold mining reach its peak in California? 1852 with some 81 million pulled from the hills of the area.

4. Students will partner share/discuss the information that they have (5 minutes)
5. Students will split into groups as discussed above (5 minutes)
   • At this time students will be shown the photograph from the Library of congress and asked to use the Primary Sources Analysis Tool (Appendix B) to come up with questions about the photograph
   • The students will come up with as many questions as they can in about a 10 minute time period (Observe)
   • The students will come up with as many questions as they can in about a 10 minute time period (Reflect)
   • The students will come up with as many questions as they can in about a 10 minute time period (Question)

1. Gold miners, El Dorado, California (Appendix C)

https://www.loc.gov/item/2012646445/

• Students will have a scribe, who will be chosen by the teacher. That person will write down each question as students come up with the questions without discussion or judging.
• The students will be asked to review their questions and to change any question that is a statement to a question. (2-5 minutes)
• When finished they will be asked to decide if each of their questions are either open ended (O for open) or a closed ended (C for closed) questions. (2-5 minutes)
Day 2 Procedures

1. Review the lesson with students. Review and answer any questions the students may have regarding lesson. Ask the students if any of the procedures from the previous day need to be reviewed for better understanding.

2. Repeat Day One highlighted section with question and answer procedure for the other two photos on Day 2.

3. Political Cartoons (Appendix D)

   a. At this time students will be shown the political cartoons from the Library of Congress and asked to use the Primary Sources Analysis Tool (Appendix B) to come up with questions about the political cartoon
   b. The students will come up with as many questions as they can in about a 10 minute time period (Observe)
   c. The students will come up with as many questions as they can in about a 10 minute time period (Reflect)
   d. The students will come up with as many questions as they can in about a 10 minute time period (Question)
   e. Students will have a scribe, who will be chosen by the teacher. That person will write down each question as students come up with the questions without discussion or judging.
   f. The students will be asked to review their questions and to change any question that is a statement to a question. (2-5 minutes)
   g. When finished they will be asked to decide if each of their questions are either open ended (O for open) or a closed ended (C for closed) questions. (2-5 minutes)
   h. Ask the students to change one of their open ended questions to a closed question as well as turning a closed question into and open ended question. (2-5 minutes)
   i. When done ask the students to prioritize their questions. (2-5 minutes) Which three are the most important and why? (2-5 minutes) When the students are done with this activity they will share with the class! (5 minutes)
3. The place we hear about

https://www.loc.gov/item/2008661519/

Materials:

Day 3-4:
1. Political cartoons from the Library of Congress, photograph of a California mining town (Appendix C & D)
2. Completed brain storm sheet sheets from day 1 and 2
3. Use the Analysis Tools for the photo and the political cartoon (Appendix B)
4. Map of the gold rush regions from text book and listed sources (Appendix G-J)
5. Rubric (Appendix E & F)

Day 3-4 Procedures
1. Start day three by clarifying questions the students have regarding the lesson to this point
2. Give the students the rubric for the projects that will go with this lesson. (Appendix E & F) http://haynes.jpschools.org/wp-content/uploads/sites/119/2015/08/Poster-Project-Rubric.pdf
3. Ask if the students have any questions about the project or the rubrics?
4. Over the next two days the students will be making a Map and Poster of the California Gold Rush region, as well as Oregon, Colorado and Nevada during this same time period. Students will be assigned regions by the teacher. The map must meet the Rubric requirements (Appendix F). The poster must have photos (LOC or other historical) now and then of the location/camps/cities.
5. The students will be required to have at least five different gold mining camps on their map/poster. One of these camps must be a present day town/cities. The
students will get this information while doing the research in the computer lab. I have provided links below as to where I want the students to start looking when doing the researching for this project.

6 The students will answer at least two questions/comments from each section (Observe, Reflect, and Question) that they produced from day one and two’s work in the classroom. (Appendix B)

7 The students may add additional information that they find during the research.

8 In the presentation each student must have a part that they present to the class.
   a. Part 1: Map presentation
   b. Part 2: location/camp/city, Is the camp/city alive, why or why not did this area continue to thrive?
   c. Part 3: Photos drawings and why they choose to include those in the project
   d. Part 4: Westward Expansion how did the people that migrated get to the location show examples?

9 The students will figure out who will be presenting each topic area, unless the teacher believes that the assignments are not representative of the overall project and work involved.

10 On the poster the students will need to identify the locations where people migrated to during the Gold Rush.

11 Each group will choose a topic related to the California Gold Rush (from their brain storming session) and will do research in the computer lab in preparation for giving a group presentation at the end of the lesson. The students will choose a question from day 1 and 2 (from the poster paper) to research a location in depth.

12 The students will be doing research in the computer lab looking for locations of several different mining camps, did many of these camps became towns or cities?? Why and why not did some of these camps evolve?

13 The question that we are answering is how did migration affect California, Oregon, Nevada and Colorado during the Gold Rush era? How have these states been affected and how has their population grown to present day?

14 The students will have black lined maps from the teacher’s guide. (Appendix G-J)

15 As the students are doing research in the computer lab other group mates can be working on the poster or map.

16 Students will be allowed to practice giving the presentations, if they are finished with all research.

17 The students will put together a group project based on what they learned in this lesson and through their research. Why do they think it’s important to learn about the Westward Expansion? How are we affected today by Westward Expansion from the past?

Websites for student research:
Not limited to these sites, teacher approval is required for additional sites

1 http://www.eyewitnessstohistory.com/californiagoldrush.htm
2 http://www.malakoff.com/goldcountry/campmap.htm
Materials:

Day 5:
1. Students will begin giving group presentations on the gold miners and what they learned about Westward Expansion and migration.

Day 5 Procedures:
1. Students will begin the presentation part of this lesson.
2. When students are listening to other presentations they need to be taking notes.
3. The students will be asked how can this group improve in the future on other projects like this. Constructive criticism, improvement.
4. The students will be asked to rate the poster and the map according to the rubrics. (Appendix E & F)
5. The students will need to write about why they think this is an interesting presentation.
6. Students will present their posters and research to the rest of the class.
7. Presentations should be 5-10 minutes long.

Background: Students have been studying the westward expansion. How and why people migrated to the west, what brought them there and why? The California Gold Rush, Oregon Trail, Applegate Trail, exedra.

Assessment:
Students with giving a presentation (5-10 minutes long) on the questions they developed on the first two days of the lesson, from the photos. What conclusions did they come to about why people migrated to California? The students will be asked to make a map/poster to show where the various mines/camps were and if modern day cities developed from these mining camps. They will be mapping mines and the towns associated with them. The students will be asked to compare the mining camps/towns with cities/towns of today.
Extensions and/or Adaptations: This lesson can be adapted for the second grade level by presenting one photo. You can also extend for seventh grade by doing a gallery walk of photos asking the students to fill out a blank analysis tool for each photo.

Sources

   http://www.history.com/topics/gold-rush-of-1849

   http://www.history.com/topics/gold-rush-of-1849/print


14 http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

15 Johnston, Phillip (1948) Lost and living cities of the California gold rush: a motoring and historical guide to the principal early mining camps. First issued at the Coloma, California, Jan 24, 1948, on the centenary of the disc, California Historical Society. Call Number: PAM 979.4 J6461

http://www.loc.gov/teachers/primary-source-analysis-tool/
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf

WORLD HISTORY AND GEOGRAPHY, PUPIL EDITION, GRADE 5 (Core Knowledge) by Core Knowledge Programs (Author)

California State Map [http://www.50states.com/maps/print/california.htm]
Nevada State Map [http://www.50states.com/maps/print/nevada.htm]
Oregon State Map [http://www.50states.com/maps/print/oregon.htm]
Colorado State Map [http://www.50states.com/maps/print/colorado.htm]
Rubric [http://www.readwritethink.org/classroom-resources/printouts/]

http://www.eyewitnesshistory.com/californiagoldrush.htm
http://www.malakoff.com/goldcountry/campmap.htm
http://www.westernmininghistory.com/towns/california/nevada-city
http://www.oregongeology.org/sub/milo/ohmi-union.htm
http://www.oregon.desert4wd.com/
http://www.ghosttowns.com/states/or/or.html
http://www.mininghistoryassociation.org/Tonopah.htm
http://www.aboutnevadacounty.com/history/goldrush/
http://www.explore-old-west-colorado.com/colorado-gold-rush.html
http://www.westernmininghistory.com/articles/11/page1

http://shelledy.mesa.k12.co.us/staff/computerlab/Western_CO_History_Gold_Rush.html
Appendix

A. The Gold Rush of 1849 History Channel


C. Image (Photo, Print, Painting, etc.) Analysis Tool with a Geographic Lens Image 1

D. Political Cartoon Analysis Tool with a Geographic Lens Images 2 and 3

E. Poster Project Rubric

F. Map of the California Gold Rush Camps Rubric (1849)

G. Oregon State Map

H. California State Map

I. Colorado State Map

J. Nevada State Map
Appendix A

THE GOLD RUSH OF 1849

The discovery of gold nuggets in the Sacramento Valley in early 1848 sparked the Gold Rush, arguably one of the most significant events to shape American history during the first half of the 19th century. As news spread of the discovery, thousands of prospective gold miners traveled by sea or over land to San Francisco and the surrounding area; by the end of 1849, the non-native population of the California territory was some 100,000 (compared with the pre-1848 figure of less than 1,000). A total of $2 billion worth of precious metal was extracted from the area during the Gold Rush, which peaked in 1852.

- CONTENTS
  - Discovery at Sutter’s Mill
  - News Spreads
  - The ’49ers Come to California
  - Lasting Impact of the Gold Rush

DISCOVERY AT SUTTER’S MILL

On January 24, 1848, James Wilson Marshall, a carpenter originally from New Jersey, found flakes of gold in the American River at the base of the Sierra Nevada Mountains near Coloma, California. At the time, Marshall was working to build a water-powered sawmill owned by John Sutter, a German-born Swiss citizen and founder of a colony of Nueva Helvetia (New Switzerland). (The colony would later become the city of Sacramento.) As Marshall later recalled of his historic discovery: “It made my heart thump, for I was certain it was gold.”

DID YOU KNOW?

Miners extracted more than 750,000 pounds of gold during the California Gold Rush. Just days after Marshall’s discovery at Sutter’s Mill, the Treaty of Guadalupe Hidalgo was signed, ending the Mexican-American War and leaving California in the hands of the United States. At the time, the population of the territory consisted of 6,500 California’s (people of Spanish or Mexican decent); 700 foreigners (primarily Americans); and 150,000 Native Americans (barely half the number that had been there when Spanish settlers arrived in 1769).
NEWS SPREADS
Though Marshall and Sutter tried to keep news of the discovery under wraps, word got out, and by mid-March at least one newspaper was reporting that large quantities of gold were being turned up at Sutter’s Mill. Though the initial reaction in San Francisco was disbelief, storekeeper Sam Brannan set off frenzy when he paraded through town displaying a vial of gold obtained from Sutter’s Creek. By mid-June, some three-quarters of the male population of San Francisco had left town for the gold mines, and the number of miners in the area reached 4,000 by August.
As news spread of the fortunes being made in California, the first migrants to arrive were those from lands accessible by boat, such as Oregon, the Sandwich Islands (now Hawaii), Mexico, Chile, Peru and even China. Only later would the news reach the East Coast, where press reports were initially skeptical. Gold fever kicked off there in earnest, however, after December 1848, when President James K. Polk announced the positive results of a report made by Colonel Richard Mason, California’s military governor, in his inaugural address. As Polk wrote, “The accounts of abundance of gold are of such an extraordinary character as would scarcely command belief were they not corroborated by the authentic reports of officers in the public service.”

THE ’49ERS COME TO CALIFORNIA
Throughout 1849, people around the United States (mostly men) borrowed money, mortgaged their property or spent their life savings to make the arduous journey to California. In pursuit of the kind of wealth they had never dreamed of, they left their families and hometowns; in turn, women left behind took on new responsibilities such as running farms or businesses and caring for their children alone. Thousands of would-be gold miners, known as ’49ers, traveled overland across the mountains or by sea, sailing to Panama or even around Cape Horn, the southernmost point of South America.

By the end of the year, the non-native population of California was estimated at 100,000, (as compared with 20,000 at the end of 1848 and around 800 in March 1848). To accommodate the needs of the ’49ers, gold mining towns had sprung up all over the region, complete with shops, saloons, brothels and other businesses seeking to make their own Gold Rush fortune. The overcrowded chaos of the mining camps and towns grew ever more lawless, including rampant banditry, gambling, prostitution and violence. San
Francisco, for its part, developed a bustling economy and became the central metropolis of the new frontier.

The Gold Rush undoubtedly sped up California’s admission to the Union as the 31st state. In late 1849, California applied to enter the Union with a constitution preventing slavery, provoking a crisis in Congress between proponents of slavery and abolitionists. According to the Compromise of 1850, proposed by Kentucky’s Senator Henry Clay, California was allowed to enter as a free state, while the territories of Utah and New Mexico were left open to decide the question for themselves.

LASTING IMPACT OF THE GOLD RUSH

After 1850, the surface gold in California largely disappeared, even as miners continued to arrive. Mining had always been difficult and dangerous labor, and striking it rich required good luck as much as skill and hard work. Moreover, the average daily take for an independent miner working with his pick and shovel had by then sharply decreased from what it had been in 1848. As gold became more and more difficult to reach, the growing industrialization of mining drove more and more miners from independence into wage labor. The new technique of hydraulic mining, developed in 1853, brought enormous profits but destroyed much of the region’s landscape.

Though gold mining continued throughout the 1850s, it had reached its peak by 1852, when some $81 million was pulled from the ground. After that year, the total take declined gradually, leveling off to around $45 million per year by 1857. Settlement in California continued, however, and by the end of the decade the state’s population was 380,000.

Article Details:

The Gold Rush of 1849

- **Author**
  History.com Staff
- **Website Name**
  History.com
- **Year Published**
  2010
- **Title**
  The Gold Rush of 1849
Appendix B


**Table**

<table>
<thead>
<tr>
<th><strong>OBSERVE</strong></th>
<th><strong>REFLECT</strong></th>
<th><strong>QUESTION</strong></th>
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</tbody>
</table>

**Further Investigation**
### Appendix C

**Image (Photo, Print, Painting, etc.) Analysis Tool with a Geographic Lens**

Image 1

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the form of the image (painting, print, photograph, drawing)?</td>
<td>What languages do the words represent?</td>
<td>How do the clothing, buildings, transportation and/or landscape reflect the economic, political, or societal conditions for the time when the image was created?</td>
</tr>
<tr>
<td>Can you determine who created the image?</td>
<td>If there is no date, when do you think the image was made?</td>
<td></td>
</tr>
<tr>
<td>What words are on the image?</td>
<td>What place or region does this image show?</td>
<td>What was the likely motivation of the creator of the image?</td>
</tr>
<tr>
<td>What dates are on the image?</td>
<td>Can you identify a geographic theme (region, place, movement, physical system, human-environment interaction, etc.) for this image?</td>
<td>What is the bias or point of view of this image?</td>
</tr>
<tr>
<td>Is the image black and white or in color?</td>
<td>Describe the spatial patterns illustrated in this image. These patterns might be in the people, transportation, buildings, or landscape.</td>
<td>How is this image connected to other documents, maps, recordings, images, or artifacts?</td>
</tr>
<tr>
<td>Describe who is in the image.</td>
<td>What is the most likely purpose and audience for this image?</td>
<td>Why is this image significant?</td>
</tr>
<tr>
<td>What types of buildings are in the image?</td>
<td>How does this image compare to current image on the same topic?</td>
<td>Why would certain people or characteristics of the landscape be missing from this image?</td>
</tr>
<tr>
<td>What types of transportation are in the image?</td>
<td>What seems to be missing from the image?</td>
<td>What geographic questions would you like to ask the creator of this image?</td>
</tr>
<tr>
<td>Are there objects in the image? You recognize them? What are they used for?</td>
<td></td>
<td>Would it be difficult to find the location of this image? Explain why or why not.</td>
</tr>
</tbody>
</table>
Appendix D

Political Cartoon Analysis Tool with Geographic Lens Images 2 and 3
Appendix E

Poster Project Rubric

DIRECTIONS: This form is designed to help you evaluate student-created posters. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student’s or group’s work.

1 = Weak  2 = Moderately Weak  3 = Average  4 = Moderately Strong  5 = Strong

1. The poster contains appropriate items and information.
   1 2 3 4 5

2. The poster is clean and neat, and the information on it is well organized.
   1 2 3 4 5

3. The poster is colorful and creative.
   1 2 3 4 5

4. The spelling, punctuation, and grammar of any text on the poster are accurate.
   1 2 3 4 5

5. Any artwork on the poster is appropriate and carefully executed.
   1 2 3 4 5

6. The information on the poster is appropriate to the topic.
   1 2 3 4 5

7. The poster shows an understanding of the topic and related concepts.
   1 2 3 4 5

8. The poster fulfills the requirements of the assignment.
   1 2 3 4 5

9. The student or group did a good job presenting the poster to the class.
   1 2 3 4 5

10. Overall, the final result represents the student’s or group’s full potential.
    1 2 3 4 5

Additional Comments: ____________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Total Points/Grade: __________

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| Presentation
| Knowledge of topic
| Understanding of topic
| Ability to connect audience
| Audience Awareness
| Audience Enthusiasm
| Demonstration
| Conclusion
| Delivery

|
| Needs
| 2
| Good
| Excellent

Oral Presentation Rubric

Score:

Name:
Appendix F

Map of the California Gold Rush Camps (1849)

A map is a picture of a place. Different maps show different information.

DIRECTIONS: Your grade will be based on the checklist and The Map of the California Gold Rush Camps. Your map can be any size equal to or larger than a standard 8x11 piece of paper (do not use lined paper). This will be in addition to your poster when you present your research.

Map of the California Gold Rush (1849)

REQUIRED FEATURES:

_____ A compass rose
_____ A title and purpose/content of the Map
_____ A key/legend to explain any colors or symbols on your map
_____ Neatness and Spelling
_____ At least 5 different mines located on the map

Resources

You can use the information that you gathered from your research on the California Gold Rush.

You can use information from your text book as well as from your research you completed in the computer lab.
Map of the California Gold Rush

Student Names: __________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Title tells the purpose/content of the map, is clearly distinguishable as the title (e.g. larger letters, underlined, etc), and is printed at the top of the map.</td>
<td>Title tells the purpose/content of the map and is printed at the top of the map.</td>
<td>Title tells the purpose/content of the map, but is not located at the top of the map.</td>
<td>Purpose/content of the map is not clear from the title.</td>
</tr>
<tr>
<td>Labels &amp; Features - Neatness</td>
<td>90-100% of the labels/features can be read easily.</td>
<td>89-80% of the labels/features can be read easily.</td>
<td>79-70% of the labels/features can be read easily.</td>
<td>Less than 70% of the labels/features can be read easily.</td>
</tr>
<tr>
<td>Color Choices</td>
<td>Student always uses color appropriate for features (e.g. blue for water; black for labels, etc.) on map.</td>
<td>Student usually uses color appropriate for features (e.g. blue for water; black for labels, etc.).</td>
<td>Student sometimes uses color appropriate for features (e.g. blue for water; black for labels, etc.).</td>
<td>Student does not use color appropriately.</td>
</tr>
<tr>
<td>Neatness of Color and Lines</td>
<td>All straight lines are ruler-drawn, all errors have been neatly corrected and all features are colored completely.</td>
<td>All straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.</td>
<td>Most straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.</td>
<td>Many lines, corrections of errors and/or features are not neatly done.</td>
</tr>
<tr>
<td>Spelling/ Capitalization</td>
<td>95-100% of words on the map are spelled and capitalized correctly.</td>
<td>94-85% of the words on the map are spelled and capitalized correctly.</td>
<td>84-75% of the words on the map are spelled and capitalized correctly.</td>
<td>Less than 75% of the words on the map are spelled and/or capitalized correctly.</td>
</tr>
</tbody>
</table>

_____ / 5 Total points from Checklist
_____ / 25 Total Points from Rubric
_____ / 30 Total Points _____ Letter Grade
Appendix H

OREGON
www.50states.com
Appendix J

COLORADO
www.50states.com
REMEMBER: each lesson must include at least one primary source, at least one Geography analysis tool, and be geographic in focus.
The Great Migration: Black Americans Northern Migration 1910-1940
Human Systems Geography Mini-Unit
Emily Pahlke

Overview: This lesson will explore the push and pull factors of the first Black American migration out of the American South in the early 20th century through primary sources and a geographic lens.

National Geography Standards: #9 Human Systems: The characteristics, distribution, and migration of human populations on Earth’s surface.

Oregon Geography Content Standards: HS.17. Explain how migration, immigration, and communication (cultural exchange, convergence, and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.

Connections to Common Core: 11-12.RH.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- Identify and explain how historical, environmental, economic, political, and technological factors have influenced the current population distribution.

Objectives:
Students will be able to describe two push and two pull factors of the first Great Migration through a quick write.

Grade Levels: 11th – 12th Time: 270 minutes (three 90 minute blocks including 90 minutes for in class research)

Materials:
- Printed primary sources (within Appendix)
- Printed Research Game Plans (within Appendix)
- Document camera with projector
- Timer (physical or online)
- 3 different colored sticky notes (5 of each color for each student)
- Interactive notebooks (or sheet of paper) for quick write
- Mobile labs
- Poster/butcher paper
- Crafting and coloring materials

Background:
Prior to this lesson, students will have some experience with primary sources but are still developing their skills. Students will also be capable at individual and group research but may still require scaffolding and direction. This lesson could be taught as part of a larger Human Geography or US History unit to demonstrate how Black American populations migrated as they did during the first Great Migration in the 1920’s.
Procedures:
Day 1
- Hook: Have a political cartoon (see Appendix 1) underneath the document camera with the following directions for the bell-ringer activity: “Write down at least ten things you see in this image but not what you think or wonder.”

| --- | --- |

- Using the same political cartoon/primary source, the teacher will model how to use the empty primary source analysis tool (see Appendix 2) underneath the doc cam (if no doc cam, make a three columned t-chart similar to the analysis tool on the board and model that way) – 10 min total
  o How to observe – think aloud: “So in this column I am only going to write down what I see. What do you all write down? (randomly collect student input) So do I see that or do I put that together from what I already know? When we observe we are only noting things that we see not what we think or wonder.”
  o How to reflect – think aloud: “Now I get to write what I think about what I am seeing… (randomly collect student input) When we reflect, we are really pulling on other knowledge that we have gained from past experiences so like…”
  o How to question – think aloud: “What kind of questions do I have about this political cartoon that are ambiguous or not answered? I wonder why… (randomly collect student input)”

- Instructions: “When we get up to do our gallery walk here in a second there will be a bunch of primary sources, or – can anyone define it? – A thing made during the time of your study. So we are going to practice analyzing primary sources like the geographers that we are by looking at source related to the first Great Migration of Black Americans during the 1920’s. During this time, Southern Blacks moved north to a variety of cities. At each station will be a sheet of paper like what I just used to get you thinking about how to observe, reflect, and question what you see in a source. We will go around three times and each time you will use a different colored sticky and will write all of your observations, reflections, or questions on one sticky note for each source. Now let’s count off by five…”

- Gallery walk with five primary sources and coordinating analysis tools (see Appendix 3) set up in separate stations around the room – set timer for 3 minutes; students will switch stations when buzzer goes off – students will write their observation/reflection/question on a sticky note and stick it by each source while the teacher circulates.
<table>
<thead>
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<tbody>
<tr>
<td>Detroit, Michigan. Riot at the Sojourner Truth homes, a new U.S. federal housing project, caused by white neighbors' attempt to prevent Negro tenants from moving in. Sign with American flag &quot;We want white tenants in our white community,&quot; directly opposite the housing project</td>
<td>Image Analysis Tool</td>
<td><a href="https://www.loc.gov/pictures/item/owi2001018484/PP/">https://www.loc.gov/pictures/item/owi2001018484/PP/</a></td>
</tr>
<tr>
<td>Lynchings by states and counties in the United States, 1900-1931 : (data from Research Department, Tuskegee Institute) ; cleartype county outline map of the United States.</td>
<td>Map Analysis Tool</td>
<td><a href="https://www.loc.gov/item/2006636636/">https://www.loc.gov/item/2006636636/</a></td>
</tr>
<tr>
<td>Distribution of the Colored population of the United States: 1890</td>
<td>Map Analysis Tool</td>
<td><a href="https://www.loc.gov/resource/g3701gm.gct00010/?q=&amp;sp=26&amp;st=single">https://www.loc.gov/resource/g3701gm.gct00010/?q=&amp;sp=26&amp;st=single</a></td>
</tr>
<tr>
<td>Distribution of Negro population by county 1950 : showing each county with 500 or more Negro population.</td>
<td>Map Analysis Tool</td>
<td><a href="https://www.loc.gov/item/2013593062/">https://www.loc.gov/item/2013593062/</a></td>
</tr>
</tbody>
</table>

- **Round 1: Observations**
  - Verbal directions: “Using your yellow sticky, please write all that you observe in the source. If you get stuck, look at the analysis tool beside the source. When you get back to the source you started with work together to determine if they are all actually observations; set aside those that aren’t.”
  - On the board: “OBSERVE”
- **Round 2: Reflections**
  - Verbal directions: “Using your blue sticky, please write all that you think you know about this source. If you get stuck, look at the analysis tool beside the source. When you get back to the
source you started with work together to determine if all the statements are actually reflections; set aside those that aren’t.”

- On the board: “REFLECT”
- Round 3: Questions
  - Verbal directions: “Using your green sticky, please write all that you wonder about the source. If you get stuck, look at the analysis tool beside the source. When you get back to the source you started with work together to determine the most interesting or important questions; put those ones off to the side.”
  - On the board: “QUESTION”
  - These will be their research questions

- Think-Pair-Share: “As a group on one sheet of paper, answer the following questions… Make sure all of your names are on it as this will be your exit ticket for the day. You are welcome to go back to their seats or to stay around the sources as you may need to reference them.” The following questions placed on the board:
  - Which sources were the most interesting? Why?
  - Was there anything weird about the sources?
  - How do you think this migration changed the culture of the destination cities?
  - Do we know any other examples of human migration that we should look into?

**Day 2**

- Hook – The Research Game Plan sheets (see Appendix 4) are on the main table and written on the board will be the following instructions:
  - “Go back to your group’s final poster from last class and decide which of the questions will be your research question then grab one sheet of paper for your group from the front table. Be sure to get your Game Plan signed off on before starting your research!”
    - Students will collaborate in gallery walk groups to determine what they will be researching together
    - The teacher can circulate during this time and attend to individual needs as necessary
  - Research Game Plan – students will organize their research and write in their planners or on a sheet of paper what they are responsible for when. This will be signed off on by the teacher before students can access computers.

- When the Research Game Plan has been reviewed, the teacher will direct the group to the directions and checklist (see Appendix 5) or the assignment on top of the mobile lab.
- Research in classroom via mobile lab – remaining class time
  - Students should have some basic research skills at this point but be sure to direct students to different helpful websites while they are researching
- www.loc.gov
- Research database used by your school
  - If a mobile lab is not available, a computer lab or out of class research is appropriate

**Day 3**
- Hook: Have students collect laptops/go to the lab – 5 minutes
- Wrap-up research and presentation prep – 45 minutes
  - Students continue working, teacher circulates
- Each group will present their research question and findings to the class – 35 minutes total
  - 5 minutes each group
  - 2 minutes of questions for each group
- Write the following quick write prompt on the board for students to answer in their interactive notebooks or on a separate sheet of paper: - 5 minutes
  - “Why did Black Americans leave the South? Why were they drawn to the North? Give two factors for each question using complete sentences.”

**Extensions and/or Adaptations:**
- Lower Grades: This lesson can be easily applied to any grade level as the writing and reading demands are low. For lower grades, providing extra scaffolding for research would be beneficial.
- After this lesson: The class could go any number of directions whether that be into a deeper understanding of this Great Migration, the subsequent other Great Migrations, White Flight, or a more explicit origin and diffusion lesson.

**Assessment:**
Students will create two different assessments for this unit a formal summative presentation of the research and an informal formative quick write after the presentations have been completed. Feel free to change the amount of points to best suit your classroom and grading atmosphere.
- Presentation: The presentations will be scored as a group using one single rubric with regard to the Research Game Plan that the students put together and the project check list that they were given. The Game Plan will hold each student accountable to the portion of the work that they were responsible for and will help quell any grade disagreements as they all understood their agreement from the beginning. The rubric follows the check list through various visual, research, and content components of their project.
- Quick Write: After all of the research presentations have been completed each student will answer the following prompt within their interactive notebooks or on a loose sheet of paper: “Why did Black Americans leave the South? Why were they drawn to the North? Give two factors for each question using complete sentences.” This will allow you to gauge each students level of understanding of the Great American Migration overall and will alert you to any gaps of knowledge to be addressed within the next unit.
<table>
<thead>
<tr>
<th>Names:</th>
<th>Research, Presentation, and Visual Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Research: Accuracy</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sources</strong></td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Presentation: Completeness</td>
<td>Presentatio n contains all elements of checklist</td>
</tr>
<tr>
<td>Presentation: Visual</td>
<td>Visual contains all elements of checklist</td>
</tr>
<tr>
<td>Research: Accuracy</td>
<td>All information accurate</td>
</tr>
<tr>
<td>Sources</td>
<td>Three sources are provided</td>
</tr>
<tr>
<td>Citations</td>
<td>Citations are done in MLA format with minimal errors</td>
</tr>
<tr>
<td></td>
<td>2</td>
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<tr>
<td>----------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Push Factors</strong></td>
<td>Two completely correct reasons.</td>
</tr>
<tr>
<td></td>
<td>AND</td>
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<tr>
<td></td>
<td>One partially correct reason</td>
</tr>
<tr>
<td><strong>Pull Factors</strong></td>
<td>Two completely collect reasons.</td>
</tr>
<tr>
<td></td>
<td>AND</td>
</tr>
<tr>
<td></td>
<td>One partially correct reason</td>
</tr>
</tbody>
</table>
Appendix 2 – An Empty Primary Source Analysis Tool and a Full Primary Source Analysis Tool with Guiding Questions

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of document is this?</td>
<td>What is the purpose of this document?</td>
<td>Why is this document significant?</td>
</tr>
<tr>
<td>Have you seen a document like this before?</td>
<td>If you can identify who created the document, what do you know about the creator?</td>
<td>What is the main idea of the document?</td>
</tr>
<tr>
<td>When was this document written?</td>
<td>Can you tell what was an important issue or event at the time this document was made?</td>
<td>What do you wonder about for this document?</td>
</tr>
<tr>
<td>Who created this document?</td>
<td>What was important in the political, cultural, economic, or physical situation at the time this document was made?</td>
<td>What question would you ask the author that is unanswered in the document?</td>
</tr>
<tr>
<td>Where was this document produced?</td>
<td>In what context was this document created?</td>
<td></td>
</tr>
<tr>
<td>Does this document refer to a specific location?</td>
<td>What can or did you learn from the document?</td>
<td></td>
</tr>
<tr>
<td>What tools and materials were used to make the document?</td>
<td>Can you identify any events or actions that this document is influenced by or connected to?</td>
<td></td>
</tr>
<tr>
<td>How is the document organized?</td>
<td>Who is the intended audience for the document?</td>
<td></td>
</tr>
<tr>
<td>What geographic references are made in the document?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Primary Source Analysis Tool

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

## Further Investigation

- Blank space for further investigation.
Appendix 3 – Primary Sources for Gallery Walk and Primary Source Analysis Tools

"WE WANT WHITE TENANTS IN OUR WHITE COMMUNITY"
<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the form of the image (painting, print, photograph, drawing)?</td>
<td>What languages do the words represent?</td>
<td>What was the likely motivation of the creator of the image?</td>
</tr>
<tr>
<td>Can you determine who created the image?</td>
<td>If there is no date, when do you think the image was made?</td>
<td>What is the bias or point of view of this image?</td>
</tr>
<tr>
<td>What words are on the image?</td>
<td>What place or region does this image show?</td>
<td>How is this image connect to other documents, maps, recordings, images, or artifacts?</td>
</tr>
<tr>
<td>Is the image black and white or in color?</td>
<td>Can you identify a geographic theme (region, place, movement, physical system, human environment interaction, etc.) for this image?</td>
<td>Why is this image significant?</td>
</tr>
<tr>
<td>What types of transportation are in the image?</td>
<td>What is the most likely purpose (audience) for this image?</td>
<td>What geographic questions would you like to ask the creator of this image?</td>
</tr>
<tr>
<td>Are there objects are in the image? Do you recognize them? What are they used for?</td>
<td>What seems to be missing from the image?</td>
<td>Would it be difficult to find the location of this image? Explain why or why not.</td>
</tr>
<tr>
<td>Describe the landscape and physical features in the image.</td>
<td>What inferences or connections can you make from the image?</td>
<td></td>
</tr>
</tbody>
</table>
LYNCHINGS BY STATES AND COUNTIES IN THE UNITED STATES
1900 TO 1931

(DATA FROM RESEARCH DEPARTMENT, TUSKEGEE INSTITUTE)
<table>
<thead>
<tr>
<th><strong>Observe</strong></th>
<th><strong>Reflect</strong></th>
<th><strong>Question</strong></th>
</tr>
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<tbody>
<tr>
<td>What is the title of this map?</td>
<td>What was the most likely purpose for this map? How do you know?</td>
<td>Why is the map significant or important?</td>
</tr>
<tr>
<td>What is the date of this map? When was this map published? Are there other dates referenced on this map?</td>
<td>What do you know about this time period? What do any other dates on this map represent?</td>
<td>What is the significance of the date of the map? How does this map connect to other time periods and the time period under study?</td>
</tr>
<tr>
<td>Who is the author or cartographer of this map? Who produced this map?</td>
<td>Does this map illustrate or describe spatial patterns (movement, connections, etc.)?</td>
<td>How could you use this map to understand the present?</td>
</tr>
<tr>
<td>What area of the world does this map represent?</td>
<td>Describe the spatial patterns illustrated on this map (movement, connections, ecosystems, etc.).</td>
<td>How does this map illustrate human, physical, economic, societal, cultural, and political conditions for the time when the map was made?</td>
</tr>
<tr>
<td>What kinds of symbols are on this map?</td>
<td>What was the motivation of the organization or person making the map?</td>
<td>What sources may have been used to make this map?</td>
</tr>
<tr>
<td>What kinds of labels are on this map?</td>
<td>Have you ever seen a map similar to this one?</td>
<td>Do you see any bias / perspective in this map?</td>
</tr>
<tr>
<td>What colors are on the map?</td>
<td>What does the map show (physical characteristics, human patterns)?</td>
<td>How does this map connect to other primary, secondary, or tertiary resources?</td>
</tr>
<tr>
<td>Is there a legend on the map?</td>
<td>What is the bias or point of view of this map?</td>
<td>About what does this map leave you curious?</td>
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<td>What seems to be missing from the map?</td>
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<td>Observe</td>
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<td>What is the title of this map?</td>
<td>What was the most likely purpose for this map? How do you know?</td>
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<tr>
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</tr>
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<td>Describe the spatial patterns illustrated on this map (movement, connections, ecosystems, etc.).</td>
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<td>What seems to be missing from the map?</td>
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<tr>
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<td>What seems to be missing from the map?</td>
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</table>
Appendix 4
Research Game Plan

Research Question: __________________________________________

<table>
<thead>
<tr>
<th>Name</th>
<th>Day 1 Research/Prep Responsibilities</th>
<th>Day 2 Research/Prep Responsibilities</th>
<th>Presentation Responsibilities</th>
</tr>
</thead>
<tbody>
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Appendix 5

**Group Research Project**

As a group you will research your chosen question about your primary source from the gallery walk and present on your research using a visual (poster, prezi, PowerPoint, etc.). You will have a maximum of 5 minutes to present and there will be time for questions from the audience at the end. You must cite your sources in MLA format; Wikipedia is NOT an acceptable source.

<table>
<thead>
<tr>
<th>Visual Requirements</th>
<th>Presentation/Research Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Research question stated AND explained</td>
<td>o Research question stated AND explained</td>
</tr>
<tr>
<td>o Image of primary source from gallery walk AND the what, when, where, why, and who of the primary source in condensed list form</td>
<td>o What your primary source depicts, when it was made, who made it, why it was made, where it was made, AND how it guided your groups research</td>
</tr>
<tr>
<td>o Short summary of what others believe the answer to your question to be</td>
<td>o What other geographers AND historians have found the answer to be</td>
</tr>
<tr>
<td>o Short summary of group conclusion</td>
<td>o What your group believes the answer to your question to be AND why</td>
</tr>
</tbody>
</table>

**TWO questions must come from the audience for each presentation**
The Harlem Renaissance (1920’s-1930’s)

Overview: This lesson focuses around the influence of the Harlem Renaissance during the 1920s and 1930s and how the geography of Harlem helped to create this movement. During this lesson students will explore this influence through primary source excerpts of music, art, literature, and maps from the Harlem Renaissance.


Oregon Geography Content Standards: HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.

Connections to Common Core: UG 3A Analyze and Evaluate the role that people’s past perceptions of places, regions, and environments played as historical events unfolded.

Objectives: In completing this activity, students should be able to analyze and identify how the geographic location of the African American community in the Harlem areas during the early 1920s and 1930s led to the cultural change and creation of the Harlem Renaissance, as well as identify this movement’s impact and importance to the African American community.

Grade Levels: 9-12
Time: 180 minutes

Materials: Analysis tool handout packets (attached) for each student and at least four sheets of blank lined paper per student. Print outs of visuals for station activity (attached), and one individual computer or electronic device and speakers to be able to play clips from Youtube for audio/visual section. Lyrics to songs are provided if technology for this section is not available.
**Background:** Students should have a general background of historical events surrounding the Harlem Renaissance, for example, why the African American populations were pushed into these areas, and how the concentrated areas of people created a certain culture. Students should also know location of Harlem, and that it is a densely populated urban area before beginning lesson.

**Procedures:**

**Intro Activity:**

Students will begin the activity by reviewing a modern day map of New York (attached). This picture can be viewed individually per student or group, or can be showed to the class on an overhead projector. After students are able to view the map, the teacher will guide the class through pointing out how New York is an urban area, and is densely populated. The teacher will then show students where Harlem is located and have students speculate why African Americans were pushed or pulled to this area.

[Map of New York City with Harlem highlighted](http://www.jeffgoode.com/tv/americandragon/newyork/page435.htm)

[Map with Harlem highlighted](http://www.citidex.com/map/neigh.html?res=800)
**Activity:**

Once students are informed of the location of Harlem, the students will then begin the station activity. The teacher should explain to students that there are four stations and that they will be at each station for approximately 20-25 minutes. The students should also be aware that they will be using these analysis tools to write a reflection at the end of the lesson. The teacher should model in front of the class what this process should look like and walk through the proper way to fill out the analysis tool before starting.

Once students have an understanding of the station activity they should be divided into groups. Students should be divided into groups no larger than four. The teacher will then assign each group to one of the four stations. At each station, the appropriate analysis tools should be ready for each student to use. All materials needed for the stations are provided.

**Station One**

Students will be using the Image Analysis Tool below to analyze art that was created during the Harlem Renaissance, (appendix A, B, and C). Students will use the analysis tool to help guide them in the analysis of the pictures. Students are expected to answer all questions on the Image Analysis Tool, (appendix N). Each student will be turning in their own handout, but are encouraged to work with others in their group to complete the analysis tool. During this time the teacher should be walking to each group monitoring and guiding students through critical analysis of the photos.

https://storify.com/michigan2/harlem-ren
Image Analysis Tool

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the form of the image (painting, print, photograph, drawing)?</td>
<td>What place or region does this image show?</td>
<td>How do the clothing, buildings, transportation and/or landscape reflect the economic, political, or societal conditions for the time when the image was created?</td>
</tr>
<tr>
<td>Is the image black and white or in color?</td>
<td>Can you identify a geographic theme (region, place, movement, physical system, human environment interaction, etc.) for this image?</td>
<td>What is the bias or point of view of this image?</td>
</tr>
<tr>
<td>Describe who is in the image.</td>
<td>Describe the spatial patterns illustrated in this image. These patterns might be in the people, transportation, buildings, or landscape.</td>
<td>Why is this image significant?</td>
</tr>
<tr>
<td>Are there objects in the image? Do you recognize them? What are they used for?</td>
<td>What geographic event /</td>
<td>Would it be difficult to find the location of this image? Explain why or why not.</td>
</tr>
<tr>
<td>Describe the landscape and physical features in the image.</td>
<td>What geographic event /</td>
<td></td>
</tr>
</tbody>
</table>
Station Two

In the second station, students will be using the Audio Visual Analysis Tool to analyze two songs, “If You Were Mine” by Billie Holiday, (appendix G), and “Indigo Blue” by Duke Ellington, (Appendix H). Links to the audio and lyrics are provided. If available, students should use an electronic device to listen and watch the music being played as well as analyze the lyrics. Students are expected to answer all questions on the Audio Visual Analysis Tool, (appendix M). Each student will be turning in their own handout, but are encouraged to work with others in their group to complete the analysis tool. During this time the teacher should be walking to each group monitoring and guiding students through critical analysis of the music.

Lyrics-Billie Holiday, “If You Were Mine”

http://www.lyricsfreak.com/b/billie+holiday/if+you+were+mine_20017866.html

Video Clip: Billie Holiday, “If You Were Mine”

https://www.youtube.com/watch?v=Fke2b6ftQ_8

Lyrics- Duke Ellington- “Indigo Blue”


Video Clip: Duke Ellington- “Indigo Blue”

https://www.youtube.com/watch?v=GohBkHaHap8
### Audio Visual Analysis Tool

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the title of this audio-video?</td>
<td>What do you know about this time period? What do you know about this place during that time? What do other dates on this audio-video represent?</td>
<td>How does this audio-video illustrate human, physical, economic, societal, cultural, and political conditions for the time when the audio-video was made?</td>
</tr>
<tr>
<td>What is the date of this audio-video?</td>
<td></td>
<td>How does this audio-video connect to other primary, secondary, or tertiary resources?</td>
</tr>
<tr>
<td>Who is featured in the audio-video?  What are their roles?</td>
<td>How does this audio-video represent and/or illustrate geographic themes (regions, locations, human environment interaction, etc.)?</td>
<td>Do you see any bias / perspective in this audio-video? Why does the audio-video have a bias or point of view?</td>
</tr>
<tr>
<td>What type (documentary, CD, movie, YouTube, and other types) of audio-video is this?</td>
<td>Does the audio-video represent world culture? Regional culture? Local culture?</td>
<td>What else did you observe about the audio-video? What questions do you have about this audio-video?</td>
</tr>
<tr>
<td>What sounds do you hear (such as animals, music, noise and other sounds)?</td>
<td>What was the motivation of the organization or person making the audio-video?</td>
<td>What other questions do you have about the geography of the audio-video?</td>
</tr>
<tr>
<td>Are there any pieces of information on this audio-video that you could not get from another source?</td>
<td>How does this audio-video compare to current recordings of this place? How does this recording prepare people today to deal with issues today?</td>
<td>Can you identify any audio-video pieces today that address a similar issue? What might those be? Why are they similar?</td>
</tr>
<tr>
<td>Does the audio-video mention, show or refer to aspects of human geography (such as people, architecture, transportation systems)?</td>
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</tr>
</tbody>
</table>
Station Three

In the third station, students will be reading the satirical reading “The Whites Invade Harlem” by Levi C. Hubert, (appendix F). Students are expected to answer all questions on the Document Analysis Tool, (appendix L). Each student will be turning in their own handout, but are encouraged to work with others in their group to complete the analysis tool as the read through the text. The students should read through the text at least twice, once to read it for understanding, then a second time slower and analyze the text with the analysis tool. During this time the teacher should be walking to each group monitoring and guiding students through critical analysis of the text.

Forms to be filled out for each interview

FOLLOWS

FORM A
Circumstances of interview

STATE New York
NAME OF WORKER LEVI C. HUBERT
ADDRESS 363 W. 113th. St., NYC
DATE December 12, 1939
SUBJECT THE WHITES INVAD NE HARLEM

1. Date and time of interview
A folk-study by this staff-writer, based on personal experiences and observations.

2. Place of interview

3. Name and address of informant
Levi C. Hubert
363 W. 113th. St. NYC

4. Name and address of person, if any, who put you in touch with informant.

5. Name and address of person, if any, accompanying you

6. Description of room, house, surroundings, etc.

(Use as many additional sheets as necessary, for any of the forms, each bearing the proper heading and the number to which the material refers.)
Full PDF Document “The Whites Invade Harlem” by Levi C. Hubert
https://www.loc.gov/resource/wpalh2.21070806/?sp=6

Document Analysis Tool

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of document is this?</td>
<td>What is the purpose of this document?</td>
<td>Why is this document significant?</td>
</tr>
<tr>
<td>When was this document written?</td>
<td>Can you tell what was an important issue or event at the time this document was made?</td>
<td>What is the point of view of this document? Is this point of view biased? How can you tell?</td>
</tr>
<tr>
<td>What is the title of the document?</td>
<td>What was important in the political, cultural, economic, or physical situation at the time this document was made?</td>
<td>What is the main idea of the document?</td>
</tr>
<tr>
<td>Who created this document?</td>
<td>Can you identify any events or actions that this document is influenced by or connected to?</td>
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<tr>
<td>Is this a primary or secondary source?</td>
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<tr>
<td>What geographic references are made in the document?</td>
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</tbody>
</table>
Station Four

In the final station, station four, students will be analyzing two older illustrated maps of Harlem, (appendix C and D), and two modern maps of Harlem, (appendix I and J). The students should thoughtfully look at each map for 2-3 minutes and explore the map. Then, students should use the maps to guide them through the Map Analysis Tool, (appendix K). During this time the teacher should be walking to each group monitoring and guiding students through critical analysis of the maps.

http://ephemerapress.com/img/harlem-map-zoom.jpg

http://assets.bigthink.com/images/strangemaps/22867/map.jpg

http://www.citidex.com/map/neigh800.gif
Map Analysis Tool

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the title of this map?</td>
<td>What was the most likely purpose for this map? How do you know?</td>
<td>Why is the map significant or important?</td>
</tr>
<tr>
<td>What is the date of this map? When was this map published? Are there</td>
<td>What do you know about this time period? What do any other dates on</td>
<td>How does this map illustrate human, physical, economic, societal,</td>
</tr>
<tr>
<td>other dates referenced on this map?</td>
<td>this map represent?</td>
<td>cultural, and political conditions for the time when the map was made?</td>
</tr>
<tr>
<td>What area of the world does this map represent? Does this map show a</td>
<td>Does this map illustrate or describe spatial patterns (movement,</td>
<td>What sources may have been used to make this map?</td>
</tr>
<tr>
<td>large area of the Earth’s surface or a small area? What is the scale</td>
<td>connections, etc.)?</td>
<td>How could you (as an individual) use this map?</td>
</tr>
<tr>
<td>of this map?</td>
<td>What was the motivation of the organization or person making the map?</td>
<td>Do you see any bias / perspective in this map?</td>
</tr>
<tr>
<td>What kinds of symbols are on this map?</td>
<td>What does the map show (physical characteristics, human patterns)?</td>
<td>How can you use this map to connect with situations today and predict</td>
</tr>
<tr>
<td>What kinds of labels are on this map?</td>
<td></td>
<td>what might happen in the future?</td>
</tr>
<tr>
<td>What colors are on the map?</td>
<td>How does this map represent and/or illustrate geographic themes (places,</td>
<td>How does this map connect to other primary,</td>
</tr>
<tr>
<td>Is there a legend on the map?</td>
<td>regions, human-environment interaction, movement, physical</td>
<td></td>
</tr>
</tbody>
</table>
As they complete each station, students should hold on to their completed analysis tools. Once all students have completed all four stations the class will then come together and discuss the activity citing pros for example the analysis tools were easy to follow or the sources were engaging and cons such as I was confused about how to answer questions or there were too many questions and issues that may have risen in completing the activity. After a debrief has been given, the assessment piece should be addressed.

Extensions and/or Adaptations:

Extensions: For higher-level students, have them research in depth how other cultures today have been shaped by their geography. For example how in New York there is a prominent Dominican population and their influence can be seen in certain neighborhoods. The students will then connect this cultural change to the Harlem Renaissance and predict the future impact of the modern neighborhood.

Adaption: For students who may be struggling with answering the graphic organizer, sentence frames can be used instead. For example, in the photo I see….I don’t see…. I think… Also, for the written response students could answer the essay prompts in a graphic organizer or sentence frame format.

Assessment:

After completing the station activity, students will use the information gathered on the Analysis Tool graphic organizers to thoughtfully reflect on the following prompt. Students will be required to write at least a three-paragraph reflection and will be graded individually on the rubric below.

Essay Prompts: How did the geography of Harlem create a cultural center during the early 1920’s and 30’s? How did the Harlem Renaissance impact this time period? Where do you see similar geographic influences in neighborhoods/cities today? Provide at least one example.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
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<td>little or nothing</td>
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<td>cultural themes</td>
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<td></td>
<td>Harlem Renaissance. Response includes several supporting details and/or examples.</td>
<td>Harlem Renaissance. Response provides 1-2 supporting details and/or examples.</td>
<td>Harlem Renaissance. No details and/or examples are given.</td>
<td>surrounding the Harlem Renaissance.</td>
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</tr>
<tr>
<td><strong>Amount of Information</strong></td>
<td>The geographic influence of the Harlem Renaissance is addressed and all questions answered in detail.</td>
<td>The geographic influence of the Harlem Renaissance is addressed and all questions are answered.</td>
<td>The geographic influence of the Harlem Renaissance is somewhat addressed and most questions are answered.</td>
<td>The geographic influence of the Harlem Renaissance is not addressed and questions are not answered.</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>All sources (information and graphics) from activity are accurately documented and referred to numerous times in response.</td>
<td>All sources (information and graphics) from activity are accurately documented.</td>
<td>Some sources (information and graphics) from activity are accurately documented, but few sources were identified.</td>
<td>Sources from activity are not accurately documented, or are not referenced.</td>
</tr>
</tbody>
</table>

Total: 16

Notes:

**Sources**


Primary Source Appendix
A NIGHT-CLUB MAP OF HARLEM

The stars indicate the places that are open all night. The only important omission is the location of the Harlems'_encoded_message but since they're about 500 of them you won't have much trouble...
THE WHITES INVADE HARLEM

by
Levi C. Hubert

A few years ago, in the late 1920's, Alain Leroy Locke, a professor at Howard University, and the only American Negro to get a Rhodes' scholarship at Oxford, came to Harlem to gather material for the now famous Harlem Number of the Survey Graphic and was hailed as the discoverer of artistic Harlem. The Whites who read that issue of the Survey Graphic became aware that in Harlem, the largest Negro city in the world, there existed a group interested in the fine arts, creative literature, and classical music. So, well-meaning, vapid whites from downtown New York came by bus, subway, or in limousines, to see for themselves these Negroes who wrote poetry and fiction and painted pictures. Of course, said these pilgrims, it couldn't approach the creative results of whites, but as a novelty, well, it didn't need standards. The very fact that these blacks had the temerity to
produce so-called Art, and not its quality, made the whole fantastic movement so alluring. The idea being similar to the applause given a dancing dog. There is no question of comparing the dog to humans; it needn't do it well...merely to dance at all is quite enough. So they came to see, and to listen, and to marvel; and to ask, as an extra favor, that some spirituals be sung. Over cups of tea, Park Avenue and Central Park West went into raptures over these geniuses, later dragging rare specimens of the genus Homo Africanus downtown for exhibition before their friends. Library of Congress [The Whites Invade Harlem] http://www.loc.gov/resource/wpalh2.21070806

Bustling, strong-minded matrons, in Sutton Place, on The Drive, even on staid Fifth Avenue, sent out informal notes and telephonic invitations. “There will be present a few artistic Negroes. It's really the thing. They recite with such feeling, and when they sing—such divine tones. Imagine a colored person playing Debussy and Chopin.” At every party, two or three bewildered Negroes sat a bit apart, were very polite when spoken to, and readily went into their act when called upon to perform. The hostess would bring each newly-arrived guest over to the corner, and introductions invariably followed this pattern. “I do so want you to meet Mr. Hubert. He writes the nicest poetry. Something really
new. You simply must hear him read his Harlem Jungle tone-poem... such insight, such depth...so primitive, you know, in a rather exalted fashion.”

These faddists spread abroad the new culture, seized every opportunity to do missionary work for The Cause.

“Believe me, the poor dears are so trusting, so childlike, so very, very cheerful, no matter what their struggles or sorrows.

They tell me their most popular hymn is something about, You Can Have The World, Just Give Me Jesus. Isn't that simply wonderful? Such faith, such naivete. They're simply unique.”

These women, blessed with money and a modicum of brains, transformed average Negroes with anemic souls into glittering shiny-faced personages.

Julius Bledsoe became Jules. Dave Fountain gave a recital before a countess on swanky Sutton Place, and a day later his calling cards read David Lafountaine. Marc D'Albert plays classical selections ever so much better than Marcus Albert.

Library of Congress
[The Whites Invade Harlem]
http://www.loc.gov/resource/wpalh2.21070806

News that Harlem had become a paradise spread rapidly and from villages and towns all over America and the British West Indies there began a migration of quaint characters, each with a message, who descended upon Harlem, sought out the cafes, lifted teacups with a jutting little finger, and dreamed of sponsors. A literary magazine, [Fire ?], sprang up briefly. Today its single issue is a collector's item.
Harlem's millionairess, Alelia Walker, whose mother made her fortune with kink-no-more preparations, about this time became imbued with the desire to aid struggling artists. She set aside a floor of her town house at 208 West One Hundred and Thirty-sixth Street to be used as a studio for art exhibits, poetry recitals and musicales. Countee Cullen suggested Dark Tower as the name for this shrine of Harlem art and both he and Langston Hughes had poems inscribed on the walls. I came from the foothills of Pennsylvania to sit humbly in this temple while Wallace Thurman, Leigh Whipper, Sonoma Tally, Augusta Savage, Eric Waldron, among others, basked in the sunshine of public appreciation. Naturally some good came from this fraternizing. Wallace Thurman not only had three books published, but became an editor at Scribners. Her white friends secured a second scholarship for Augusta Savage when she was denied the first because of her color. Countee Cullen went to Paris, where he wrote [The Black Christ ?], conceded by critics to be his best effort. Langston Hughes was acclaimed as the first Negro to bring a genuine contribution to American literature. Gordon Taylor an ex-Pullman porter, rushed his [Born To Be ?] into print, Eric Waldron brought out a book, then returned to Brooklyn to muse and ponder. Claude McKay mas living in France at the time but he, too, sent over the manuscript of [Home To Harlem ?]. Eugene Gorden vented his spleen in several
publications, while George S. Schuyler wrote the first satire, [Black No More?].

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[The Whites Invade Harlem]
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It was the golden age for Negro writers, artists, and musicians. Study groups were held in cafes, refurnished railroad flats, even the language of the nation was enriched by Harlem colloquialisms, and the curious habit of 'passing' was brought out into the open in discussions. Whites, hearing for the first time of light-skinned Negroes crossing the line into the white world, eyed their neighbors suspiciously when they came to Harlem and were seated near other whites. The question was, did these other whites came to Harlem as visitors or were they obeying the call of their kind? Even downtown the uneasiness persisted.

4 Did the brunette woman on the fourth floor have a pedigreed ancestry, or was she on vacation from Harlem? Could one tell for certain who was whom by finger nails, or slant of eye, or by wavy hair? Then the fad for sun tan and even mahogany shades struck the town and no one knew the answer.

In the employees' room of an exclusive Fifth Avenue shoppe a notice was tacked on the wall. It contained an admonition to be careful not to offend customers by confusing them with Negroes. It seems that an old and favored customer had been given the bum's rush because she had been mistakenly sized up as a Negro.
But The Dark Tower was the focal point of contact between the
downtowners and Harlem's
nouveau literati.
One Sunday evening there was a poetry reading. It provided,
according to the master
of ceremony, an opportunity “for those of us with artistic
inclination and talent to be
stimulated to increased endeavor.” He started the proceedings off
with some rhymned
Library of Congress
[The Whites Invade Harlem]
http://www.loc.gov/resource/wpalh2.21070806
classical similies. So it was a relief when a brownskinned, plump-
waisted, soft-voiced girl
stood up and read a poem ending with “He left me with but my
maiden name.”
A tall, studious-appearing man lamented that the youth of today
must be ashamed of
their past, for there could be no other reason for the absence of
dialect in their poems. He
became offended when another Negro confessed that the only
Negro dialect he had ever
heard was spoken by Al Jolson or some other corkface artist.
A sudden hush fell on the room as a strident voice from the rear
began clamoring. The
vibrant tones, compelling and forceful, caused everyone to turn his
head and view the
possessor of such a voice.
They saw a tall, robust girl with flaxen hair, and heard her say,
“Two years ago I left Russia
in search of people who would express the newer poetry. I have
travelled through England
and there all I heard was stilted, artificial phrases which mean
nothing. The English are
blind, they are unable to face life. They shut their eyes to facts which primitive peoples accept freely.

“I have been in America six months. Here, too, I am disappointed. Here also, the poets write about the head only. I want to hear the poetry of the hips. Hemingway calls Walt Whitman an exhibitionist in print. Surely Whitman, if anyone, lived unafraid and unwhipped by life; and that was because he had the proper slant on things. “Perhaps here in Harlem you will catch the secret of rhythmic poetic expression. If you do you will have captured an inkling of the unattainable. “Centuries ago African artists made phallic images. Today, in Harlem, your poets should write of the hips and of the victory which belongs eternally to women. Then you'll be writing for life as it actually is.”

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Before the group could break out in excited comment, she gathered her wrap about her shoulders, nodded imperiously to her escorts and lumbered away, heavy hips revealed even though concealed by her tight-fitting, red velvet gown.
Billie Holiday – If You Were Mine Lyrics

If you were mine
I could be a ruler of kings
And if you were mine
I could do such wonderful things

I'd say to a star
Stop where you are
Light up my lover's way
And every star above you
Would obey, say
If you were mine

I would live for your love alone
To kneel at your shrine
I would give up all that I own
Yes even my heart
Even my life

I'd trade it all for you
And think I was lucky too
If you were mine

Songwriters: MERCER, JOHNNY/MALNECK, MATT
If You Were Mine lyrics © Warner/Chappell Music, Inc., BOURNE CO.

Video Clip: Billie Holiday, “If You Were Mine”

https://www.youtube.com/watch?v=Fke2b6fQ_8
Lyrics

Duke Ellington-Indigo Blue

You ain't been blue; no, no, no
You ain't been blue
Till you've had that mood indigo
That feelin' goes stealin' down to my shoes
While I sit and sigh, "Go 'long blues"
Always get that mood indigo
Since my baby said goodbye
In the evenin' when lights are low
I'm so lonesome I could cry
'Cause there's nobody who cares about me
I'm just a soul who's
Bluer than blue can be
When I get that mood indigo
I could lay me down and die

Video Clip: Duke Ellington- “Indigo Blue”

https://www.youtube.com/watch?v=GohBkHaHap8
## K

### Map Analysis Tool

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the title of this map?</td>
<td>What was the most likely purpose for this map? How do you know?</td>
<td>Why is the map significant or important?</td>
</tr>
<tr>
<td>What is the date of this map? When was this map published? Are there other dates referenced on this map?</td>
<td>What do you know about this time period? What do any other dates on this map represent?</td>
<td>How does this map illustrate human, physical, economic, societal, cultural, and political conditions for the time when the map was made?</td>
</tr>
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<td>What area of the world does this map represent? Does this map show a large area of the Earth's surface or a small area? What is the scale of this map?</td>
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<td>How could you (as an individual) use this map?</td>
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<td>What does the map show (physical characteristics, human patterns)?</td>
<td>Do you see any bias / perspective in this map?</td>
</tr>
<tr>
<td>What colors are on the map?</td>
<td>How does this map represent and/or illustrate geographic themes (places, regions, human-environment interaction, movement, physical systems, etc.)?</td>
<td>How can you use this map to connect with situations today and predict what might happen in the future?</td>
</tr>
<tr>
<td>Is there a legend on the map?</td>
<td></td>
<td>How does this map connect to other primary, secondary, or tertiary resources?</td>
</tr>
</tbody>
</table>
## Document Analysis Tool

<table>
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<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of document is this?</td>
<td>What is the purpose of this document?</td>
<td>Why is this document significant?</td>
</tr>
<tr>
<td>When was this document written?</td>
<td>Can you tell what was an important issue or event at the time this document was made?</td>
<td>What is the point of view of this document? Is this point of view biased? How can you tell?</td>
</tr>
<tr>
<td>What is the title of the document?</td>
<td>What was important in the political, cultural, economic, or physical situation at the time this document was made?</td>
<td>What is the main idea of the document?</td>
</tr>
<tr>
<td>Who created this document?</td>
<td>Can you identify any events or actions that this document is influenced by or connected to?</td>
<td>If you created this document today, what would be similar or different concerning the geography issues mentioned in the document?</td>
</tr>
<tr>
<td>Does this document refer to a specific location?</td>
<td>Who is the intended audience for the document?</td>
<td>What question would you ask the author that is unanswered in the document?</td>
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<td></td>
</tr>
<tr>
<td>Is this a primary or secondary source?</td>
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<tr>
<td>What geographic references are made in the document?</td>
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</table>


# Audio Visual Analysis Tool

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the title of this audio-video?</td>
<td>What do you know about this time period?</td>
<td>How does this audio-video illustrate human, physical, economic, societal, cultural, and political conditions for the time when the audio-video was made?</td>
</tr>
<tr>
<td>What is the date of this audio-video?</td>
<td>What do you know about this place during that time?</td>
<td>How does this audio-video connect to other primary, secondary, or tertiary resources?</td>
</tr>
<tr>
<td>Who is featured in the audio-video?</td>
<td>What do other dates on this audio-video represent?</td>
<td>Do you see any bias / perspective in this audio-video? Why does the audio-video have a bias or point of view?</td>
</tr>
<tr>
<td>Who is featured in the audio-video?</td>
<td></td>
<td>What else did you observe about the audio-video? What questions do you have about this audio-video?</td>
</tr>
<tr>
<td>Who is featured in the audio-video?</td>
<td></td>
<td>What other questions do you have about the geography of the audio-video?</td>
</tr>
<tr>
<td>What are their roles?</td>
<td></td>
<td>Can you identify any audio-video pieces today that address a similar issue? What might those be? Why are they similar?</td>
</tr>
<tr>
<td>What type (documentary, CD, movie, YouTube, and other types) of audiovideo is this?</td>
<td>How does this audio-video represent and/or illustrate geographic themes (regions, locations, human environment interaction, etc.)?</td>
<td></td>
</tr>
<tr>
<td>What sounds do you hear (such as animals, music, noise and other sounds)?</td>
<td>Does the audio-video represent world culture? Regional culture? Local culture?</td>
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</tr>
<tr>
<td>Are there any pieces of information on this audio-video that you could not get from another source?</td>
<td>What was the motivation of the organization or person making the audio-video?</td>
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</tr>
<tr>
<td>Does the audio-video mention, show or refer to aspects of human geography (such as people, architecture, transportation systems)?</td>
<td>How does this audio-video compare to current recordings of this place? How does this recording prepare people today to deal with issues today?</td>
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</tr>
</tbody>
</table>
## Image Analysis Tool

<table>
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<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the form of the image (painting, print, photograph, drawing)?</td>
<td>What place or region does this image show?</td>
<td>How do the clothing, buildings, transportation and/or landscape reflect the economic, political, or societal conditions for the time when the image was created?</td>
</tr>
<tr>
<td>Is the image black and white or in color?</td>
<td>Can you identify a geographic theme (region, place, movement, physical system, human environment interaction, etc.) for this image?</td>
<td>What is the bias or point of view of this image?</td>
</tr>
<tr>
<td>Describe who is in the image.</td>
<td>Describe the spatial patterns illustrated in this image. These patterns might be in the people, transportation, buildings, or landscape.</td>
<td>Why is this image significant?</td>
</tr>
<tr>
<td>Are there objects in the image? Do you recognize them? What are they used for?</td>
<td>What is the most likely purpose (audience) for this image?</td>
<td>Would it be difficult to find the location of this image? Explain why or why not.</td>
</tr>
<tr>
<td>Describe the landscape and physical features in the image.</td>
<td>What seems to be missing from the image?</td>
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<tr>
<td>What geographic event / issue / problem does this image illustrate?</td>
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How Irrigation Affected the Geography of Northeast Oregon

Grade Levels: 4 (with ability to move up or down) Time: two x 45-minute sessions

Overview: Students are going to study topographical and land use maps of the United States and of Oregon, looking at how river systems and later, man-made irrigation systems, impacted agriculture production.

Essential Question: How has irrigation changed the landscape and impacted agriculture production in northeast Oregon?

The following is general preparatory information to help a teacher mentally prepare:

The Importance of Geographic Skills:
The geographically informed person must understand the varying forms of human settlements in terms of their size, composition, location, arrangement, organization, function, and history. People seldom live in isolation. Instead, they live in clusters ranging from small villages with hundreds of people to megacities with tens of millions of people. The organized groupings of human habitation are the intense focus of most aspects of human life: economic activities, transportation systems, communications media, political and administrative systems, education, culture, and entertainment.

Geographic skills provide the necessary tools and techniques for us to think geographically. They are central to geography’s distinctive approach to understanding Earth’s physical and human patterns and processes. Geographic skills are used in making decisions important to everyday life—and all of these decisions involve the ability to acquire, arrange, and use geographic information. Daily decisions and community activities are linked to thinking systematically and spatially about environmental and societal issues.

1. Asking Geographic Questions   Identifying questions that help explain the importance of the features or location of places
2. Acquiring Geographic Information   Identifying and describing the characteristic information required for a map to be accurate and helpful
3. Organizing Geographic Information   The different forms for displaying geographic information: Constructs digital and paper maps, graphs, tables, and charts to display geographic information, as exemplified by constructing a data table with represented values and a map to display the values represented by colors (e.g., areas of increased crops due to access to irrigation.)
4. Analyzing Geographic Information   The process of analyzing data to identify geographic relationships, patterns, and trends: Constructing a graph representing geographic information from a data table to identify trends (e.g., comparing available crop land in late 19th and early 20th Century to current crop use in northeast Oregon, statewide, and Pacific Northwest.)
5. Answering Geographic Questions   The process of making generalizations and drawing conclusions to answer geographic questions: Constructing a digital or paper map that answers a geographic question and describing the data used to inform the answer.
National Geography Standards:
Standard 12  The processes, patterns, and functions of human settlement

Oregon Standards: (Geography within Social Sciences, core standards)
7.  Locate and examine physical and human characteristics of places and regions, their impact on developing societies, and their connections and interdependence.
8.  Evaluate how human cooperation and competition for resources shape the earth’s political, economic, physical, and social environments.
9.  Evaluate how technological developments, societal decisions, and personal decisions and actions influence the earth’s sustainability.

Grade 4: Oregon Geography Content Standards:
Historical Knowledge
4.3. Give examples of changes in Oregon’s agricultural, industrial, political, and business development over time.
Geography
4.11. Identify conflicts involving use of land, natural resources, economy, and competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.
4.12. Explain how people in Oregon have modified their environment and how the environment has influenced people’s lives.
4.13. Describe how technological developments, societal decisions, and personal practices influence Oregon’s sustainability (dams, wind turbines, etc.).

2014 Oregon Science Standards (NGSS):
4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth’s features. (Maps can include topographic maps of Earth’s land as well as maps of the locations of mountains and river systems.)

Connections to Common Core:
CCSS.ELA-LITERACY.RI.4.4 Determine meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area, such as geography.

Objectives: In completing this activity, students should be able to:
•  Read topography and land use maps, and identify physical features and land use by comparing with the symbol and/or color legend.  (Map Analysis Tool)
•  Examine how river systems and man-made irrigation has impacted agriculture production in northeast Oregon.  (Map Analysis Tool)
•  Label a land use map showing irrigated areas of northeast Oregon.  (blank map)
•  Identify and explain the basic function of natural, flood, and mechanized irrigation after exploring a diagram.  (discussion)

Materials: (overhead projector and document camera is helpful)
➢  Three various maps of both the United States and Oregon – topography, early years and later years land use, class sets of photocopies)
➢  Map Analysis Tools to match each map (class sets of photocopies)
➢  Outline Oregon basic physical map (class set of photocopies)
➢  Student Atlas of Oregon (class set)
➢  Diagram of natural, flood, and mechanical irrigation (class set of photocopies)

Note: Each appendix A through L is noted in procedures, also adjacent each sample and full size image.
**Background:** (specific to this lesson)
An understanding of topographical maps and an ability to identify physical features such as mountains and rivers, helps students understand geographic relationships and probable land use. An understanding of land use maps and ability to compare different time periods, helps students identify and describe patterns of human settlement. Lastly, a basic understanding of how natural, flood, and mechanized irrigation operates helps students identify processes and functions of human settlement.

**Procedures:** **SESSION ONE** (United States/irrigation intro)

Materials for session one:
US topography map (2 choices)

Appendix B full-page maps & analysis tools follow in pages
http://www.worldmapsonline.com/images/HS432-detail.jpg

Appendix A

Early years land use map https://tile.loc.gov/image-services/iiif/service:gmd:gmd370:g3701:g3701g:ct003621/full/pct:12.5/0/default.jpg

Appendix D

Later years land use map https://tile.loc.gov/image-services/iiif/service:gmd:gmd370m:g3701m:g3701gm:gt00013-ca000113/full/pct:25/0/default.jpg

Appendix F
1 While displaying a topography map of the United States [Appendix B] (or circulating if no projection), guide students (Ss) through map reading by looking at coloration and symbols provided in the legend.

2 (Teacher discusses terms observe, reflect, question; and then models and guides how to use/fill in in the Map Analysis Tool [Appendix A]. Teacher leads through the analysis and Ss can copy, especially the topography and early years land use map reads.) Share rubric [Appendix C] so Ss know assessment expectations.

   2a Topography map and analysis – discuss terms and emphasize observation. Let Ss read and answer tool questions on their own for about 10 minutes; then teacher leads Ss through same process via the projection so able to copy.

   2b Early years land use map [Appendix D] and analysis [Appendix E] - discuss difference in terms and again emphasize observation. Let Ss read and answer tool questions on their own for about 10 minutes; then teacher leads Ss through same process via the projection so able to copy.

   2c Mental map – teacher has students look at either map or close their eyes and focus on what physical changes might have been made to therefore predict what the current land use map might look like.

   2d Later years land use map [Appendix F] and analysis [Appendix G] - Let Ss read the map in comparison to the early years map and answer tool questions on their own for about 5 minutes; then teacher leads Ss through same process via the projection.

3 Hand out the irrigation diagram sheet [Appendix H], teacher explains that the next session will be similar, only with a map focus on Oregon and specifically northeast Oregon. Have Ss look over diagram sheet for a few minutes and let students ask questions and/or share their thoughts about the diagrams. Collect back.

**Procedures: SESSION TWO** (Oregon/explore irrigation)

Materials for session two:

Oregon topography map
http://geology.com/topographic-physical-map/oregon.shtml

![Appendix I](image)

Oregon land use map  http://or.water.usgs.gov/Imgs/Markup/gifs/orlu_numemo_uno.gif
1 Have previous session checked work at students’ desks and then review, first reminding of key terms on maps and in use with analysis, then looking over maps and the analysis tools and rubric.

2 Teacher reminds Ss that this map study focus is on the state and northeast Oregon. (Similar to session one, except reduce guidance as is comfortable.)

2a Oregon topography map [Appendix I] and analysis [Appendix B, relabeled as desired] – review terms, emphasizing observation. Let Ss read and answer tool questions on their own for about 10 minutes; then teacher leads Ss through same process via the projection so able to copy.

2c Student Atlas of Oregon – have Ss find reference pages: 13 & 15 for topographical; 21 for precipitation; and 30 for major rivers and lakes.

2c Irrigation diagram [Appendix H] – hand sheet again to students. Teacher leads Ss through each diagram for basic understanding of key irrigation methods.

2d Mental map – teacher has students look at either map or close their eyes and focus on what physical changes which they know have been made to therefore predict what the current land use map might look like. Hand out and look over Oregon – land use map [Appendix J] and discuss.

2c Student Atlas of Oregon – have Ss find reference pages: and 41-44 for farm lands and crops. Discuss findings.
3 Hand out outline map of Oregon [Appendix K] with the labeling rubric [Appendix L] and have Ss use their atlas and other map tools to draw in the following features and create a legend with symbols and/or colors. Have Ss label: Hermiston; crop land use in our area; the Umatilla River.

Assessments:
- The three Map Analysis Tools for the United States (Session One) and then similarly for Oregon (Session Two) completed in coordination with a rubric.
- Label key geographical features on an outline map of Oregon: Hermiston (city name), Umatilla River (important to our local river system), and area crop land (to show an understanding of local land use).

Extensions and/or Adaptations:
- Dams – both earthen such as Willow Creek, and concrete such as McNary.
- Read excerpt and explore first-hand account of designing and constructing irrigation systems. Use the 1939 interview of William Mackenzie from Library of Congress. [Irrigation in Oregon] He describes a failed earthen dam and what it was like to help design irrigation systems in central/eastern Oregon. http://www.loc.gov/resource/wpalh2.29010408

Sources:
Library of Congress website; http://www.loc.gov.teachers

References


Appendices
Each appendix A through L is noted in procedures, also adjacent each sample and full size image.
Appendix A

United States - topography

No legend, therefore examine the color and physical details to identify mountains, plateaus, and such.

Source: http://www.worldmapsonline.com
Map Analysis Tool with a Geographic Lens

United States – topography map

<table>
<thead>
<tr>
<th>OBSERVE</th>
<th>REFLECT</th>
<th>QUESTION</th>
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<tbody>
<tr>
<td>What is the title of this map?</td>
<td>What was the most likely purpose for this map? How do you know?</td>
<td>Why is the map significant or important?</td>
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<td>What is the date of this map? When was this map published? Are there</td>
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<td>other dates referenced on this map?</td>
<td>why this kind of map is helpful?</td>
<td>connect to present day?</td>
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<td>Who is the author or cartographer of this map? Who produced this map?</td>
<td>Describe the spatial patterns illustrated on this map (movement,</td>
<td>If you were the cartographer, how could you change this map? How could</td>
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<td>connections, ecosystems, etc).</td>
<td>you use this map to understand the present?</td>
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<td>What is the orientation of this map? How can you tell directions on</td>
<td>What was the motivation of the organization or person making the map?</td>
<td>What sources may have been used to make this map?</td>
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<td>What kinds of symbols are on this map?</td>
<td>What features on the map represent place, region, and/or theme?</td>
<td>How could you (as an individual) use this map?</td>
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<td>What kind of grid (latitude-longitude, alphanumeric) does the map use?</td>
<td>What does the map show (physical characteristics, human patterns)?</td>
<td>How can you use this map to connect with situations today and predict what might happen in the future?</td>
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<tr>
<td>What kinds of labels are on this map?</td>
<td>How does this map represent and/or illustrate geographic themes (places, regions, human-environment interaction, movement, physical systems, etc.)?</td>
<td>About what does this map leave you curious?</td>
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<td>What colors are on the map?</td>
<td>What other information can you infer from the map?</td>
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<td>Is there a legend on the map?</td>
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Appendix C

Rubric for using Map Analysis Tool:

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<tr>
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<th>4 ~ exceeded expectations</th>
<th>3 ~ met expectations</th>
<th>2 ~ almost met expectations</th>
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<tbody>
<tr>
<td><strong>OBSERVE</strong></td>
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<td>mostly legible and can</td>
<td>poorly and are a challenge</td>
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<td><strong>REFLECT</strong></td>
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Appendix D
United States – land use map 1950 (early years)

Source: Library of Congress.gov
### United States – land use map 1950 (*early years*)

<table>
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<tr>
<th>OBSERVE</th>
<th>REFLECT</th>
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<td>What is the title of this map?</td>
<td>What was the most likely purpose for this map? How do you know?</td>
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<td>About what does this map leave you curious?</td>
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Map Analysis Tool with a Geographic Lens

Appendix G

**United States – land use map 1970 (later years)**

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<th>OBserve</th>
<th>Reflect</th>
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<td>What is the title of this map?</td>
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<td>Why is the map significant or important?</td>
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<td>What is the date of this map? When was this map published? Are there other dates referenced on this map?</td>
<td>What do you know about this time period that might help you understand why this kind of map is helpful?</td>
<td>What is the significance of the date of the map? How does this map connect to present day?</td>
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<td>Who is the author or cartographer of this map? Who produced this map?</td>
<td>Describe the spatial patterns illustrated on this map (movement, connections, ecosystems, etc).</td>
<td>If you were the cartographer, how could you change this map? How could you use this map to understand the present?</td>
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<td>What is the orientation of this map? How can you tell directions on this map?</td>
<td>What was the motivation of the organization or person making the map?</td>
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<td>How does this map represent and/or illustrate geographic themes</td>
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<td>How could you (as an individual) use this map?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>How can you use this map to connect with situations today and predict</td>
<td></td>
<td></td>
</tr>
<tr>
<td>what might happen in the future?</td>
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<tr>
<td>About what does this map leave you curious?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix H

3 Types of Irrigation: visual examples

**Natural or no irrigation** (relying on nature – rainfall, nearby waterways such as creeks)

**Flood irrigation** (diverting or directing water nearby river systems through canals and ditches)

**Mechanized irrigation** (pipe delivery, electrical systems which run large sprinklers)
Appendix I

Oregon – topography map

Source: http://geology.com/topographic-physical-map/oregon.shtml
Appendix J

Oregon – land use map

## Appendix L
### Rubric for using labeling Oregon outline map:

<table>
<thead>
<tr>
<th></th>
<th>4 ~ exceeded expectations</th>
<th>3 ~ met expectations</th>
<th>2 ~ almost met expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LABEL</strong></td>
<td>- Student has correctly spelled labels as directed.</td>
<td>- Student has correctly spelled labels as directed.</td>
<td>- Student has incorrectly spelled at least one label.</td>
</tr>
<tr>
<td></td>
<td>- The labels are neat, clear and easy to read.</td>
<td>- The labels are mostly neat, clear and can be read.</td>
<td>- The labels are messy or difficult to read.</td>
</tr>
<tr>
<td></td>
<td>- Labels are placed correctly and in a manner that is easy to understand which feature is labeled.</td>
<td>- Labels are placed correctly and in a way that could be understood.</td>
<td>- Labels are placed incorrectly.</td>
</tr>
<tr>
<td><strong>LEGEND</strong></td>
<td>- Student has included a map legend which is well-placed and stands out.</td>
<td>- Student has included a map legend which is well-placed.</td>
<td>- Student has included a map legend.</td>
</tr>
<tr>
<td></td>
<td>- The information is written neatly, clearly, and correctly spelled.</td>
<td>- Most of the information is written neatly, clearly, and correctly spelled.</td>
<td>- Information is incorrectly spelled.</td>
</tr>
<tr>
<td></td>
<td>- The symbols or colors used are easy to understand.</td>
<td>- The symbols or colors used can be understood.</td>
<td>- The symbols or colors used can be understood.</td>
</tr>
<tr>
<td><strong>EFFORT</strong></td>
<td>- Student turned in a completed map on time.</td>
<td>- Student turned in a completed map on time.</td>
<td>- Student turned in a completed map close to on time.</td>
</tr>
<tr>
<td></td>
<td>- Student has been engaged and worked independently.</td>
<td>- Student has been mostly engaged.</td>
<td>- Student has been off task.</td>
</tr>
</tbody>
</table>
Introducing the Great Migration and the Tulsa Race Riot 1921 using Human Geography

Overview: Using a geographic lens, this lesson will introduce students to the Great Migration and the Tulsa Race Riot of 1921. Students will use primary and secondary sources to explore the events and consequences of this tragedy through the lens of human geography.

National Geography Standards:
- The characteristics, distribution, and migration of human populations on Earth's surface. (Geography Standard 9)
- How the forces of cooperation and conflict among people influence the division and control of Earth's surface. (Geography Standard 13)

Oregon Geography Content Standards
- Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion. (HS.17)
- Analyze the impact of human migration on physical and human systems (e.g., urbanization, immigration, urban to rural). (HS.18)
- Evaluate how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory. (HS.19)

Connections to Common Core
- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (CCSS.ELA-LITERACY.RH.9-10.1)

Objectives:
In completing this activity, students should be able to:
- Explain why many African Americans left the South and moved north during this time period.
- Explain why some African Americans moved to Tulsa, Oklahoma specifically during this time period.
- Explain the conflict that caused the Tulsa Race Riot and its overall impact.

Grade Levels: High School       Time: Two 90-minute class periods

Materials:
Jigsaw Note-Taker (One copy for each student) (Appendix E)

Background/Secondary Sources

Background/Secondary Sources Analysis Questions (One copy for three readings) (Appendix E)


Maps

- Library of Congress Map Analysis Tool (One for each map) (Appendix E)


- Map of Tulsa [Map]. Retrieved from https://tulsaraceriot.wordpress.com/research-topics/map-of-tulsa-large/ (Appendix B)


Photographs

- Library of Congress Image Analysis Tool (One for each image) (Appendix E)


Background: This is the introductory lesson to a larger unit that will explore race, poverty, and the theft of African American property from the 1900s to the present day. The Tulsa Race Riot is just one example of how African Americans lost not only their lives, but property and wealth as a result of violent racism.

Procedures:
Day 1:

- Divide students into four groups
  - Background/secondary sources (Appendix A)
  - Maps (Appendix B)
  - Photographs (Appendix C)
  - Newspapers (Appendix D)
- Hand-out corresponding documents and analysis tools (Appendix E) to each group
- Students will analyze their documents and complete the appropriate analysis tool for each document

Day 2:

- Student-groups will share with the rest of the class what they learned from their documents
- Students will listen and take notes from presenting groups on their Jigsaw Note-Taker (Appendix E)
- Students will use the new information to complete the assessment.

Assessment:
Exit Ticket/Assessment (Appendix E)

Rubric (Appendix E)
Great Migration, 1910–70


The Great Migration was a massive population shift that occurred in the United States between 1910 and 1970, when nearly 8 million African Americans left rural communities of the South seeking greater economic opportunity and racial tolerance in cities of the Northeast, Midwest, and eventually the West Coast. In 1914, 90 percent of African Americans lived in the states of the former Confederacy. By 1970 more than 50 percent of blacks lived outside the South. Scholars continue to study the so-called “push” and “pull” factors that caused this migration, as well as the dramatic economic, social, and cultural changes that resulted from it.

After the Civil War (1861–65) and through the end of the nineteenth century, most blacks remained in the South, where their ancestors had worked the land as slaves. Maintaining the communities in which they had been raised, they lived primarily in rural areas and worked in agricultural jobs. Even as free citizens, however, Southern blacks had little or no opportunity to own land or build financial independence. Generally limited to sharecropping, they remained dependent for their livelihoods on the landowners (previously slave-holders), who loaned the seed and capital (such as livestock and plows) needed to grow the crops, controlled the sale of the harvest, and kept the financial records. Moreover, whereas cotton growing had been lucrative on the large-scale model of a 500- to 1,000-acre plantation, it was extremely difficult to turn a profit on a sharecropper's tract of 40 to 50 acres. Under these circumstances, the average sharecropper struggled continually to pay his debt to the landowner and was rarely able to save enough money to buy his own tools or advance in other ways.

The severe limitation of the Southern agricultural livelihood is described as a “push” factor for migration—that is, one that eventually drove blacks out of the South. The prospect of earning higher factory wages in the industrialized cities of the North is described as a “pull” factor—one so attractive that African Americans would risk moving to an unknown region of the country to start a new life.

Another significant “push” factor began in the late 1870s with the enactment in the South of the discriminatory statutes that later became known as Jim Crow laws. These laws mandated the physical separation of blacks and whites in all public places, including buses and railway cars, restaurants and theaters, and hospitals and schools. Validated by a series of Supreme Court rulings during the 1890s, Jim Crow policy was ultimately cemented by the landmark Plessy v. Ferguson ruling of 1896, which enshrined the doctrine of “separate but equal” in the United States. Far from providing equality, Jim Crow laws effectively consigned African Americans to the status of second-class citizens, denying their right to vote and other civil rights and curtailing their social, educational, and economic opportunities.

Despite these combined factors, African Americans did not begin leaving the South in large numbers until the second decade of the twentieth century, when World War I (1914–18) provided a critical new “pull” factor that greatly accelerated the migration of African Americans to Northern cities. Until then factory jobs in Northern cities had been largely filled by European immigrants, who had begun flooding into the United States in the 1880s, seeking prosperity in the New World. During the war years the needs of the defense industry increased demand for industrial labor,
BOOKER TALIAFerroR WASHINGTON

In the early aftermath of the Civil War (1861–65) and before the Great Migration (1910–70) of Southern blacks to the North and West, the promise of economic advancement for Southern blacks was largely embodied by an emancipated slave named Booker T. Washington (1856–1915). Unlike his contemporary W. E. B. DuBois (1868–1963), who saw classical education and the growth of an elite black leadership as necessary for the political advancement of African Americans, Washington maintained that self-determination must come from economic independence, which could only be realized through the acquisition of practical skills and manual trades. Washington founded the Tuskegee Institute in Alabama to provide vocational education of this kind. As he became popular among white political leaders for his emphasis on economic opportunity over political protest, Washington was bitterly criticized by DuBois and other intellectuals as an “accommodationist” who would capitulate to the premise of white supremacy rather than fight for the equality of his race.

Booker Taliaferro Washington was born in Franklin County, Virginia, on April 5, 1856. Just nine years old when the Civil War ended, Washington struggled to gain his education while working in salt mines to help support his family. From 1872 to 1875 Washington attended the Hampton Institute, a school devoted to educating former slaves, where he was able to pay his tuition by working. Washington quickly embraced the educational philosophy of the Hampton Institute, which saw the acquisition of practical skills and manual trades as key to improving the status of African Americans. Although Washington went on to study briefly at the Wayland Seminary in Washington, D. C., he left the school, finding the purely academic and theoretical atmosphere too removed from the everyday reality that most African Americans experienced at that time.

Returning to the Hampton Institute as a teacher in 1879, Washington was soon appointed to serve as the founding principal of a new school for African Americans to be built in Tuskegee, Alabama. At the Tuskegee Normal and Industrial Institute (later renamed the Tuskegee Institute and then Tuskegee University), Washington espoused the Hampton Institute’s philosophy of self-reliance, emphasizing manual and industrial education; practical trades such as carpentry, farming, mechanics, and teaching; and the value of personal discipline, cleanliness, and thrift. The Tuskegee Institute expanded, and by 1888 it covered 549 acres and enrolled more than 400 students.

In the years that followed, Washington’s influence extended beyond his students in Tuskegee. In 1895, not long after the legality of Jim Crow segregation had been upheld by the Supreme Court ruling \textit{Plessy v. Ferguson}, Washington addressed an all-white audience of about 2,000 people at the Cotton States and International Exposition in Atlanta, Georgia, delivering a speech that was later dubbed the “Atlanta Compromise.” Outlining his proposal for racial harmony in the United States, he explained that educational and economic self-improvement were key to dispelling African American resentment and public protest. Ultimately Washington indicated his willingness to accept racial segregation as the price of economic opportunity, declaring, “In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress.”

Washington’s speech was popular among white Americans, and he was touted as a model for his people. He went on to develop strong ties with Northern philanthropists such as Andrew Carnegie (1835–1919), George Eastman (1854–1932), Henry H. Rogers (1840–1909), and Julius Rosenwald (1862–1932), who appreciated Washington’s entrepreneurial approach to race issues. Washington also became an advisor on racial matters to Presidents Theodore Roosevelt (in office 1901–09) and William H. Taft (in office 1909–13). Washington himself realized that economic opportunity alone was not enough to improve the conditions of African Americans. Although his public position never wavered, Washington privately supported campaigns against injustice. He anonymously financed lawsuits against disfranchisement and segregation and secretly influenced other legal actions.
Washington maintained a demanding public life until he became ill during a lecture series and died on November 14, 1915. At the time of his death, Tuskegee boasted an enrollment of 1,500 students and a larger endowment than any other black institution. Ironically, it was at this historical moment that blacks were beginning to migrate to the North in large numbers, believing that economic advancement would never be possible in the segregationist South.

**BIBLIOGRAPHY**


while European immigration saw a marked decline, drastically reducing the competition for jobs. Meanwhile, African American newspapers, perhaps most notably the Chicago Defender, played a significant role in promoting the social and economic promise of the North to Southern blacks just as the South was experiencing devastating floods, an infestation of boll weevils that decimated the cotton crop, and other agricultural disasters. During the decade between 1910 and 1920, the African American population of the North and West grew by 450,000, principally in Chicago, New York City, Detroit, and Cleveland.
Black migration remained strong during the 1920s, when new anti-immigration legislation continued to limit competition for urban jobs, but it dwindled considerably during the 1930s, as the Northern industrial economy was hobbled by the Great Depression. Migration resurged again during World War II (1939–45), when many of the same push-pull factors (including wartime job opportunities, restricted foreign immigration, and continued racial hostilities in the South) launched a second wave of African Americans from the South, many of them relocating as far as Los Angeles, Oakland, and other West Coast cities. The black exodus from the South peaked during 1940s and 1950s, when nearly 3 million people abandoned the region.

Although segregation was not legally enforced outside the South, African Americans settling in industrial cities faced unmistakable racism nonetheless, including the threat of violence or intimidation if they sought to move into the same neighborhoods as whites. Relegated to living in densely populated all-black enclaves (commonly referred to as “ghettos”), African American migrants were initially confined to stereotypically “negro” jobs, such as cooks and porters, or worked in low-skilled industrial positions. Eventually black workers moved up the occupational ladder to hold an increasing number of skilled manufacturing jobs and clerical positions. At the same time, new African American communities formed, generating a new urban black culture and a growing inclination toward political activism. As African Americans in industrial cities began to agitate for fair wages, equal protection under the law, and the chance to vote and hold political office, the seeds of the civil rights movement (1950s and 1960s) were born.

By 1970 migratory flows between the North and South had more or less equalized. Not only had Jim Crow laws been overturned in the South but new manufacturing jobs and the spread of air conditioning were contributing to the emergence of the so-called Sunbelt (a coast-to-coast swath of 15 Southern states) as an attractive place to live and work. The Great Migration remains an important topic for economic historians because it effectively redefined the social, economic, and cultural fabric of the nation.

BIBLIOGRAPHY


Source Citation

Greenwood Community (Tulsa, Oklahoma)

Situated in the northeastern part of Tulsa, Oklahoma, the Greenwood community developed into a thriving black business and residential district during the first two decades of the twentieth century. As Tulsa grew during the oil boom of the early 1900s, Greenwood prospered as well. Prevented from patronizing stores in the white section of town, black Tulsans developed their own enterprises in Greenwood instead. Its main street, Greenwood Avenue, became known popularly as the black Wall Street. In June 1921, fueled by resentment of black gains and aspirations, a white mob of Tulsans leveled thirty-five blocks of the black community in a race riot precipitated by false allegations of an attack on a white woman in downtown Tulsa by a black man. Although some of the area recovered after the destruction, Greenwood never regained the prominence it enjoyed during its heyday.

Greenwood began attracting black residents when a group of African Americans purchased land there around 1905. As the area lured more people, black Tulsans soon enjoyed their own newspaper, a barber, two doctors, and three grocers. By 1910, blacks comprised 10 percent of Tulsa’s inhabitants, and in the next few years, the city had a black police officer and several new black-owned businesses along Greenwood Avenue. At the time of the riot, Tulsa’s black population had expanded to 11,000, with around 8,000 living in Greenwood itself. Greenwood’s vibrant streets at this time also held two schools, thirteen churches, three fraternal organizations, a hospital, two newspapers, two theaters, and a public library. On Greenwood’s side streets, Tulsans could find other types of successful businesses—prostitution houses and speakeasies, where jazz blared and alcohol flowed freely.

On the morning of May 30, 1921, Dick Rowland, a black shoeshine, stepped into an elevator in downtown Tulsa operated by a young white woman named Sarah Page. While the police attempted to piece together the story of what happened next, Tulsans took the matters into their own hands. An angry white crowd—fed by newspapers that typically used words such as Little Africa and Niggertown to depict Greenwood, and manned by a flourishing local chapter of the Ku Klux Klan (KKK)—began to congregate in front of the courthouse, where authorities had detained Rowland. When a group of men from Greenwood converged on the building to protect the young man, a scuffle ensued, a shot was fired, and chaos ensued. The white mob charged into the center of Greenwood, looting, burning, and attacking residents with abandon. Several hours later, the once bustling community lay in ruins. Death estimates ranged from 27 to more than 250. Property loss amounted to millions of dollars.

An initial investigation blamed the residents of Greenwood for inciting the crowd at the courthouse and for stressing equal rights. Like many of
their counterparts, a number of black Tulsans had served in the military during World War I. Upon their return home, they asserted a new sense of purpose and a demand for equality. White Tulsans, like whites across the country, felt threatened by these measures. But no white Tulsans ever served prison time for the murders, destruction, and looting that took place in Greenwood. Not until some seventy-five years later would an official reckoning of the annihilation take place, when the Oklahoma state legislature established the 1921 Tulsa Race Riot Commission in 1997 to clarify what transpired and rectify some of the injustices that prevailed. See also Tulsa (Oklahoma) Riot of 1921.


Ann V. Collins
Tulsa's forgotten riot: ninety years after racial violence left as many as 300 people dead, a city begins to remember


Some secrets are so deeply buried, they're virtually erased from history.

A brutal race riot 90 years ago in Tulsa, Oklahoma, is one such case. It began the night of May 31, 1921, and continued into the next day. By some accounts, it was the most deadly racial violence in U.S. history, with an estimated 100 to 300 people killed and more than 8,000 left homeless.

Yet for decades, the riot wasn’t mentioned in history books or classrooms—or even spoken about. Many lifelong Tulsa residents say they had never heard of the riot until recently.

Now, advocates for the dwindling number of surviving victims, like 94-year-old Wess Young, are trying to revisit this ugly episode in hopes of achieving some kind of justice before time runs out. Though only 4 at the time, Young can still recall fleeing with his mother and sister the night a mob of armed white men rampaged through his black neighborhood.

By the time they returned the next day, their home and the 35 blocks that made up the community of Greenwood—an area so bustling with black-owned businesses it was dubbed the "Negro Wall Street"—had been burned to the ground.

Explosive Accusations

Tulsa observed the 90th anniversary of the riot in June, but efforts to increase awareness of it and secure compensation for victims have had mixed results: Civic leaders have built monuments to acknowledge the riot, including a new Reconciliation Park, and over the last few years, the riot has been slowly introduced into the curriculum in Tulsa's public schools. But the event is just starting to get national attention in history textbooks, and victims' attempts to secure payment for damages have failed.

Young and his wife, Cathryn, worry it will only be easier to forget the riot as he and the 40 or so other survivors die.

"I think they are trying to keep this hidden," says Cathryn. "Don't talk about it, don't do nothing about it until all these people are dead."

Long before black neighborhoods erupted in rioting in cities across the U.S. during the tumultuous 1960s and 1970s, a string of riots started by whites occurred in the years after World War I ended in 1918. The Tulsa riot, like several of the others, seems to have begun with the explosive accusation that a black man had assaulted a white woman. (The charges were later dropped.)

On May 31, 1921, hundreds of armed white men gathered outside the courthouse where the defendant was being held, and a group of armed black men arrived to try to prevent a lynching. A shot was fired. The black men fled to Greenwood, pursued by the whites.

The Tulsa police chief himself enabled the violence that followed by deputizing hundreds of white men and ordering gun shops to arm them. The death toll was estimated between 100 and 300, with more than 1,200 homes destroyed. Black survivors were rounded up and held for several days by the National Guard, and many of the homeless spent the next year living in tents pitched in the ruins of their neighborhood.
A grand jury at the time blamed the black community. No one was convicted of participating in the riot, nor was anyone compensated for lost property. Soon after, the story essentially disappeared—until 15 years ago, when an Oklahoma state representative pushed to create a state commission that produced a detailed report about the riot.

Reparations?

The issue of payments to survivors has been tricky. The Oklahoma legislature refused, saying it was unconstitutional. The federal courts dismissed a lawsuit on behalf of the victims, saying the statute of limitations had expired. And efforts in Congress to remove that legal obstacle have repeatedly failed, partly because of concerns that doing so might open the door to reparations for slavery. Charles Ogletree, a Harvard law professor who represented the survivors, calls the case his "most disappointing and heartbreaking."

The Greenwood Cultural Center, which has an extensive exhibit on the riot, lost its state financing this year and could be forced to close. In the meantime, survivors are dying each month.

"It seems at times that this is how it's going to end," says Mechelle Brown, the program's coordinator. "With the survivors passing."

But there are signs that the story of the Tulsa riot might not vanish from history. In a recent survey, three quarters of the city's residents said they were aware of the riot. And on a national level, one of the three biggest textbook publishers now mentions the riot in its books, and a second says it plans to do so in future editions.

Last year, the John Hope Franklin Reconciliation Park opened with state funding. It has several memorials to the riot and is planning a center for racial reconciliation. Julius Pegues, head of the park's board, calls its mission critical.

"We intend to take the high road," Pegues says, "and move this city forward for both black and white."

Sulzberger, A.G.

Source Citation

Appendix B: Maps

City of Tulsa Pocket Map
Aerial View of Tulsa Oklahoma
Map of Tulsa
The Great Migration Map

The Great Migration, 1916–1930

Many of the Exodusters eventually left Kansas, and Oklahoma for California.

MIGRATION CORRIDORS
- South West to Midwest & Far West
- South Central to Midwest
- Southeast to Northeast

Map by Michael Siegel
Rutgers Cartography 2005

US Natural Resources Map

Practice map reading skills with a fully illustrated US map.
Appendix C: Photographs

Furniture in street during race riot, probably due to eviction, Tulsa, Oklahoma
Smoke billowing over Tulsa, Oklahoma during 1921 race riots
Smoldering ruins of African American’s homes following race riots in Tulsa, Oklahoma
First Picture of Havoc Wrought in Tulsa Riot
Tulsa Race Riot
Appendix D: Newspapers

The Morning Tulsa daily world.

TWO WHITES DEAD IN RACE RIOT
Three Local Guard Units Out
RACE WAR RAGES FOR HOURS AFTER OUTBREAK AT COURTHOUSE; TROOPS AND ARMED MEN PATROLLING STREETS

JAMES COUNTY RAIL UNION LOSES ARREST OF YOUNG NEGRO ON CHARGES OF MURDERING WHITE
NEWSPAPER HEADS FOR RACE BATTLE AND NAZI SLOGANING

WIRE FLASHER

THE MORNING
TULSA WORLD

FINAL EDITION
175 ARE KILLED IN FIERCE RACE RIOTS AT TULSA, OKLA.

AUDACIOUS WINS MINEOLA;
ENGLISH DERBY TO HUMORIST

Racing Results, Charts and Baseball

10 BLOCKS BURNED IN RIOTS;
2,000 NEGROES ARE ROUNDED UP

MARTIAL LAW IS DECLARED
TO GAMBLE IN STOCKS; STATE
FIRE INSURANCE FUNDS USED
AND TROOPS ARE RUSHED IN
TO SAVE WHITES AND NEGROES

WHITE RESIDENTS OF CITY
ALLOW "THE SKY AS LIMIT"

MINNEOLA HANDICAP IS WON
BY AUDACIOUS AT 7 TO 5
DEAD ESTIMATED AT 100; CITY IS QUIET

In the Wake of Tulsa's Race War

5,000 NEGRO REFUGEES GUARDED IN CAMP AT COUNTY FAIR GROUNDS

Edward Covert was killed in Tulsa Race Riot.
Appendix E: Additional Resources

Questions for Background/Encyclopedia Sources for Tulsa Race Riots

**Directions:** Use the attached documents/readings to answer the following questions. Cite evidence as you answer the questions. You will share this information with the rest of the class.

1. During *the Great Migration*, what *pushed* many African Americans away from the South?

2. What *pulled* African Americans to Tulsa, Oklahoma and the Greenwood Neighborhood in particular?

3. What was the initial conflict that sparked the Tulsa Race Riot in 1921? What were some of the deeper root causes?

Map Analysis Tool

Image Analysis Tool

Document Analysis Tool

*Introducing the Great Migration and the Tulsa Race Riot 1921 using Human Geography: Jigsaw Note-Taker*
**Directions:** As each group presents, take notes on their findings. **This information will help you complete the final assessment.** You don’t need to take notes for your own group. Keep in mind that your goal when listening to these expert groups is to uncover the following information:

- Who were the inhabitants of Tulsa during this time period?
- What brought African Americans to this location?
- What were the push/pull factors involved in the African American migration?
- What were some of the White attitudes toward African Americans at this time in this location?
- What were the specific events and consequences of the Tulsa Race Riot?
- How do maps, images, and newspaper articles help illuminate the Great Migration and the Tulsa Race Riot?

Make sure your notes address these questions. Ask the expert groups to clarify and elaborate when needed!

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<thead>
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<th>Group #1: Background/Secondary Sources</th>
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<th>Group #2: Maps</th>
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<th>Group #3: Photographs</th>
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Introducing the Great Migration and the Tulsa Race Riot 1921 using Human Geography:
Exit Ticket/Assessment

Use your notes from the group presentations to help you answer the questions.

1. How would you characterize the people who lived in Tulsa, Oklahoma in the 1920s? Describe the racial makeup, occupations, and attitudes of the inhabitants based on evidence.
2. Why was there tension between the African American and White inhabitants of Tulsa, Oklahoma in 1921? How many different reasons can you identify?

3. Why did so many African Americans leave the South during the Great Migration of the twentieth century?

4. Why did some African Americans move to Tulsa, Oklahoma during this time?

5. What did these African Americans lose during the Tulsa Race Riot?

Introducing the Great Migration and the Tulsa Race Riot 1921 using Human Geography: Scoring Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>4: Exemplar</th>
<th>3: Proficient</th>
<th>2: Near Proficient</th>
<th>1: Need Improvement</th>
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<td>Characteristics of human population</td>
<td>Explanation of the characteristics of human population is</td>
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| **Identification of the conflict during the Tulsa Race Riot** | Identification of the conflict is accurate, thorough, and detailed. | Identification of the conflict is present and accurate. | Identification of the conflict is present, but not completely accurate. | Identification of the conflict is inaccurate or missing. |
| **Understanding of why African Americans left the South during the Great Migration** | Understanding of why African Americans left the South during the Great Migration is clear, thorough, and detailed. | Understanding of why African Americans left the South during the Great Migration is clear. | Understanding of why African Americans left the South during the Great Migration is present, but not completely accurate. | Understanding of why African Americans left the South during the Great Migration is inaccurate or missing. |
| **Understanding of why African Americans moved to Tulsa OK during the Great Migration** | Understanding of why African Americans moved to Tulsa OK during the Great Migration is clear, thorough, and detailed. | Understanding of why African Americans moved to Tulsa OK during the Great Migration is clear. | Understanding of why African Americans moved to Tulsa OK during the Great Migration is present, but not well developed. | Understanding of why African Americans moved to Tulsa OK during the Great Migration is inaccurate or missing. |
| **Understanding of what African Americans lost during the Tulsa Race Riots** | Understanding of what African Americans lost during the Tulsa Race Riots is clear, insightful, and detailed. | Understanding of what African Americans lost during the Tulsa Race Riots is clear. | Understanding of what African Americans lost during the Tulsa Race Riots is present, but not detailed or insightful. | Understanding of what African Americans lost during the Tulsa Race Riots is inaccurate or missing. |
Local and Natural Resources: NW Oregon/SW Washington

By Alison Norton

Grade Levels: 1    Time: 60 minutes

Overview: This lesson will introduce early elementary age students to the local and natural resources of NW Oregon and SW Washington, showing where they are found using photographs and maps.

Geographic Question: What are the local natural resources of NW Oregon and SW Washington, and how are they used?

National Geography Standards:
4 The physical and human characteristics of places.

Oregon Geography Content Standards
1.12. Give examples of local natural resources and describe how people use them.

Oregon Science Content Standard
K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Connections to Common Core
CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Objectives:
In completing this activity, students will be able to identify physical characteristics and natural resources in their local environment. They will also be able to give an example of how these resources were used in the past, and today.

Materials:
- Make Way for Ducklings by Robert McCloskey
  Can be purchased here: https://www.amazon.com/Make-Way-Ducklings-Robert-McCloskey/dp/0140564349
- Local Map (attached, Appendix A). One in color, one per student in black and white
- State Map (attached, Appendix C)
• Rubric (attached, Appendix B)
• Image Analysis Tool (attached, Appendix D)
• Green, blue and brown crayons or markers
• Photographs (attached, Appendix E)

(Salmon fishing on Columbia River, Ore, 1895-96)

(Fishing advisory groups: Salmon Fishing on the Columbia River, 2012)

(Packing tuna into cans, Columbia River Packing Association, Astoria, Oregon, 1941)

(Grain farm. Note how timber has been cut from the ridge. Oregon, near Yoncalla, Douglas County, 1939)

(Farmland. Dead Ox Flat, Malheur County, Oregon, 1941)
(The Making of Bernet Farms Scappoose, Oregon, 2010)

(Long Bell Lumber Company, Cowlitz County, Washington. Timber superintendent inspecting fallen fir tree, 1941)

(Log rafts in Columbia River. Cowlitz County, Washington, 1941)

(Oregon Timber Industry on the Decline. Rough & Ready Lumber, 2014)

(Powerhouse and navigation locks at Bonneville Dam, Oregon 1941)

(PORTLAND DISTRICT. Bonneville Lock and Dam – First Powerhouse, 2014)
**Background:** This lesson focuses on the local environment of the Scappoose School District in Oregon: NW Oregon and SW Washington

**Procedures:**

1. Have all photos and maps spread out on tables, or posted on the walls around the room. (Appendix E)
2. Gather students together and read: *Make Way for Ducklings.*
   Summary from back cover: "The busy Boston streets are too dangerous for eight little ducklings! But with a little help from a friendly policeman Mrs. Mallard and her family arrive safely at their new home. The public garden was no place for ducklings when they were first born, but now they are old enough to brave the raucous crowds and swim with the giant swan boats."
3. Have students tell you about the place where the ducks lived, and the resources around them. This is the duckling’s local area.
4. Define our local area: NW Oregon/SW Washington
5. Show the Oregon Map, then the local area map, and ask students to point out any resources on the map. “What do you think the colors mean?” (Appendix A and C)
6. Brainstorm and define our local natural resources: (trees/timber, water, land/soil, etc.). Draw examples on the board for student visual.
7. Begin a gallery walk around the classroom to view the photos, encouraging students to observe.
8. Bring class back together to fill out the Image Analysis tool. (Appendix D) Fill out using projector, or write on the board.
   - **Observe:** What kind of natural resources do you observe in these pictures?
   - **Reflect:** Where do you think the pictures were taken?
   - **Question:** What do you want to know about these pictures?
9. Based on their observations, reflections, and questions, go through each photo explaining the location, year, resources, and brainstorm what they are used for.
10. Pass out individual black and white local map. (Appendix A) Make sure students have green, blue, and brown markers or crayons.
11. Ask the students to remember back to our discussion earlier about Explain that they will color the areas where there is timber, green. Where there is water will be blue, and where there is soil for farming, brown. Give all students time to finish assessment. Early finishers can add other pictures to their map if they like.
Assessment:
In procedure step 11, students will identify which natural resources are found locally, by coloring in a black and white map. Green = forest/timber, blue = water, soil = brown. Use the original color map as a teacher guide. (Appendix A) Use the rubric for grading. (Appendix B)

Extensions and/or Adaptations:
Extensions: This lesson can springboard into a science unit about farming, or plants and animals, or renewable/non-renewable resources. It may also be extended through history by learning about local loggers, farmers, fisherman, etc. Additional lessons may go into more detail about local resources and how they are used in our area and around the world. The students or teacher could bring in actual resources (ex: bark, soil, water), or students could do a project creating something with natural resources.

There are additional lessons that can be tied to the story, *Make Way for Ducklings*. For example:

Sources


Appendix A: Local Area Map and Key
Appendix B: Rubric

Name: ______________________

## Coloring a Map - 1st Grade Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Map coloring</strong></td>
<td>I can locate and color 3 natural resources on the map. (Water, Soil, Timber)</td>
<td>I can locate and color 2 natural resources on the map.</td>
<td>I can locate and color 1 natural resource on the map</td>
<td>I can locate and color 0 natural resources on the map.</td>
</tr>
<tr>
<td><strong>Neatness and Effort</strong></td>
<td>My map is neat and easy to follow.</td>
<td>My map is neat.</td>
<td>My map is difficult to read and follow.</td>
<td>My map was not colored.</td>
</tr>
</tbody>
</table>


Appendix C: Oregon Map
### Image Analysis Tool with a Geographic Lens

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of natural resources do you observe in these pictures?</td>
<td>Where and when do you think the pictures were taken?</td>
<td>What do you want to know about these pictures?</td>
</tr>
</tbody>
</table>
Appendix E: Photographs
Overview:

On February 19, 1942, President Roosevelt signed Executive Order 9066 giving the military authority to relocate those posing a potential threat to national security. This lesson will complement the reading of the novel *Farewell to Manzanar* by Jeanne Wakatsuki Houston, looking at the Japanese Internment Camp, Manzanar, in Owens Valley, California during World War II. Specifically, the lesson will tie the novel (a primary non-fiction source) to two other primary sources, the photos of Ansel Adams and Dorothea Lange.

National Geography Standards:
Geography Standard 13 – Conflict

How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

The geographically informed person must understand how and why different groups of people have divided, organized, and unified areas of Earth's surface. Competing for control of areas of Earth's surface, large and small, is a universal trait among societies and has resulted in both productive cooperation and destructive conflict between groups. Conflicts over trade, human migration and settlement, ideologies and religions, and exploitation of marine and land environments reflect how Earth's surface is divided into fragments controlled by different formal and informal political, economic, and cultural interest groups.
The student knows and understands:

- Conflicts arise when there is disagreement over the division, control, and management of Earth's surface.
- There are multiple sources of conflict resulting from the division of Earth's surface.
- Changes within, between, and among countries regarding division and control of Earth's surface may result in conflicts.

Oregon Geography Content Standards

HS.15. Analyze and illustrate geographic issues by synthesizing data derived from geographic representations.

HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.

Connections to Common Core
Reading Standards for Literacy in History/Social Studies

Key Ideas and Details

9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Objectives:
In completing this activity, students should be able to:

A. Identify, describe, and analyze examples of disagreements over land.

B. Explain, describe, and analyze how conflicting territorial claims can erupt over resources, land use, and ethnic and national identities.

C. Describe, explain, and compare the ways conflict affects the cohesiveness and fragmentation of countries.
Grade Levels: 9th/10th  Time: 3 days/ 60 minute periods

Materials:

- Class set of Novels – *Farewell to Manzanar*
- Vocabulary worksheets
- Note-taking materials
- Ansel Adams/Dorothea Lange Pictures for “Gallery Walk”
- “Think/pair/share” technique (TPS) (a learning strategy where students work together on a problem or a question about an assigned topic. This technique requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates.

Background/Context: In order to understand the setting and situation of the novel, students need to start with an idea of the circumstances that form the basis of the main character’s story.

This early lesson in the novel unit will aid in giving students an idea in terms which can be fully understood and assessed. Students will have been assigned the novel and will have read (at least) the first four chapters.

Procedures/Lesson Description:

Day One:

- On the board: “BIG IDEA” - Places and Regions: Culture influences people’s perceptions.

- **Driving question:** Japanese Internment Camps – were these Japanese Americans a “potential threat to national security,” or were the internment camps a betrayal of Japanese Americans? Ultimately, this lesson will end with students writing a 1st person narrative about going to and being at Manzanar. (Summative Assessment) Let students know that this will be their culminating activity and to keep that in mind.

- **Vocabulary:** Using a “Vocabulary Predict and Learn” work sheet (attached), students will be introduced to the following vocabulary terms that come directly from historical documents written during the era and in the novel:
  - Enterprise
  - Evacuation
  - Relocation
  - Detainment
  - Internment
  - Incarceration

Discuss student predictions as well as their impressions of the bias behind these words. Talk about the connotation of these words (“good” versus “bad”).
• **Gallery walk:** students will be introduced to the pictures of the Manzanar Internment Camp, taken by the famous photographers, Ansel Adams and Dorothea Lange. Students will move around the room, viewing the photographs – one section for Adams, one for Lange.

• Using the *Primary Source Guide Analyzing Photographs & Prints* (hard copy attached) [http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photographs_and_Prints.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photographs_and_Prints.pdf) students will choose five (or more) of the questions from each of the three categories to answer: what they **observe, reflect, and question**. Briefly give directions on how to use the form.

• Gather these analysis sheets as exit tickets for the day. These will be used as a formative assessment.

**Day Two:**

• Again on the board: “**BIG IDEA**” - Places and Regions: Culture influences people’s perceptions.

• **Reminder of the Driving question:** Japanese Internment Camps – were these Japanese Americans a “potential threat to national security,” or were the internment camps a betrayal of Japanese Americans?

• Pair students up and hand back analysis sheets.

• Use the “**Think/Pair/Share**” technique (TPS), a learning strategy where students work together on a problem or a question about an assigned topic. This technique requires students to **think** individually about a topic or answer to a question, and **share** ideas with classmates.

• **Class discussion** (share), referring back to the vocabulary list and the assigned reading. This discussion helps to prepare students for the Summative Assessment writing piece. They may take notes.

  First discuss the three sections under the Image Analysis Tool Sheet (Observe/Reflect/Question), and more specifically the questions each student chose.

Next, move the discussion to a deeper level with such motivating questions as:

How/why are these words used to describe the Japanese in the novel?  
How do others refer to them?  
How do they refer to themselves, including Jeanne and her family?  
Why do you think there are these differences in the choice of terms?  
How did the experience of internment shape Japanese Americans’ identity as Americans?
How did/could internment affect their views on American democracy?
How did the concept of loyalty shape Japanese Americans’ experiences during and after internment?

Day Three:

• Culminating Activity -- 1st person narrative. Students will write a story from the first-person perspective: the viewpoint of a character writing or speaking directly about themselves. The student will ‘become’ one of the characters in the novel, exploring what it would be like going to and living at Manzanar. Students might consider writing their pieces as if a journal, diary, or series of letters. Refer students back to those questions discussed earlier in the lesson.

Today will be a working day on rough drafts. The final draft will be due in one week, with one or two work check days. This assessment will be scored using the Writing Scoring Rubric for Essential Skills Samples (attached).

Assessments:

Formative –
• Vocabulary Predict and Learn worksheet
• Gallery walk of Adams/Lange pictures with analysis sheets
• Think/Pair/Share (Exit Ticket)
• Class Discussion, using critical thinking, comparison contrast.

Summative –

• First Person Narrative: This assessment will be scored using the Writing Scoring Rubric for Essential Skills Samples. There is also the opportunity for this writing piece to meet requirements for graduation.
Image (Photo, Print, Painting, etc.) Analysis Tool with a Geographic Lens

Teachers should select the questions that best fit their reasons for geographically analyzing this image.

Students should cite evidence as they answer the questions.

<table>
<thead>
<tr>
<th>OBSERVE</th>
<th>REFLECT</th>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the form of the image (painting, print, photograph, drawing)?</td>
<td>What languages do the words represent?</td>
<td>How do the clothing, buildings, transportation and/or landscape reflect the economic, political, or societal conditions for the time when the image was created?</td>
</tr>
<tr>
<td>Can you determine who created the image?</td>
<td>If there is no date, when do you think the image was made?</td>
<td>What was the likely motivation of the creator of the image?</td>
</tr>
<tr>
<td>What words are on the image?</td>
<td>What place or region does this image show?</td>
<td>What is the bias or point of view of this image?</td>
</tr>
<tr>
<td>What dates are on the image?</td>
<td>Can you identify a geographic theme (region, place, movement, physical system, human environment interaction, etc.) for this image?</td>
<td>How is this image connected to other documents, maps, recordings, images, or artifacts?</td>
</tr>
<tr>
<td>Is the image black and white or in color?</td>
<td>Describe the spatial patterns illustrated in this image. These patterns might be in the people, transportation, buildings, or landscape.</td>
<td>Why is this image significant?</td>
</tr>
<tr>
<td>Describe who is in the image.</td>
<td>What is the most likely purpose (audience) for this image?</td>
<td>Why would certain people or characteristics of the landscape be missing from this image?</td>
</tr>
<tr>
<td>What types of buildings are in the image?</td>
<td>How does this image compare to current image on the same topic?</td>
<td>What geographic questions would you like to ask the creator of this image?</td>
</tr>
<tr>
<td>What types of transportation are in the image?</td>
<td>What seems to be missing from the image?</td>
<td>Would it be difficult to find the location of this image? Explain why or why not.</td>
</tr>
<tr>
<td>Are there objects in the image? Do you recognize them? What are they used for?</td>
<td>What inferences or connections can you make from the image?</td>
<td></td>
</tr>
</tbody>
</table>
While this tool encompasses many aspects for analyzing primary sources through a geographic lens, the creators do not intend to limit its usage by teachers; however, these are some suggestions:

1. It is understood that the use of this tool may seem overwhelming to a student.
2. Teachers may select 3-5 questions from each column that would best fit the purpose for using the chosen primary source.
3. The teacher should create a separate assignment sheet for the students.
4. The teacher can manipulate these questions into any format (graphic organizer, worksheet, PowerPoint, etc.). It is suggested that the questions be kept intact as to the three general categories since these mirror the headings: Observe, Reflect, and Question.
5. Some vocabulary development may need to occur to use this tool effectively. Close reading strategies applied before using this tool will greatly increase student achievement.
6. This tool can serve as formative or summative assessment.
7. Please think of this tool as a skeleton on which to hang additional materials or resources that the teacher or student may discover.

Blank Student Answer Form:

http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf
Writing Scoring Rubric

http://www.ode.state.or.us/wma/teachlearn/testing/resources/es_worksample_feedback-form-writing.pdf

Essential Skills

Writing Work Sample Scoring/Feedback Form
High School: Use with Oregon's Official Writing Scoring Guide.

<table>
<thead>
<tr>
<th>Scores</th>
<th>Minimum Mark</th>
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<tbody>
<tr>
<td>1-2</td>
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<td>4</td>
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<tr>
<td>4-5</td>
<td>5</td>
</tr>
</tbody>
</table>

READ AND CONTENT

The student's responses show:
1. Thorough analysis
2. Major ideas are clearly and easily understood
3. There are enough supporting details
4. Ideas are connected and related to the main ideas
5. Possible connections are made; they are not the information as is.

ORGANIZATION

The student's responses show:
1. The introduction is developed
2. Transitions are evident
3. The writing is well-structured
4. From one paragraph to another

SENTENCE FLUENCY

The student's responses show:
1. Writing is fairly easy to read
2. Words are clearly expressed
3. Sentence structures have some variety
4. Sentence length is varied
5. Sentence length varies

CONVENTIONS

The student's responses show:
1. Spelling and grammar are correct
2. Word order is correct
3. Sentence structure is correct
4. Use of capital letters and punctuation
5. Proper use of capital letters

VOICE (Not required for diplomas)

The student's responses show:
1. Voice is appropriate for the assignment

WORD CHOICE (Not required for diplomas)

The student's responses show:
1. Vocabularies are varied and functional
<table>
<thead>
<tr>
<th>WORD</th>
<th>PREDICTED DEFINITION</th>
<th>VOCABULARY PRACTICE &amp; LEARN</th>
<th>CLUES WORDS FROM READING</th>
<th>REAL DEFINITION</th>
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</tbody>
</table>

Source: Author
Pictures for Gallery Walk

Ansel Adams Pictures:

https://www.loc.gov/item/2002695960/


https://www.loc.gov/item/2002695985/


https://www.loc.gov/item/2002695961/


Dorothea Lange Pictures:

http://www.npr.org/sections/codeswitch/2016/02/17/466453528/photos-three-very-different-views-of-japanese-internment

Dorothea Lange/Courtesy The Bancroft Library, University of California, Berkeley

https://catalog.archives.gov/search?q=dorothea%20lange%20manzanar&highlight=true


Extensions and/or Adaptations:

- Lower Reading Level Alternative Novel – *Sylvia and Aki* (6th grade lexile level)
- T.A.G. – Ansel Adams novel – *Born Free & Equal*
- For younger grades, teachers are recommended to choose and limit the number of questions used from the Photo Analysis Tool Worksheet.

Sources:


*Using Primary Sources*. N.p.: Library of Congress, n.d. PDF.


*Work Sample Feedback Form - Writing*. N.p.: Oregon Department of Education, n.d. PDF.
Other Resources:

This is a list of other related resources which may enhance/extend/enrich this lesson:

World Digital Library


National Park Site

https://www.nps.gov/manz/index.htm

Information on War Relocation Authority

https://en.wikipedia.org/wiki/War_Relocation_Authority

Summary of novel

https://en.wikipedia.org/wiki/Farewell_to_Manzanar

Further lessons/information on Manzanar

http://oregonhistoryproject.org/articles/teachers/lesson-plans/high-school/japanese-internment/#.V2nC_k32bL8

Oregon Nikkei Legacy Center Japanese American History Museum -- A project of Oregon Nikkei Endowment

http://www.oregonnikkei.org/

An organization dedicated to preserving, educating, and sharing the story of World War II-era incarceration of Japanese Americans

http://www.densho.org

List of Detention Camps, Temporary Detention Centers, and Department of Justice Internment Camps

http://www.momomedia.com/CLPEF/camps.html

Pearl Harbor summary with pictures

http://www.historyplace.com/worldwar2/timeline/pearl.htm
Political Cartoons from *Dr. Seuss Went to War*

http://libraries.ucsd.edu/speccoll/dspolitic/Frame.htm

“Dr. Seuss Went to War: A Catalog of Political Cartoons by Dr. Seuss.” Mandeville Special Collections, University of California San Diego

http://libraries.ucsd.edu/speccoll/dspolitic/Frame.htm

“Dr. Seuss Went to War: A Catalog of Political Cartoons by Dr. Seuss.” Mandeville Special Collections, University of California San Diego
Maps with Meaning for Kindergarteners
By: Deidre Pribula

Overview:
This lesson will guide Kindergarten students to develop an understanding of maps using primary sources, guided instruction, and field experience.

1) Students will utilize a mental map exercise of the school surroundings.
2) Using a blank Map Analysis Tool students will state their personal observations of the two teacher provided maps (see attached) while the teacher transcribes their observations in the first column of Map Analysis Tool.
3) Utilizing that knowledge of recognizing patterns through a geographic lens the students will then create a teacher provided Sanborn Map of the school surroundings while on a walking field trip of the school surroundings.

Geographic Question:
How do Kindergarten students make sense of their surroundings through spatial understanding while utilizing a map?

National Geography Standards:
Geography Standard 2: How to use mental maps to organize information about people, places, and environments in a spatial context.

Oregon Geography Content Standards
K.7. Identify and compare and contrast pictures, maps and globes.

Connections to Common Core
Literacy SL. K. 1.a - Follow agreed-upon rules for discussions.

Objectives:
To understand that maps relay information about the surrounding area and then apply that understanding by color coding a Sanborn Map of the immediate buildings near the school.

Grade Levels: K Time: 40 minutes
Materials:
Vocabulary –

1) A mental map - is a point of view tool that allows the students to explain their interaction with the area of interest (school) through a geological lens.

2) Sanborn map (these are normally color coded by building materials such as brick, wood, metal to assess fire risk but offer the student a larger understanding of the environmental factors used to construct buildings)

3) Topographical – to appear to be looking at the map from above (this shows a topographical view of the Portland, Oregon map population in 1894.)

4) Observe – to look with your eyes and read the space/pictures

5) Reflect – to think about

6) Question – something you want to know.

Map Analysis Tool - Teacher (see below)
Map Analysis Tool Whole Class – Blank (see below)
Crayons

Maps: (See Below)

(Sanborn Map Company 1894)

(Glover, E. S. Portland Oregon 1894)

Sanborn Map – Teacher Created (make copies for each student)

*Teacher tip: I created this form easily in Google Docs with Goggle Drawing style option using shapes and lines.
**Background:** Kindergarten students will have recently experienced an on campus a Bike-A-Thon that will have exposed them to the immediate area around the school. Plus, the daily walks around campus the students will have previously experienced. The students will be asked to take visual inventory of the places they see; buildings, trees, pathways, etc. (foreshadowing.)

**Procedures:**

1) Walk the students through a mental map of the buildings they have just experienced at the Bike-A-Thon. This will be facilitated by the teacher. We will take five minutes asking them to remember what they saw immediately upon exiting the building towards the Bike-A-Thon activity.
   a. Close your eyes:
   b. What is something you remember when you left the classroom for the Bike-A-Thon?
   c. Were there any trees?
   d. What buildings do you remember?
   e. How Many buildings?
   f. Were there any walking/riding paths.

2) Students will walk among two designated areas of the room taking note of the provided maps.
   a. Display each map will be displayed on a smart board/projector or will have a predetermined magnifying glasses for ease of viewing smaller print.
   b. Teacher will lead the Map analysis tool exercise to draw student’s attention to certain areas. (See the Teacher Map Analysis Tool for direct questions.) This can be opened on the Smartboard as well.
   c. Observing – Teacher asks questions to start interest and then transcribes student’s answers on tool. Teacher will point out a legend if students did not recognize in the observing phase. Any unfamiliar words will read upon request of student. Draw out the shapes and patterns the students see. This is a great opportunity to introduce the vocabulary component (Sanborn Map, Topical, Legend, etc.)
   d. Students will then be lead through a reflection exercise to connect observations they have previously mentioned and connect with personal understanding/experience, teacher writes reflection comments in the second column.
e. Finally, the students will be guided through the questioning sequence, of what the student may want to greater understand, to complete the last column. Teacher demonstrates a form of question a student may have about maps and encourages students to continue asking questions.

3) Students will be asked to prepare for a walking field trip. Coats and restroom break.

4) Direct instruction of the legend colors that match which building resource, example: Brick = Red, Gray for Metal, and White = Wood. They will be given the time to make a note on their Sanborn Map Legend if they are unable to read. Students will then be handed a generic teacher created Sanborn Map, crayons/colored pencils.

5) They will then be led on a quick walk around the surrounding area to note the building materials by color to create their own Sanborn Map. These maps will then be used for Assessment

Assessment:
Students will be assessed on their ability to listen and follow the instructions given throughout this lesson. Visual participation will be observed. Proof of content understanding will be identified in student independent color-coding of the buildings on their Student Sanborn Map Worksheet matching the legend to the exterior building material used. The following rubric will determine a grade of Exceeds, Meets, or Needs Improvement.
## Rubric for Grading

<table>
<thead>
<tr>
<th>Category</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing</td>
<td>Colors all buildings on Student Worksheet. Stayed in the lines.</td>
<td>Colors all buildings on Student Worksheet.</td>
<td>Colors none of the buildings on Student Worksheet. May color whole sheet one color.</td>
</tr>
<tr>
<td>Material – Crayon color matches the</td>
<td>Matches all of the colors from worksheet legend with corresponding building materials.</td>
<td>Matches most of the colors from worksheet legend with corresponding building materials.</td>
<td>Matches none/some of the colors from worksheet legend with corresponding building materials.</td>
</tr>
<tr>
<td>elements in the building make up.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Task</td>
<td>Student was engaged, worked diligently, and added extra details (trees, people, etc.)</td>
<td>Student was engaged and worked diligently on task.</td>
<td>Student followed instructions some of the time. Spent time conversing with friends.</td>
</tr>
<tr>
<td>Exceeds Expectation</td>
<td></td>
<td>Meets Expectation</td>
<td>Needs Improvement</td>
</tr>
</tbody>
</table>

**Extensions and/or Adaptations:**

1) Students who have completed this information may make visual improvements to the maps. Walkers, bikers, manhole covers, and trees. They could even draw arrows of the path we followed (stickers may be used for this.)

2) The visual and tactile experience will also help develop a stronger understanding with ELL students.

3) This lessons allows for team building and scaffolding of student’s knowledge to improve retention of subject matter. Tag students can team up with developing students.

4) This entire lesson may also be done in pairs instead of individually for a shared grade. This lesson could also be done with older students with a “buddy” system for behavioral guidance and to engage the students.
Sources:


Professor provided Map Analysis Tool – modified by teacher for lesson
Map Analysis Tool with a Geographic Lens
Teacher

Teachers should use these questions to expand the student’s knowledge and inquiry skills for geographically analyzing these maps.

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you notice on these maps?</td>
<td>Have you ever seen any maps before?</td>
<td>What would you want to know more about these maps?</td>
</tr>
<tr>
<td>Are there any similar shapes?</td>
<td>What do you think these maps mean?</td>
<td>What else did you observe about the map?</td>
</tr>
<tr>
<td>What colors are on the maps?</td>
<td>Is this a map of our school, your home, some place you are familiar with?</td>
<td>What questions do you have about this map?</td>
</tr>
<tr>
<td>Do you see a pattern developing?</td>
<td>How do you think people use these maps?</td>
<td>What other information do you need to make sense of this map?</td>
</tr>
</tbody>
</table>


Map Analysis Tool with a Geographic Lens: Whole Class

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher's Grading Guide for Student Sanborn Map Worksheet Activity

Brick=Red
Wood=White
Metal=Gray

Created 6/22/16 by Deidre Pribula
The Origin and Impact of the Berlin Wall
By Deborah Jones

Overview: This lesson is going to provide background information on the Berlin Wall to prepare students for reading A Night Divided by Jennifer Nielson.

Geographic Question: How did the force of conflict among people impact the people of East and West Germany?

National Geography Standards: Standards 2, 13, & 14
Standard 2 How to use mental maps to organize information about people, places, and environments in a spatial context
Standard 13 How the forces of cooperation and conflict among people influence the division and control of Earth’s surface
Standard 14 How human actions modify the physical environment

Oregon Geography Content Standards: Standards 5 & 8
5. Apply geographic skills, concepts, and technologies (e.g., maps, GIS, Google Earth) to gather, display, and analyze spatial information.

Connections to Common Core:
Integration of Knowledge and Ideas:
CCSS.ELA-Literacy.RH.6-8.7
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

Objectives:
In completing this activity, students should be able to:
• Identify the boundary between East Germany and West Germany by comparing two maps.
• Know what continent Germany is on.
• Record observations, reflections and questions on an analysis tool as they view a gallery of primary source photos and a political cartoon.
• Use the computer to find out what event in history we are looking at and the cause and impact of the Berlin Wall.
Grade Levels: 6-8 graders       Time: 3 days each 60 min.

Materials:

- Background Information for Teacher
  (See Appendix A)
- Maps of Germany before and after World War II
  (See Appendix B)
- Primary source photos (See Appendix C) and
  Political Cartoon (See Appendix D)
- Analysis tool for maps, photos, and cartoons
  (See Appendix E, F, G)

Procedures:

Day 1
1. Set out maps of Germany before and after World War II and
   primary source photos and political cartoon.
2. Pair students with a partner. Give each of them Analysis tools
   for maps, photos and cartoon and ask them to walk through
   the gallery of primary sources and answer the questions.
3. After 20 minutes come together as a group and ask different
   students to share their answer to a question in each row (1
   observation, 1 reflection, and 1 question).
   Tell students that all the material we have been looking at has
   something to do with an event in history. Ask for ideas of
   what our sources might be pointing to.

Possible questions you could ask:
1. The maps we examined were of what country? Where is
   that country on a world map?
2. What differences did you notice in these maps?
3. What do you think happened? Why?
4. What did you notice in the photos that might give you a
   hint of what is happening?
5. Did you understand what the political cartoon was about?

**Day 2**

4. Open with a time of review from our last lesson. Let several students share what they remember. 10 minutes
5. Give each student a blank sheet of notebook paper and have them write Germany 1946-1961 on the top line. Keeping in mind the map study, primary sources, and our discussions about Germany, the students are to use computers or any other library source to do some research. They are to find out what was going on in Germany during that particular time period. Write one paragraph about the historical event: what happened, why, how did it affect the people of the region and what was the impact on the environment. Please write the assignment description on the white board. (5 minutes)
6. Monitor students, keep them on task, and answer questions that will help them in their search and understanding. Let them work for 30 minutes. After 25 minutes tell them they have 5 minutes to finish up.
7. Have students take their research home and finish their paragraph. They need to bring their paragraph to the next class meeting.

**Day**

8. Have students pull out their paragraph from yesterday and pair and share, and then call on a few students to share their paragraph with the whole group.
9. Discuss as a whole group these questions:
   Why do you think large groups of people move from one location to another that is just nearby? Why do people build fences? Who built the barbed wire fence in this event?
What motivated the East Germans to build it? How did this human action impact the people of East Berlin and West Berlin? How do you think this might affect the physical land?

10. Introduce the students to the historical fiction novel **A Night Divided** by Jennifer Nielson. Tell them that this event in history provides the setting of the novel. Encourage them to read it to find out how the people responded.

**Assessment:**
- Analysis tools
- Paragraph on what happened that time in history in Germany
- Rubric to assess participation, critical thinking and writing assignment. (See Appendix H)

**Extensions and/or Adaptations:** Writing Assignment
Put yourself in the shoes of one of these individuals who woke up on August 13, 1961 to a fence being constructed to keep them in East Germany. Write a journal entry sharing your thoughts and feelings, and tell how this impacted you and/or your family.
Appendix A

**Background Information for Teacher**: It was post-World War II and relations between the Soviet Union and the Western Powers were deteriorating. There was a geographical problem that caused political problems so the Soviet sector of Germany became the German Democratic Republic (GDR) and the Western sector became the Federal Republic of Germany (FRG). Berlin was the capital city of both countries. Between 1946 and 1961 over two and a half million East Germans were leaving their state and crossing into West Germany in search of better jobs, more food, and material goods. East Germany tried to restrict their citizens from leaving because they were losing their work force. Since citizens continued to find ways to leave, on the night of August 12, army units and the People’s Police started to seal off East Berlin with posts and barbed wire. People woke up on August 13, 1961 to find their city was being fenced in and they were restricted from leaving. Eventually the wire would be replaced with a concrete wall named the Berlin Wall.
Appendix B

Maps of Germany
Appendix C

Primary Source Photos
Appendix D

Political Cartoon

Quite an AWOL problem

Summary
Cartoon shows a Soviet soldier standing on the Kremlin wall holding a long strip of paper labeled “Growing List of Refugees to the West.” Reflects the increasing number of persons leaving the Soviet Union and Eastern Europe for the West. In particular, may refer to the flight of East Germans to West Berlin in the spring of 1953.

Contributor Names
Bimrose, Art, 1912-, artist

Created / Published
1953 Mar. 27.

Subject Headings
- Kremlin (Moscow, Russia) — 1950-1960.
# Appendix E

## Map Analysis Tool with a Geographic Lens

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the title of this map?</td>
<td>What was the motivation of the organization or person making the map?</td>
<td>Why is the map significant or important?</td>
</tr>
<tr>
<td>What area of the world does this map represent?</td>
<td>What does the map show (physical characteristics, human patterns)?</td>
<td>How does this map illustrate human, physical, economic, societal, cultural, and political conditions for the time when the map was made?</td>
</tr>
<tr>
<td>What kinds of labels are on this map?</td>
<td>How does this map compare to current maps of this place?</td>
<td>How could you (as an individual) use this map?</td>
</tr>
<tr>
<td>What continent is this county on?</td>
<td>What other information can you infer from the map?</td>
<td>What else did you observe about the map?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What questions do you have about this map?</td>
</tr>
</tbody>
</table>
## Appendix F
### Photo Analysis Tool with a Geographical Lens

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the form of the image (painting, print, photograph, drawing)?</td>
<td></td>
</tr>
<tr>
<td>Describe who is in the image.</td>
<td></td>
</tr>
<tr>
<td>Are there objects in the image? Do you recognize them? What are they used for?</td>
<td></td>
</tr>
<tr>
<td>Describe the landscape and physical features in the image.</td>
<td></td>
</tr>
<tr>
<td>What languages do the words represent?</td>
<td></td>
</tr>
<tr>
<td>If there is no date, when do you think the image was made?</td>
<td></td>
</tr>
<tr>
<td>What place or region does this image show?</td>
<td></td>
</tr>
<tr>
<td>Can you identify a geographic theme (region, place, movement, physical system, human environment interaction, etc.) for this image?</td>
<td></td>
</tr>
<tr>
<td>Describe the spatial patterns illustrated in this image. These patterns might be in the people, transportation, buildings, or landscape</td>
<td></td>
</tr>
<tr>
<td>How do the clothing, buildings, transportation and/or landscape reflect the economic, political, or societal conditions for the time when the image was created?</td>
<td></td>
</tr>
<tr>
<td>What was the likely motivation of the creator of the image?</td>
<td></td>
</tr>
<tr>
<td>How does this image connect to other documents, maps, recordings, images, or artifacts?</td>
<td></td>
</tr>
<tr>
<td>Why is this image significant?</td>
<td></td>
</tr>
</tbody>
</table>
# Appendix G
Political Cartoon Analysis Tool with a Geographic Lens

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you see first?</td>
<td>What do the people or symbols represent?</td>
<td>What are the messages of this cartoon?</td>
</tr>
<tr>
<td>Describe the setting for the cartoon.</td>
<td>Describe what is happening in the cartoon.</td>
<td>What event(s) do you think prompted the creation of this cartoon?</td>
</tr>
<tr>
<td>List the people or objects in the cartoon.</td>
<td>Who do you think created this cartoon?</td>
<td>How do the clothing, buildings, transportation and/or landscape reflect the economic, political, or societal conditions for the time when the cartoon was made?</td>
</tr>
<tr>
<td>What words do you see? List those you think are important (title, caption, phrases).</td>
<td>Describe the spatial patterns illustrated in this cartoon. These patterns might be shown through the people, transportation, buildings, or landscape.</td>
<td>How does this cartoon connect to other documents or pictures?</td>
</tr>
</tbody>
</table>
## Appendix H

### Rubric for Grading

<table>
<thead>
<tr>
<th>Categories</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation</strong></td>
<td>Student responsibly participated in each activity of the lesson. They were engaged, followed directions and treated others with respect.</td>
<td>Student participated in each activity of the lesson. Most of the time they were engaged, followed instructions and treated others with respect.</td>
<td>Student participated in half of the activities of the lesson. They were less engaged, did not follow instructions for some of the activities, and were unsuccessful in respecting others.</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Student correctly used each of the Analysis tools provided. Recorded a thoughtful response to the questions under each column.</td>
<td>Student correctly used two of the Analysis tools provided. They recorded a thoughtful response to the 3/4 of the questions under each column.</td>
<td>Student partially used the Analysis tools. They recorded responses to less than half of the questions on each tool.</td>
</tr>
<tr>
<td><strong>Written Communication</strong></td>
<td>Student used the analysis of primary sources, researched the topic, and clearly communicated their understanding of the topic in a paragraph.</td>
<td>Student used the analysis of primary sources, did some research, and communicated some basic understanding of the topic in a paragraph.</td>
<td>Student did minimum research, and was unable to communicate an understanding of the topic in a paragraph.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exceeds</th>
<th>Meets</th>
<th>Needs Improvement</th>
</tr>
</thead>
</table>
Sources


https://commons.wikimedia.org/wiki/File:Bundesarchiv_Bild_183-88832-0001,_Berlin,_Mauerbau,_Friedrichstraße.jpg


The Physical Geographical Change of the Great Plains during the Dust Bowl (1930’s)

Overview: This lesson shows how the Dust Bowl climate changed the physical geography of the Great Plains and forced the eventual relocation of its residents.

National Geography Standards:

Human Systems 9. The characteristics, distribution, and migration of human populations on Earth's surface.

Environment and Society 15. How physical systems affect human systems.

Oregon Geography Content Standards

H.S 15 Analyze distribution and characteristics of human settlement patterns

Oregon Common Core State Standards

ELA Anchor Standard #2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.

Objectives:

• Students will analyze a map of the Great Plains region affected by the Dust Bowl using the map analysis tool.
• Students will analyze different Dust Bowl primary sources using the image analysis tool and write 3-5 bullet notes for each picture.
• Students will write a 5 paragraph essay explaining how the climate in the Great Plains changed and forced the spatial migration of families.

Grade Levels: 11th Grade    Time: 68 minutes

Materials:

• Each student will need a map and image analysis tool. (Appendix A and B)
• Full size pictures that students will analyze during gallery walk activity. (Appendix C-X)
• Students will need to use lined notebook paper for note taking.
• Pen or Pencil
Mason Mahaffie

- (Attached) Essential question 5-paragraph essay prompt. The teacher will need to print enough for all of their students or write on the whiteboard. “How did the environment in the Great Plains affect the geography and settlement patterns of settlers in the 1930’s?”

**Background**: (Student should have basic background knowledge of the Dust Bowl based on prior lessons)

The Great Plains were home to some of the most fertile soil in the world and had farmers flocking from the East coast ready to start their new life. In some places, fertile topsoil was 8 inches thick which made farming almost anything relatively easy. Over time, over farming and intense cattle grazing destroyed the vegetation and nutrients in the soil. In 1934, severe drought struck the already struggling farmers. Crop yields sharply declined in the early 1930’s until it became almost impossible to grow anything. With no vegetation to hold the soil and no mountains to block the breezy winds coming from the West, the Great Plains transformed from a farming paradise to a barren dusty uninhabitable wasteland. This inquiry-based lesson will uncover challenges that families in the Great Plains faced and will show how the Dust Bowl climate changed the physical geography of the area.

**Procedures (Lesson Plan):**

**Introduction:**

Anticipatory Set (Bell Ringer) 5 minutes:

Why was the Great Plains such an attractive geographic location for East coast settlers prior to the Dust Bowl? Students will write their bell ringer on a separate piece of paper or in their notebook.

- Extremely Fertile Soil
- Homestead Act
- Huge plots of land
- Opportunity

(The answer to the bellringer would have been discussed and built upon in previous classes.)

Discuss answers as a class and provide clarification (5 minutes):

**Body:**

**Input (Explaining activity 5 minutes):**

Students are going to be doing a gallery walk activity on the Dust Bowl. The main purpose of this lesson is for students to understand the impact that changing climate had on the geography of the Great Plains and the residents living there.

- Lay out the pictures in numerical order (attached) around the room and have students take notes in their notebooks (or lined paper) about what they observe in the pictures. Students will take 3-5 bullet notes per picture (see model below).
Mason Mahaffie

- Hand out the **Map and Image** analysis tool to each student so they can use it during the gallery walk.
- For each picture have each student title the primary source in their own words and write bullet points under the title.
- Remind students to reflect on prior knowledge of the Great Plains before the Dust Bowl climate changed the geography and the viability of the land.
- Bullet note observations will be submitted with 5 paragraph essay (formative assessment and check for understanding).

**Input (Modeling activity 5 minutes):**
Model the activity using one primary source with the class. Students should be asking themselves (Bullet point the observations in a notebook).
1. What types of buildings are in the picture?
2. Who’s in the images?
3. What type of transportation are in the images?
4. Are there recognizable objects in the image? What are they used for?
5. What does the landscape and other physical features look like during and after the Dust Bowl? Compare to prior knowledge of the Great Plains (very fertile soil).

*These and other analysis tools can be found on the Center for Geography Education in Oregon wiki page.* [https://2016orgeo.pbworks.com/w/page/107627970/Day%202](https://2016orgeo.pbworks.com/w/page/107627970/Day%202)

**Independent Practice/Gallery Walk activity:**
- Students will partner with a classmate and start at one of the primary source images. They will have two minutes per image and rotate clockwise until completed (24 images = 48 minutes). You don’t have to have 24 groups depending on the size of your class. However, there will be 24 rotations so each student can analyze all the images. Only one pair of students at each image.
- Students only rotate when the teacher tells them to (keep an eye on the clock or use a timer). Rotate clockwise. Keeps an organized activity/lesson.

**Close (check for understanding):**
- Ask the class to share thoughts, observations, and reflections of the Dust Bowl primary sources.
- After students share their thoughts as a class discuss the main geographical changes of the Great Plains during and after the Dust Bowl and the effect it had on the settlers.

**Assessment:**
Students will answer the essential question below during the next full class period. Use the attached rubric to assess each student’s learning.

**Essential Question/Five Paragraph Essay:**
How did the change in climate in the Great Plains affect the physical geography and the settlement patterns of Americans in the 1930’s?

Possible stems for struggling students
Mason Mahaffie

- Compare before and after.
- Did humans play any role in the change in geography? (over farming, no crop rotations, cattle grazing)
- How did the Dust Bowl change the physical land? (Soil, trees)

Resources: These thumbnails are the pictures used for the gallery walk and full size images are attached in the appendix (pages 11-34).

Migration routes of people during the Dust Bowl

![Migration routes of people during the Dust Bowl](https://s-media-cache-ak0.pinimg.com/564x/c6/d4/8b/c6d48b637e1b9cd06018d15a53115371.jpg)

Impact of the Dust Bowl in the Great Plains


Dust Storm Engulfs House 1934


A farm covered in dust in Cimarron County, Oklahoma.

Mason Mahaffie

Dust Bowl Mother of Seven

Black Sunday 1936

Dust Bowl Boy

Government sign promoting land terracing to prevent erosion

A farmer holds out his hand to represent how high the wheat should be in a field. Grant County, North Dakota. July 1936.

Abandoned Windmill Farm
Mason Mahaffie

Oklahoma dust bowl refugees. San Fernando, California

Son of farmer in dust bowl area. Cimarron County, Oklahoma

Abandoned farm in the dust bowl area. Oklahoma

Adobe farmhouse of rehabilitation client. Cimarron County, Oklahoma. Dust bowl

Fence Dust Bowl. Coldwater District, north of Dalhart, Texas

Liberal (vicinity), Kan. Soil blown by dust bowl winds piled up in large drifts on a farm

Dust bowl farmer raising fence to keep it from being buried under drifting sand. Cimarron County, Oklahoma
Appendix A

Image (Photo, Print, Painting, etc.) Analysis Tool with a Geographic Lens

Please use this analysis tool while you analyze the primary source images during the gallery walk.

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What types of buildings are in the image?</td>
<td>If there is no date, when do you think the image was made?</td>
<td>What is the bias or point of view of this image?</td>
</tr>
<tr>
<td>What types of transportation are in the image?</td>
<td>What place or region does this image show?</td>
<td>How does this image connect to other documents, maps, recordings, images, or artifacts?</td>
</tr>
<tr>
<td>Are there objects are in the image? Do you recognize them? What are they used for?</td>
<td>Can you identify a geographic theme (region, place, movement, physical system, human-environment interaction, etc.) for this image?</td>
<td>What geographic questions would you like to ask the creator of this image?</td>
</tr>
<tr>
<td>Describe the landscape and physical features in the image.</td>
<td>Describe the spatial patterns illustrated in this image. These patterns might be in the people, transportation, buildings, or landscape.</td>
<td></td>
</tr>
<tr>
<td>What geographic event / issue / problem does this image illustrate?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

Map Analysis Tool with a Geographic Lens

Please use this map analysis tool as you observe, reflect, and question each map.

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What area of the world does this map represent? Does this map show a</td>
<td>What was the most likely purpose for this map? How do you know?</td>
<td>Why is the map significant or important?</td>
</tr>
<tr>
<td>large area of the Earth's surface or a small area?</td>
<td>What do you know about this time period? What do any other dates on the</td>
<td>If you were the cartographer, how could you change this map? How could</td>
</tr>
<tr>
<td>What kinds of labels are on this map?</td>
<td>map represent?</td>
<td>you use this map to understand the present?</td>
</tr>
<tr>
<td>What colors are on the map?</td>
<td>Does this map illustrate or describe spatial patterns (movement,</td>
<td>How does this map illustrate human, physical, economic, societal, cultural,</td>
</tr>
<tr>
<td>Is there a legend on the map?</td>
<td>connections, etc.)?</td>
<td>and political conditions for the time when the map was made?</td>
</tr>
<tr>
<td></td>
<td>What was the motivation of the organization or person making the map?</td>
<td>What sources may have been used to make this map?</td>
</tr>
<tr>
<td></td>
<td>What features on the map represent a place, region, and/or theme?</td>
<td>How could you (as an individual) use this map?</td>
</tr>
<tr>
<td></td>
<td>How does this map represent and/or illustrate geographic themes</td>
<td>What else do you think should be included in the legend for this map?</td>
</tr>
<tr>
<td></td>
<td>(places, regions, human-environment interaction, movement, physical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>systems, etc.)?</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Write a 5 paragraph essay answering the essential question from the Dust Bowl Unit. Use the front and back of this page and attach lined notebook paper if needed. When completed please attached your bullet notes from the gallery walk to the back.

Essential Question: How did the change in climate in the Great Plains affect the physical geography and the settlement patterns of American in the 1930’s?
# 5 Paragraph Essay Scoring Rubric

<table>
<thead>
<tr>
<th>Traits</th>
<th>Human Impact on the Geography of the Great Plains</th>
<th>Dust Bowl Climate Impact on the Geography of the Great Plains</th>
<th>Dust Bowl Climate Impact on the Residents of the Great Plains States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight of Grade</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
</tr>
</tbody>
</table>
| Mastery                                     | Final product provides three or more explanations outlining how humans affected the physical geography of the Great Plains.  
   - Over farming  
   - No Crop Rotations  
   - Cattle Grazing | Final product provides three or more explanations outlining how the Dust Bowl climate affected the physical geography of the Great Plains.  
   - Severe Drought  
   - Dust Storms  
   - Destroyed Vegetation | Final product provides three or more explanations outlining how the Dust Bowl climate impacted the residents of the Great Plains.  
   - Couldn't farm = no food  
   - Breathing issues (dust)  
   - Bad weather  
   - Moved west |
| Advanced                                    | Final product provides two explanations outlining how Humans affected the physical geography of the Great Plains. | Final product provides two explanations outlining how the Dust Bowl climate affected the physical geography of the Great Plains. | Final product provides two explanations outlining how the Dust Bowl climate impacted the residents of the Great Plains. |
| Meets                                       | Final product provides one explanation of how humans affected the physical geography of the Great Plains. | Final product provides one explanation of how the Dust Bowl climate affected the physical geography of the Great Plains. | Final product provides one explanation of how the Dust Bowl impacted the residents of the Great Plains. |
| Approaching                                 | Final product does not give an explanation of how the Dust Bowl climate affected the physical geography of the Great Plains. | Final product does not provide an explanation of how the Dust Bowl climate affected the physical geography of the Great Plains. | Final product does not provide an explanation of how the Dust Bowl impacted the residents of the Great Plains. |
Appendix E
Appendix D
Appendix E
Appendix G
Appendix H
Appendix I
Appendix J
Appendix L
Appendix N
Appendix O
Appendix P
Appendix Q
Appendix R
Appendix S
Appendix T
Appendix U
Appendix V
Appendix X
Range Distribution Changes of the American Bullfrog due to Human Impacts

By: Emily Veale

Grade Levels: 5th/6th  
Time: 1 - 60 minutes session  
2 - 3 60 minute sessions with extensions

Overview: This lesson will analyze how human impact has changed the distribution of the American Bullfrog (Lithobates catesbeianus) across the United States. Students will describe the movement of Bullfrog populations while using attached primary resource U.S. Geological Survey (USGS) Bullfrog Distribution maps (or USGS interactive maps if computer labs are available).

This lesson can be used as a stand alone invasive species lesson or a mid unit lesson. The lesson and activities focus on the use of a map analysis tool with guided questions to gather information about the USGS maps and Bullfrog distribution. Supplemental activities attached include a Bullfrog “Wanted” poster, an exit ticket and an American Bullfrog Movement Predictions and Management worksheet. These activities can be completed individually or in small groups.

Geographic Question: How have humans impacted the distribution of this particular Bullfrog across the United States from its native habitat to non-native habitats?

National Geography Standards:
#14 Environment and Society – How human actions modify the physical environment.

Oregon Geography Content Standards
5.20 Gather, use and document information from multiple sources (e.g., print, electronic, human, primary, secondary) to examine an event, issue, or problem through inquiry and research.

5.22 Identify characteristics of an event, issue, or problem, suggesting possible causes and results.

Next Generation Science Standard (NGSS)
5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.

MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Connections to Common Core
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 

5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 

5.W.9 Draw evidence from literary or informational texts to support analysis, reflection and research

Objectives:
- Students will know why/how American Bullfrogs were originally introduced in non-native environments.
- Students will know the difference between indigenous (native) and non-indigenous (non-native) species.
- Students will be able to gather information from USGS maps evaluate and explain its meaning in regards to Bullfrog distribution while utilizing the Bullfrog Map Analysis Tool.
- Students will be able to accurately describe the spatial changes of American Bullfrog locations leading to its current range across the United States while using vocabulary from this lesson

Materials:
- Printed copies of both maps for each individual/group (Appendix A)
- Two sided printed copies of the Map Analysis Tool and Key Vocabulary for each individual. (Appendix A)
- Printed and cut Exit Tickets for each student (Appendix A)
- Document camera to view video/maps
- Computer lab for interactive map option.

Wanted Poster Extension:
- Printed copies of the Oregon Department of Fish and Wildlife (ODFW) American Bullfrog Fact Sheets for each individual/group (Appendix B)
- Printed copies of the U.S. Fish & Wildlife American (FWS) Bullfrog Fact Sheet for each individual/group (Appendix B)
- Printed copy(ies) of the Wanted Poster examples. (Appendix B)
- Printed copies of “Wanted” poster rubric for each student/individual (Appendix B)
- Color pencils or crayons
- 11 X 17 or legal size paper for poster

Bullfrog Movement Prediction and Management Extension:
- Printed copies of Movement Prediction and Management Worksheet (Appendix C)
- Printed copies of Movement Prediction and Management Rubric (Appendix C)
- ODFW and U.S. Fish and Wildlife Bullfrog Fact Sheets (Appendix B)

Background:
The American Bullfrog (Lithobates catesbeiana) is indigenous (native) to the central and eastern United States and parts of Canada. Although they are indigenous to these portions of North America, the current distribution has reached much farther into the Western United States. Humans have significantly impacted the environment by the introduction of these species into non-native habitats. These spatial changes across the country outside their original range has brought them to be classified as a non-indigenous “Invasive Species”. The first recorded sighting is believed to be in the early 1893. Originally introduced as a harvestable game animal (frog legs), other means of introduction include pest control, aquatic pest release, and fish stocking programs all of which are human caused distributions. Once
populations are developed further populations are due to self-movement as they can travel considerable distances through watersheds.

The introduction, and increasing populations of the Bullfrog in the Western United States creates concern due to its voracious appetite, high reproduction rate and dispersal into critical native species habitats. The increase of the bullfrog populations threatens to drive many native frog populations to extinction as well as affect biodiversity of the habitats in which it is established.

Bullfrogs are noted for their distinct round eardrum. They also have two ridges that run along the midline of the back. They have a fold of skin that runs from the back of the eye to behind the ear drum. They can be dark green, olive or brown. The hind feet are completely webbed. They have distinct low call sounding like “jug-o-rum” or “br-wum”. They can reach up to 6 inches and weigh over one pound.

Notes:

**English/Language Arts addition:** Invasive = Root word “invade” which means; to intrude, to enter like an enemy or with forceful intent)

The word indigenous means occurring naturally in a place, native. It sounds like this in-dig-in-us. Everyone, let’s say indigenous together.

- So what does indigenous mean?
- If indigenous means occurring naturally in a place what does non-indigenous mean?

**Questions during/after reading:**
- Where does the word invasive come from? What would the root word be?
- Has anyone ever caught a Bullfrog?
- Does anyone know the specific physical characteristic of a Bullfrog?
- Has anyone ever eaten a Bullfrog?
- We read that a Bullfrog call sounds like “Jug-o-rum” or “br-wum”. Who can make their best Bullfrog call? Let’s try it as a class!

**Key Vocabulary**

**Invasive:** Characterized by involving invasion, or tending to invade.

**Invasive Species:** A species that is: 1) non-native (or alien) to the ecosystem under consideration and. 2) whose introduction causes or is likely to cause economic or environmental harm or harm to human health

**Non-Indigenous:** Not indigenous or native to a place, non-native.

**Indigenous:** Originating or occurring naturally in a particular place; native.

**Range:** Distribution of a species is the geographical area within which that species can be found.

**Distribution:** How specific species are spatially arranged.

**Spatial:** Relating to space.

**Watershed:** An area or ridge of land that separates waters flowing to different rivers, basins, or seas.

**Biodiversity:** The variety of life in the world or in a particular habitat or ecosystem.
Procedures:

Day 1

If using the computer lab have students navigate to the below websites before completing the first activity. Supporting documents found in appendix A.

**USGS Bullfrog Point Map**

**Animated Map of Bullfrog Introduction**

| Hook | Choose either video National Geographic Video “Fearsome Frogs” or Statesman’s Journal “Invasive Species-Bullfrog” | National Geographic Video http://nationalgeographic.org/media/fearsome-frogs/ Statesman’s Journal Video https://www.youtube.com/watch?v=G8_AqgQllDM Read or have students read the history of the American Bullfrog. |
| Think-Pair-Share | Question: How did the Bullfrog become an invasive species? | Students will Think-Pair-Share their thoughts about what they learned from watching the video. They will be able to re-voice their partners response. |
| Key Vocabulary & Background Information read | Review/introduce key vocabulary terms. Read Background Information | Students will fill out key vocabulary terms which are printed on the back of their map analysis tool.  
• Terms can be either shown under a document camera or written on the board.  
• Read background information together or as a class. Discuss |
| Map Analysis Introduction | Introduce the Map Analysis tool and USGS Maps | Give students clear direction that they should be answering the questions to complete the the map analysis tool using the attached USGS maps. These guided questions are on the worksheet. |
| Map Analysis | Complete Map Analysis Tool | Students can complete the Bullfrog map analysis questions individually or as groups. At the end of the allotted time discuss as a class the students answers to the questions. |
| Exit Ticket | Distribute exit tickets | Students complete and turn in exit ticket at the end of the class. Review for understanding. |
### Day 2-3 (Wanted Poster Extension)
Supporting documents found in appendix B.

<table>
<thead>
<tr>
<th>Vocabulary Review</th>
<th>Check students knowledge of vocabulary terms</th>
<th>Individually or in groups have students define key vocabulary terms. (Draw sticks, competition etc..)</th>
</tr>
</thead>
</table>
| ODFW and U.S. Fish & Wildlife Fact Sheet Exploration | Review the ODFW and U.S. Fish and Wildlife Fact Sheets | Students should have copies of the ODFW Bullfrog fact sheet and the U.S. Fish and Wildlife Bullfrog fact sheet.  
  - What do these two primary resources have in common.  
  - What information do these sheets tell us?  
  - Is there anything missing?  
  - What do you still want to know? |
| “Wanted” poster introduction | Introduce the “Wanted” poster activity | Distribute to students the “Wanted” poster criteria and review requirements.  
  - Show poster examples under a document camera or tape on board for review.  
  This project can be done individually or on pairs. |
| “Wanted” Poster Work | Work on posters | Students work on wanted posters |
| Poster presentations | Completed Posters | Upon completion of their wanted posters allow students to present them the class describing their poster. |

### Day 2-3 (Management Strategy Extension)
Supports found in appendices B and C.

<table>
<thead>
<tr>
<th>Vocabulary Review</th>
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</tr>
</thead>
</table>
| ODFW and U.S. Fish & Wildlife Fact Sheet Exploration Appendix B | Review the ODFW and U.S. Fish and Wildlife Fact Sheets | Students should have copies of the ODFW Bullfrog fact sheet and the U.S. Fish and Wildlife Bullfrog fact sheet.  
  - What do these two primary resources have in common.  
  - What information do these sheets tell us?  
  - Is there anything missing?  
  What do you still want to know? |
| Management Strategy Exercise and Rubric Appendix C | Introduce the Management Strategy Exercise | This activity can be completed individually or in groups. |
Assessment:

- Students will use the Map Analysis tool to accurately describe the USGS – NAS Map using the Map Analysis Tool.
- Students will be able to describe the movement of the Bullfrog into non-native environments using maps of native habitats and current sightings in the United States.
- Students will use information to brainstorm/develop a unique strategy to combat increasing Bullfrog populations in the United States.
- Students will be able to integrate the use of key vocabulary terms while discussing the American Bullfrog as an invasive species.

Extensions and/or Adaptations:

Activity 2: Invasive Species Wanted Poster

For any age:
In pairs or individually create a “wanted” poster for the Bullfrog. Students will create a wanted poster likening the Bullfrog to a criminal in the state of Oregon. (Appendix B)

Print a set of the following for each student or student groups. They should already have the maps.

Oregon Department of Fish and Wildlife Bullfrog Fact Sheet (attached)
http://www.dfw.state.or.us/conservationstrategy/invasive_species/docs/bullfrog_fact_sheet.pdf

Fish and Wildlife Service Bullfrog Sheet (attached)

Activity 3: Management Strategies

Individually or small groups have students develop strategies on how to combat Bullfrog population increases in the United States. Appendices B and C
Sources

Columbia University; Introduced Species Summary Project; North American Bullfrog (Rana catesbeiana); Retrieved from: http://www.columbia.edu/itc/cerc/danoff-burg/invasion_bio/inv_spp_summ/Rana_catesbeiana.htm#Introduction%20Facts

Oregon Department of Fish and Wildlife, Invasive Species Fact Sheet, Bullfrog; Retrieved from: file:///E:/bullfrog_fact_sheet.pdf

USGS NAS- Nonindigenous Aquatic Species Map, Recorded points; Retrieved from: http://nas.er.usgs.gov/viewer/omap.aspx?SpeciesID=71


Appendix A

Key Vocabulary and Background Information Worksheet

Student Map Analysis Tool

Map 1 USGS Hydrologic Unit Bullfrog Range Map

Map 2 USGS Historic Point Range Map

Exit Tickets
American Bullfrog Background and Vocabulary Fill-in

Background:

The American Bullfrog (Lithobates catesbeiana) is indigenous (in-dig-in-us) (native) to the central and eastern United States and parts of Canada. Although they are indigenous to these portions of North America, the current distribution has reached much farther into the Western United States. Humans have significantly impacted the environment by the introduction of these species into non-native habitats. These spatial changes across the country outside their original range has brought them to be classified as a non-indigenous “Invasive Species”. The first recorded sighting is believed to be in the early 1893. Originally introduced as a harvestable game animal (frog legs), other means of introduction include pest control, aquatic pest release and fish stocking programs all of which are human caused distributions. Once populations are developed further populations are due to self-movement as they can travel considerable distances through watersheds.

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Key Vocabulary

Invasive:

Invasive Species:

Non-Indigenous:

Indigenous:

Range:

Distribution:

Spatial:

Watershed:

Biodiversity:
# Map Analysis Tool with a Geographic Lens of the Distribution Changes of the American Bullfrog

To begin: Have the three Usgs Mapps of the American Bullfrog

Answer the following questions using the map and information available through species, species observations, reference layers and background.

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the date of map 1 and 2? When were these maps published?</td>
<td>Describe the human impact changed where the Bullfrog is currently located?</td>
<td>Why are these maps significant or important?</td>
</tr>
<tr>
<td>Who produced these maps?</td>
<td>Do these maps illustrate or describe spatial patterns (movement, connections, etc.)? What are they?</td>
<td>How do these maps illustrate the movement of the American Bullfrog across the United States?</td>
</tr>
<tr>
<td>Do these maps show a large area of the Earth's surface or a small area?</td>
<td>Describe the spatial patterns illustrated on these maps (movement, connections, ecosystems, etc.).</td>
<td>How could you (as an individual) use this map?</td>
</tr>
<tr>
<td>What do the red dots on Map 2 represent?</td>
<td>What was the motivation of the organization or person making these maps?</td>
<td>How can you use these maps to connect with situations today and predict what might happen in the future?</td>
</tr>
<tr>
<td>On the maps what does the different shaded areas on Map 1 represent?</td>
<td>What other information can you infer from these maps?</td>
<td>Which of these maps makes the most sense to you? Why?</td>
</tr>
</tbody>
</table>
Map 1
Hydrolog Unit
Bullfrog Range M:

HUC - Hydrologic Unit Code. They identify watershed basins.
<table>
<thead>
<tr>
<th>Name:</th>
<th>How did humans change the range of the American Bullfrog?</th>
<th>Name:</th>
<th>How did humans change the range of the American Bullfrog?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I’m still curious/confused about:</td>
<td></td>
<td>I’m still curious/confused about:</td>
</tr>
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<td></td>
<td>I’m still curious/confused about:</td>
<td></td>
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</tr>
</tbody>
</table>
Appendix B

Oregon Department of Fish and Wildlife (ODFW) Bullfrog Fact Sheet

U.S. Fish & Wildlife Fact Sheet

“Wanted” poster instructions

“Wanted” poster rubric
Bullfrog Invasive Species “Wanted Poster”

You are a natural resource manager in charge of managing your state’s lands for native frog species. Over the years your research has shown that the native frog populations have started to decrease due to impacts caused by increases in the invasive American Bullfrog’s populations. It’s time to get the word out to the public to get their help in saving native frogs.

Create a “Wanted” poster for the Bullfrog. Refer to the attached information fact sheet from the Oregon Department of Fish and Wildlife (ODFW) U.S. Fish & Wildlife Poster and USGS Maps.

Remember, this is an invasive species which is taking over native species habitats and is not indigenous to your area. Your poster must be legible and easy the information must be labeled.

You may use web searches if computers are available. Cite your sources!

Your poster must include:

☐ Common and species name of the Bullfrog

☐ Native location

☐ Origin

☐ Description of key characteristics

☐ Drawing of the Bullfrog
  o Draw it on your own and make it colorful.

☐ Map of Bullfrog sightings in your state or the United States as a whole

☐ Ecology (Where does it live? What does it eat?)

☐ Status

☐ Interesting Facts

☐ Impact

☐ What should you do if you see one?

☐ Who to call (Can be made up)

☐ Reward (Be creative)
Layout Examples of Invasive Species Wanted Posters

NOT WANTED

Zebra Mussel Outlaws
Threats to the West — Why Be Concerned?

Zebra mussels cause devastating impacts on municipal water systems, recreation and fisheries. Currently, they are widespread in Eastern USA and as far west as Oklahoma. We don’t want these mussels in California where they would rapidly reproduce and cause millions of dollars in damage to our water resources and recreation. We need your help to stop these mussels from entering our lakes, rivers and streams.

HOW COULD THESE OUTLAWS "FIND" HERE?

- On dirt roads or waterways, look for clumps of mud along roadsides, or mark from run-off and streams.

HOW CAN WE ARREST THE SPREAD?

- Learn how to identify zebra mussels (see checklist).
- Remove all aquatic plants and animals from boat, motor, trailer and equipment.
- Drain water from boat, trailer and equipment.
- Inspect boat hulls and motors.
- Keep engine out of water.

VOLUNTEER FOR A POSSE

Call volunteer for a position in your local waterways and marine systems.

- Drain water from boat, trailer and equipment.
- Inspect boat hulls and motors.
- Keep engine out of water.

- Not at home from watercraft — a suspected introduction.
- Report sightings on watercraft or in a lake or river — mild location.
- Tangle mussel in a current container with tubing (longer tubing) and call the Zebra Mussel Watch hotline (1-800-925-4382).
## Wanted Poster Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Title can be read from 6 ft. away and is quite creative.</td>
<td>Title can be read from 6 ft. away and describes content well.</td>
<td>Title can be read from 4 ft. away and describes the content well.</td>
<td>The title is too small and/or does not describe the content of the poster well.</td>
</tr>
<tr>
<td>Required Elements</td>
<td>The poster includes all required elements as well as additional information.</td>
<td>All required elements are included on the poster.</td>
<td>All but 1 of the required elements are included on the poster.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td>Grammar</td>
<td>There are no grammatical mistakes on the poster.</td>
<td>There is 1 grammatical mistake on the poster.</td>
<td>There are 2 grammatical mistakes on the poster.</td>
<td>There are more than 2 grammatical mistakes on the poster.</td>
</tr>
<tr>
<td>Attractiveness</td>
<td>The poster is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The poster is attractive in terms of design, layout and neatness.</td>
<td>The poster is acceptably attractive though it may be a bit messy.</td>
<td>The poster is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
</tbody>
</table>
American Bullfrog \textit{(Lithobates catesbeianus)}

**What is it?**

The bullfrog is the largest species of frog in the United States with males reaching 8 inches in length and weighing up to one pound. They inhabit a variety of freshwater habitats including ponds, marshes, streams, and rivers; as well as man-made habitats such as canals and storm water ponds.

**FACT:** Unlike other frogs, bullfrogs spend most of their time in the water where they feed.

**What does it look like?**

Tadpoles are dark green with black dots and yellow bellies and are up to 6 inches long. Adults are greenish to dark brown with dark spots and gold eyes. They have an exposed eardrum (tympanum) which can be twice the size of their eye in males. The bullfrog lacks the two parallel lines of raised glandular skin between the back and side found on native frogs. Instead a fold of skin begins just behind the eye and extends to its ear.

**FACT:** The BULLfrog is named after its distinct call which sounds like a cow mooing.

**Where is it from & where it is now?**

The bullfrog is native to the eastern United States and southern Quebec and Ontario. It has been introduced to many areas of the western United States, Europe, South America, and Asia.

**FACT:** The bullfrog can now be found in all of the lower 48 states.

**How did it get here?**

Bullfrogs were probably originally introduced accidentally during fish stocking into many lakes in western states. They were intentionally introduced as a food item (frog legs) during the early 1900’s and have been widely distributed through the aquarium trade.
**Common Name:** Bullfrog

**Family:** Ranidae

**Order:** Anura

**Class:** Amphibia

**Species:** *Lithobates catesbeianus*  
(formerly *Rana catesbeiana*)

**Origin:** Eastern United States

**Size:** Adults: 3.5 – 8 inches (9cm -20.3 cm)  
Tadpoles: 4 - 6 inches (10.2cm -15.3 cm)

**Description:**
- Tadpoles are dark green with black spots, orange or bronze eyes and yellowish underbellies.
- Metamorphosis of tadpoles can take up to two years. (The process of change from tadpole to frog).
- Juveniles are green to brown with tiny black spots, and orange- or bronze-colored eyes.
- Adult females are larger than the males, ranging in color from green to dark brown with dark spots on top and a cream or white colored throat. Both sexes have a large tympanum (eardrum) located just behind the eye.
- The females’ tympanum is about the same size as its eye.
- Adult males range in color from green to dark brown with dark spots on top and a yellow throat. The males’ tympanum is about the twice the size as its eye.
- Adults have golden colored eyes.
- The male emits a loud mating call.

**Ecology:**
- Thrives in the warm water of ponds, lakes, marshes, sloughs, irrigation ditches and streams.
- Diet of adult consists of about anything it can fit down its throat including fish, reptiles, small mammals, birds, amphibians and insects.
- Tolerates a wide range of water temperatures.

**Status:** Controlled species in Oregon. Can be legally harvested year-round; no angling license required.
Interesting facts: Introduced into Oregon as a food item (frog legs) in the early 1900s. Bullfrogs lay up to 20,000 eggs each season while native species such as red-legged frogs lay up to 5,000 eggs.

Impact: Devour native turtles and frogs, adversely affecting native populations; transmit disease to native species; aggressively compete for food and habitat; out produce reproductively, overwhelming native populations.

Action: Don’t release bullfrogs—pets or science projects—into the wild. If you see adults or tadpoles for sale in stores or online in Oregon, please report them to ODFW.

If you see bullfrogs in the wild, remove them to eat or kill them. One accepted method is stunning the frog with a sharp blow to the head, followed by decapitation. Make sure you have first identified the frog as a bullfrog; most native frogs are protected and cannot be removed from the wild or killed.

Bullfrogs are most accurately identified by: golden eyes and a large tympanum (eardrum) located just behind the eye. Bullfrogs often have black polka dots on the top of the head and body, blotchy striping on the legs, and a whitish underside with gray mottling. The upper lip is bright green; on males the lower lip is yellowish in color.
Appendix C

American Bullfrog Movement Predictions and Management Exercise

American Bullfrog Movement Predictions and Management Rubric
American Bullfrog Movement Predictions and Management

Please answer the following questions. Your answers must be well thought out and refer to the maps used in the previous exercise. Answers should include vocabulary words reviewed in this lesson and be complete sentences.

After examining the USGS maps (or working with the USGS interactive maps) what predictions can you make about the future populations and movement of the American Bullfrog across the United States?

Sketch a map of the United States with your predictions of future Bullfrog Populations. Don’t forget T.O.A.D.S Title, Orientation, Author, Date, Symbols (key)
American Bullfrog Movement Predictions and Management

As a natural resource manager there have been reported sightings of the American Bullfrog where no previous populations. What steps will you take to inform the public about the significance of these populations?

Design and describe a plan to try and keep the American Bullfrog out of your state. Be creative!
# American Bullfrog Movement Predictions and Management Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
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<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Quality of Information</strong></td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>Information has little or nothing to do with the main topic.</td>
</tr>
<tr>
<td><strong>Amount of Information</strong></td>
<td>All topics are addressed and all questions answered with at least 2 sentences about each.</td>
<td>All topics are addressed and most questions answered with at least 2 sentences about each.</td>
<td>All topics are addressed, and most questions answered with 1 sentence about each.</td>
<td>One or more topics were not addressed.</td>
</tr>
<tr>
<td><strong>Map/Illustrations</strong></td>
<td>Maps and illustrations are neat, accurate and add to the reader's understanding of the topic.</td>
<td>Maps and illustrations are accurate and add to the reader's understanding of the topic.</td>
<td>Maps and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.</td>
<td>Maps and illustrations are not accurate OR do not add to the reader's understanding of the topic.</td>
</tr>
</tbody>
</table>
Other Helpful and Interesting Resources

**Bullfrog Calling- YouTube**
Video of Bullfrog call sounds
https://www.youtube.com/watch?v=mtAdhpTKmgg

**CABI – Center for Agriculture and Biosciences International**
International not-for-profit organization that improves people’s lives worldwide by providing information and applying scientific expertise to solve problems in agriculture and the environment
www.cabi.org

**Center for Invasive Species and Ecosystem Health**
Information, some maps and images
http://www.invasive.org/browse/subthumb.cfm?sub=12246&start=1

**Eat the Invaders**
Fighting Invasive Species One Bite at a Time - recipes
www.eattheinvaders.com

**Global Invasive Species Database**
Search global information database, comprehensive species information

**Next Generation Science Standards**
http://www.nextgenscience.org/

**USDA National Agriculture Library; National Invasive Species Information Center**
Species profiles, links and research
https://www.invasivespeciesinfo.gov/aquatics/bullfrog.shtml#cit

**University of Michigan Museum of Zoology Animal Diversity Web**
Extremely Comprehensive Species Information
http://animaldiversity.org/accounts/Lithobates_catesbeianus/

**Oregon Public Broadcasting Video: Amphibian Declines Driven by Complex Causes**

**Oregon Public Broadcasting Video: Oregon Field Guide: Invasive Species BBQ**
http://watch.opb.org/video/2365665461/
American Bullfrog
Rana catesbeiana

large eardrums (tympanic membranes) behind their eyes

large eyes

olive-green to brown in color with darker spots on their backs and legs

large mouth

big back legs for jumping

largest frogs in the U.S. reaching up to 8" long

www.exploringnature.org

©Sheri Amsel
Kerry Zambrano  
Benson Tech  
Portland, Oregon

Resource Mining in SW Colorado and its Effect on Human Activity and the Landscape

Overview: In this lesson, students will analyze primary source maps (geologic- 1877 and current-historical-1893 and event-based-2015) to see how mineral availability and extraction altered the human and physical landscape.

Essential Geographic Question: How and why do the natural resources influence human activity? How and why do humans alter the natural landscape?

Prior knowledge and understanding (from classwork): watersheds, water cycle, latitude and longitude, map reading, mineral bearing rock and experience with at least one geologic map.

National Geography Standards:
STANDARD 14: How human actions modify the physical environment.
STANDARD 15: How physical systems affect human systems.
STANDARD 16: The changes that occur in the meaning, use, distribution, and importance of resources

Oregon Geography Content Standards:
HS.16. Analyze the interconnectedness of physical and human regional systems (e.g., a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities.

Next Generation Science Standards: ESS-3-1 Construct an explanation based on evidence for how the availability of natural resources........ has influenced human activity.

Common Core State Standards
ELA/Literacy: RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem. (?)

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Objectives: In completing this activity
1) students should be able to identify and describe the distribution of mineral rich areas using a geologic map
2) identify place names that reflect the human interest/interaction in this area from historical maps
3) extract key events in this area from text and other media
and 4) summarize human and landscape interaction in the context of mining in SW Colorado
Grade Levels: 11-12

Time: 4 x 90 minute periods

Possible Extensions:

10th grade US history, use Map Analysis tool for Fischer and Hayden maps.

TAG students, offer the opportunity to expand the final project to a map and timeline, or map and written summary answering the Geographic Question.

Materials:

Poster paper or large whiteboard (Days 1 & 2)
Tape or magnets (Day 3)
Markers (All Days)
Sticky Note, variety of colors (Day 3)
Laptops, chromebooks or computer availability for Day 3
Copies of Student Answer Sheets (SAS) 1, 2, 3, and 4
Copies of Map Analysis Tool (MAT) for Days 1-2
Variety of materials available for Day 4
Large Venn Diagrams
Poster paper
Printer paper
Pens
Colored pencils
A few laptops/Chromebooks
Rulers
Blackline master of SW Colorado

Primary Sources:

Title: Geological and geographical atlas of Colorado and portions of adjacent territory, Sheets XV and XVII
Hayden, F. V. (Ferdinand Vandevere), 1829-1887.

Created / Published: [New York] J. Bien, lith., 1877.

Complete Map (Sheet XV)
Fischer 1893 Map of SW Colorado, printed in sections to allow legibility
Title       Map of Southwestern Colorado
            Fischer, Emil B.

Created / Published [S.l. : s.n.], 1893.

Complete Map

Geologic Map of Colorado, USGS, downloaded and printed (optional)

http://ngmdb.usgs.gov/Prodesc/proddesc_9518.htm

Materials:
Class Set of Photos and Articles: (Day 3)
Durango Water and Summer Activities

(http://www.durango.org/discover-durango/outdoor-recreation/)

Silverton Quadrangle Map

http://www.mininghistoryassociation.org/Meetings/Ouray/USGS%20B%20182%20Map%201901.jpg

Article: Animas River Closing Following Contaminated Water Spill from Gold King Mine


Congressional Document: 1879, Establishment of Postal Routes, pages 1, 4-5 to include introduction and Colorado


Picture: San Juan Historical Marker Sign: Graysill Mines
http://www.traveljournals.net/pictures/179299.html

Description and Map: Durango Uranium Mill Site

http://clui.org/ludb/site/durango-uranium-mill-site

Article: Gold King (this


Colorado Map, 1885

http://www.usgwarchives.net/maps/colorado/statemap/cow1885.jpg
Procedure:

Note: Student Answer Sheets 1-4 (formative assessment) should be collected and held by the teacher, or if returned to give feedback for discussion, should be REcollected to be held for the Day 4, when the student can use them for the Summative Assessment.

Day 1: Students should be able to identify and describe the distribution of mineral rich areas using a geologic map

Day 1 Materials:

One MAT per student

Hayden’s XV Map, printed in sections or as a large map: one section or one complete map per group

Poster paper or whiteboard per group

Markers

Student Answer Sheet #1: One Exit Ticket per student

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
</table>
| 1. Anticipatory Set: Project a picture of jewelry that relates to your specific class. Ideas are below.  
◊ What is the price of this jewelry? Other metals?  
◊ Prompt for more in depth answers if no student includes an environmental cost:  
◊ How much was the miner/jeweler/salesperson, etc. paid?  
◊ Who made the jewelry?  
◊ In which country did the gold originate?  
◊ Was it obtained legally? Etc. | Brainstorm the “cost,” as individuals, pairs then share with the class. |
### Teacher

1. Explain that students will be using maps and articles to look at a metal rich area of SW Colorado to see how and why humans and natural resources interact.

2. Divide students into groups of 3

3. Pass out blown up sections of Hayden's geologic map of SW Colorado so that each part of the entire map is covered. See Appendix E for full size images or Primary Source URLs at end of Material’s List. (Better quality images are attained with URLs)

4. Project the Map Analysis Tool (MAT- See Appendix C), review what an observation is. Pass out MATs for each student and give students time to make and record observations.

### Students

Form groups

Contribute to answering question: “What is an observation?”

As a group, make observations using the Map Analysis Tool. Record observations as group on poster sized paper or group whiteboard.
5. Circulate and answer questions. Distinguish observation vs reflection if needed.

6. Bring class back together as group.

7. Now it’s time to “Reflect” using your Map Analysis Tool:

8. Circulate in class to answer questions and keep kids on track, focused on patterns, purpose and motivation.

9. Bring students back together to share their reflections.

10. Prompt class to identify any common reflections of pattern, purpose and motivation.
    ***See Possible Answer Sheet, Appendix F

11. Return to the MAT, the Questions column. Review the questions with the class.

12. Teacher circulates, keeps students focused on answering the questions, as well as forming their

Share observations.
Answer questions with class.

Use map section to answer reflection questions. Record answers on group paper.

Each group shares their reflections.

Identify anything they notice groups have in common, or any insightful reflection.

Students answer the questions from the MAT as a group on their whiteboard/poster.
own questions.

13. Bring students back together, discuss answers and student questions.

14. If using map sections (as opposed to class set of large maps of Hayden’s XV sheet), direct students to assemble pieces into whole map.

15. Pass out individual answer sheets: Student Answer Sheet (SAS) for “Exit Ticket.”
   See below or Appendix A

<table>
<thead>
<tr>
<th>Share information and questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work together to assemble map.</td>
</tr>
<tr>
<td>Students examine entire map and identify: Which minerals are included, why? Where minerals are located, why? The purpose of the map.</td>
</tr>
<tr>
<td>Individually, students answer questions before they leave.</td>
</tr>
</tbody>
</table>

---

Student Answer Sheet#1: Exit Ticket

<table>
<thead>
<tr>
<th>Name: ____________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which minerals are included on the map? Why?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Where are the minerals located? Why?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>What is the purpose of this map?</td>
</tr>
</tbody>
</table>
Day 2: Students will identify place names that reflect the human interest/interaction in this area from historical maps

Day 2 Materials:

One MAT per student

Fischer 1893 Map of SW Colorado, printed in sections or as a large map: one section or one complete map per group

Poster paper or whiteboard per group

Markers

Student Answer Sheet #2: One Exit Ticket per student

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce Fischer 1893 Map of SW Colorado on screen (See link (better quality) on Materials List or Appendix E)</td>
<td>Look at map on screen.</td>
</tr>
<tr>
<td>2. Review observations by asking students to make a brief observation and tell their neighbor</td>
<td>Make a quick observation. Some students share their answers.</td>
</tr>
<tr>
<td>3. Acknowledge all answers, distinguish observation from reflection.</td>
<td>Consider how places get their names..tell their neighbor and then share with class.</td>
</tr>
<tr>
<td>4. Pose question for “Think, Pair, Share” activity: How do places get their names?</td>
<td></td>
</tr>
<tr>
<td>5. Choose student/volunteer to record answers on board.</td>
<td>Student-volunteer writes answers on board.</td>
</tr>
<tr>
<td>6. Acknowledge all answers.</td>
<td></td>
</tr>
<tr>
<td>Prompt when necessary to emphasize that what humans value will often determine a place name.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>7. Divide students into groups of 3</td>
<td></td>
</tr>
<tr>
<td>8. Pass out blown up sections of Fischer’s 1893 Map of SW Colorado so that each part of the entire map is covered. (if you have entire maps printed and they’re legible, give each group one complete map)</td>
<td></td>
</tr>
<tr>
<td>9. Pass out to each student a MAT</td>
<td></td>
</tr>
<tr>
<td>10. Circulate and answer questions. Distinguish observation vs reflection if needed.</td>
<td></td>
</tr>
<tr>
<td>11. Bring class back together as group.</td>
<td></td>
</tr>
<tr>
<td>12. Distinguish observation from reflection</td>
<td></td>
</tr>
<tr>
<td>13. Now it’s time to “Reflect” using your Map Analysis tool:</td>
<td></td>
</tr>
<tr>
<td>“Focus on why an area might have a particular name. Why were some things singled out to label.”</td>
<td></td>
</tr>
<tr>
<td>14. Circulate in class to answer</td>
<td></td>
</tr>
<tr>
<td>Form groups</td>
<td></td>
</tr>
<tr>
<td>As a group, make observations using the Map Analysis Tool. Record observations as group on poster sized paper or group whiteboard.</td>
<td></td>
</tr>
<tr>
<td>Share observations.</td>
<td></td>
</tr>
<tr>
<td>Answer questions with class.</td>
<td></td>
</tr>
<tr>
<td>Using section of map, answer reflection questions from MAT. Record answers on group paper.</td>
<td></td>
</tr>
</tbody>
</table>
questions and keep kids on track, focused on themes, human-environment interaction and physical environment

15. Bring students back together to share their reflections.

16. Prompt class to identify any common reflections on
   ◦ themes,
   ◦ human-environment interaction,
   ◦ the physical environment.

17. Return to the MAT, the Questions column. Review the questions with the class.

18. Teacher circulates, keeps students focused on answering the questions, as well as forming their own questions.

19. Bring students back together, discuss answers and student questions.

20. If using map sections (as opposed to class set of large maps of Fischer’s 1893 Map), direct students to assemble pieces into whole map.

21. Pass out individual answer sheets: Student Answer Sheet#2 (SAS) for “Exit Ticket.” (See below or

| Each group shares their reflections. |
| Identify anything they notice groups have in common, or any insightful reflection. |
| Students answer the Questions from the MAT as a group on their whiteboard/poster. |
| Share information and questions. |
| Work together to assemble map. |
| Students examine entire map and identify: place names and how they reflect human interest and experience |
Appendix A)

Student Answer Sheet #2: Exit Ticket

Name: ____________________________________  Period: ___________  Date: ________

What are some types of place names you found on the map? Give examples.

What other items were labeled on the map? Why?

What items might have been left off? Why?

What do you think is the purpose of this map? How do you know that?

How do humans create the landscape?
**Day 3:** Students will extract key events in this area from text and other media; and student will summarize human and landscape interaction in the context of mining in SW Colorado

Materials:

- Sticky notes, in a variety of colors
- Class Set of Photos and Articles arranged around the classroom at different stations - in plastic sleeves if possible
- Tape or magnets
- Class set of laptops, ChromeBooks, or reserve the computer lab for the second half of the class.
- Student Answer Sheet #3, one per student

**Thumbnails and Links for Gallery Walk Class Set:**

**Durango Water and Summer Activities** (See below or Appendix D)

(http://www.durango.org/discover-durango/outdoor-recreation/)

**Silverton Quadrangle Map**

http://www.mininghistoryassociation.org/Meetings/Ouray/USGS%20B%20182%20Map%201901.jpg

**Article:** Animas River Closing Following Contaminated Water Spill from Gold King Mine

Congressional Document: 1879, Establishment of Postal Routes, pages 1, 4-5 to include introduction and Colorado


Picture: San Juan Historical Marker Sign: Graysill Mines

http://www.traveljournals.net/pictures/179299.html

Description and Map: Durango Uranium Mill Site

http://clui.org/ludb/site/durango-uranium-mill-site

Article: Gold King

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Project an interesting photo to introduce “Gallery Walk,” as an activity that allows students to make observations about a variety of media: photos, articles, maps, etc.</td>
<td>Participate in introduction to “Gallery Walk,” and get directions.</td>
</tr>
<tr>
<td>2. Directions:</td>
<td></td>
</tr>
<tr>
<td>As students make observations, they write them on a “sticky note,” and then leave it at that station.</td>
<td></td>
</tr>
<tr>
<td>3. Write at least one observation for each station.</td>
<td>Students rotate from one station to the next, making observations.</td>
</tr>
<tr>
<td>Example: (GoldKing Mine Spill) The spill was caused by a governmental agency trying to clean up the mine waste.</td>
<td></td>
</tr>
<tr>
<td>Example: (Silverton Quadrangle) Map includes the following: gulches, mines, tunnels</td>
<td></td>
</tr>
<tr>
<td>4. Pass out sticky notes, instruct students to start.</td>
<td></td>
</tr>
<tr>
<td>5. Call out switch, every 3-4 minutes to allow students to visit each station.</td>
<td>Individuals read comments/observations.</td>
</tr>
<tr>
<td>6. While students are making observations, draw a timeline across the board. Have tape or magnets available to secure the gallery item to the whiteboard.</td>
<td>Student(s) decide where that item falls on the timeline.</td>
</tr>
<tr>
<td>7. Call for student attention, and have a student read many of the observations at one station.</td>
<td></td>
</tr>
<tr>
<td>8. As each gallery item is described, ask when did that occur? Have student bring item to board to add to timeline.</td>
<td>Students decide how items should be ordered and give reasons.</td>
</tr>
<tr>
<td>9. Items can be moved or rearranged as necessary.</td>
<td></td>
</tr>
<tr>
<td>Students discuss and discover information- this should be student led, as much as possible.</td>
<td>Students draw and copy final timeline onto SAS #3</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>10. Provide Students with SAS #3, see below or Appendix A</strong></td>
<td><strong>11. Have students get out laptops/Chromebooks or organize and go to lab.</strong></td>
</tr>
<tr>
<td><strong>12. Provide them with Student Answer Sheet #4 See below or Appendix A</strong></td>
<td><strong>13. All students open up internet and go to Google Maps.</strong></td>
</tr>
<tr>
<td><strong>14. If possible, teacher demonstrates this on screen as students do this on their own computers.</strong></td>
<td><strong>15. Zoom into Animas River and Durango.</strong></td>
</tr>
<tr>
<td><strong>16. Directions: Follow the Animas River upstream and look for signs of old mining activity.</strong></td>
<td><strong>17. While you are looking, make notes to answer these questions on SAS#4:</strong></td>
</tr>
<tr>
<td>How did the humans influence the landscape? How did the landscape influence humans?</td>
<td>How did the humans influence the landscape? How did the landscape influence humans?</td>
</tr>
<tr>
<td><strong>18. Collect SAS#4</strong></td>
<td><strong>Turn in SAS#4</strong></td>
</tr>
</tbody>
</table>
Timeline of Events

What do you see that could be signs of old mining activity? Describe it—why do you think it's related to mining? (Or sketch and label on the back of this paper).

How did the humans influence the landscape?

How did the landscape influence humans?
Day 4: Students will summarize human and landscape interaction in the context of mining in SW Colorado

Students choose the format they wish to communicate their answers to the following questions:

- Using SW Colorado as an example, please answer the following:


- How and why do humans alter the natural landscape? Give examples, reasons and evidence.

Materials:

Copies of the Summative Assessment Sheet
Copies of the scoring rubric for students
Poster Paper
Printer paper
Markers
Colored Pencils
Rulers
Laptops

Formats can include:

- Venn Diagram
- Annotated timeline
- Map
- Poster
- Short essay
- Comic
- Song-rap (must be performed that day)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand back student work, SAS 1-4.</td>
<td>Receive formative assessments and</td>
</tr>
<tr>
<td>Using projector and printed assignment sheets,</td>
<td></td>
</tr>
</tbody>
</table>
review the assignment with students.

Emphasize ANY format listed is fine, as long as the questions are thoroughly answered.

Have maps out and available.
Appendix A: Student Answer Sheets 1-4

Student Answer Sheet#1: Exit Ticket

Name: ____________________________________________

Which minerals are included on the map? Why?

Where are the minerals located? Why?

What is the purpose of this map?
Student Answer Sheet #2: Exit Ticket

Name: ___________________________ Period: _____________ Date: ________

What are some types of place names you found on the map? Give examples.

What other items were labeled on the map? Why?

What items might have been left off? Why?

What do you think is the purpose of this map? How do you know that?

How do humans create the landscape?
Timeline of Events

What do you see that could be signs of old mining activity? Describe it—why do you think it’s related to mining? (Or sketch and label on the back of this paper).

How did the humans influence the landscape?

How did the landscape influence humans?
Choose the format you wish to communicate their answers to the following questions:

- Using SW Colorado as an example, please answer the following:
  
  
  - **How and why** do humans alter the natural landscape? Give examples, reasons and evidence.

Formats can include:

- Venn Diagram
- Annotated timeline
- Map
- Poster
- Short essay
- Comic
- Song-rap (must be performed that day)
## Appendix B: Scoring Rubric for Summative Assessment

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify natural resources in SW Colorado</td>
<td>Student clearly communicates types of natural resources, why they’re located in SW Colorado and how they’re useful to people.</td>
<td>Student clearly communicates types of natural resources and how they’re useful to people.</td>
<td>Student clearly communicates types of natural resources</td>
<td>Student incorrectly identifies natural resources</td>
</tr>
<tr>
<td>Identify how and why humans have altered the landscape in SW Colorado</td>
<td>Student gives examples and clearly communicates how humans have altered the landscape of SW Colorado, gives clear and detailed reasons why it was altered in that way</td>
<td>Student gives examples and clearly communicates how humans have altered the landscape of SW Colorado and give some reasons why it was altered</td>
<td>Student gives examples of how humans have altered the landscape of SW Colorado</td>
<td>Student does not identify how or why humans have altered the landscape</td>
</tr>
<tr>
<td>How and why do natural resources influence human activity?</td>
<td>Student identifies examples of and explains how natural resources influence human activity. Student identifies and gives examples of why natural resources influence human activity.</td>
<td>Student identifies examples of and explains how natural resources influence human activity. <strong>OR</strong> Student identifies and gives examples of why natural resources influence human activity.</td>
<td>Student identifies examples of natural resources <strong>OR</strong> explains how natural resources influence human activity.</td>
<td>Student does not correctly identify how natural resources influence human activity.</td>
</tr>
<tr>
<td>Summarize human and landscape interaction in the context of mining in SW Colorado</td>
<td>Student clearly expresses the reciprocal influences of human and landscape in SW Colorado.</td>
<td>Student begins to explore the reciprocal influences of human and landscape in SW Colorado.</td>
<td>Student has some misconceptions, but identifies some feature of reciprocal influence in SW Colorado.</td>
<td>Student does not attempt or incorrectly describes the human-landscape interaction in SW Colorado.</td>
</tr>
<tr>
<td>Quality of presentation or communication</td>
<td>The presentation adds to the clarity of the communication. The work is neat and legible.</td>
<td>The work is neat and legible.</td>
<td>The work is mostly neat and legible. Some areas are not clear.</td>
<td>The quality of the work keeps the reader from understanding.</td>
</tr>
</tbody>
</table>
### Appendix C: Map Analysis Tool (MAT) for Historical and Geologic Maps:

Name: ___________________________  Period: ________  Date: _______________________

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the title of the map?</td>
<td>What was the most likely purpose for this map?</td>
<td>What is the significance of the date of the map?</td>
</tr>
<tr>
<td>What is the date of the map?</td>
<td>What patterns does the map show? (physical</td>
<td>How does this map illustrate</td>
</tr>
<tr>
<td></td>
<td>characteristics? Human patterns?</td>
<td>• human,</td>
</tr>
<tr>
<td>Who produced the map?</td>
<td>What was the motivation of the organization or</td>
<td>• physical,</td>
</tr>
<tr>
<td></td>
<td>person making the map?</td>
<td>• economic,</td>
</tr>
<tr>
<td>What words or symbols do you find?</td>
<td></td>
<td>• societal,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• cultural,</td>
</tr>
<tr>
<td>What do the colors represent?</td>
<td></td>
<td>• and political conditions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for the time when the map was made?</td>
</tr>
<tr>
<td>Other observations?</td>
<td>How does this map represent and/or illustrate</td>
<td>Do you see any bias/perspective in this map?</td>
</tr>
<tr>
<td></td>
<td>geographic themes? (places, regions, human-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>environment interaction, movement, physical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>systems, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Your questions.......</td>
</tr>
<tr>
<td></td>
<td>Other ideas about the map?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D: Thumbnails of Primary Sources

Thumbnails and Links for Gallery Walk Class Set:

**Durango Water and Summer Activities**

(\http://www.durango.org/discover-durango/outdoor-recreation/)

**Silverton Quadrangle Map**

http://www.mininghistoryassociation.org/Meetings/Ouray/USGS%20B%20182%20Map%20191.jpg

**Article: Animas River Closing Following Contaminated Water Spill from Gold King Mine**


**Congressional Document: 1879, Establishment of Postal Routes, pages 1, 4-5 to include introduction and Colorado**


**Picture: San Juan Historical Marker Sign: Graysill Mines**
http://www.traveljournals.net/pictures/179299.html

**Description and Map: Durango Uranium Mill Site**

http://clui.org/ludb/site/durango-uranium-mill-site

**Article: Gold King**

Appendix E: Full Size Primary Sources.

Hayden’s 1877 Geology Map, Sheet XV
Fischer’s 1893 Map of SW Colorado
Durango, Colorado recreation
The Animas River is closing indefinitely following an accidental spill of more than one million gallons of contaminated water from the Gold King mine in southwestern Colorado, a La Plata County Sheriff told 7NEWS.

All watercraft including canoes, kayaks, tubes, rafts and other flotation devices from the north County line (San Juan County) to the South County line (Colorado/New Mexico state line) will not be allowed until further notice, La Plata County Sheriff Sean Smith said.

All watercraft within the location stated above must be removed, Smith added.

"This decision was made in the interest of public health after consultations with the Environmental Protection Agency (EPA), the Colorado Department of Health and Environment, San Juan Basin Health Department and representatives of the Southern Ute Indian Tribe," said Smith.

Smith said in a statement that EPA test results are expected within the next 24 to 48 hours, at which point the order will be re-evaluated.
The acidic mine water was traveling down the Animas River and was expected to hit the city limits of Durango at approximately 3 p.m. on Thursday.

"The EPA and State Division of Reclamation, Mining and Safety team working to investigate and address contamination at the Gold King Mine in San Juan County, Colo. unexpectedly triggered a large release of mine waste water into the upper portions of Cement Creek," according to a news release from the La Plata County Office of Emergency Management. "Initial estimates are that the release contained approximately 1 million gallons of water that was held behind unconsolidated debris near an abandoned mine portal."

County officials said while there were several workers at the mine at the time of the breach, no one was hurt.

However, they are asking that fishermen, rafters, boaters and other recreational users of the Animas River to avoid contact with the water until the mine water passes.

County officials said the acidic mine water contains high levels of sediment and metals.

"EPA teams are conducting sampling and visual observations today and will be monitoring river conditions over the next several days," county officials said. "The water associated with the release is obvious and highly discolored."

San Juan Corp., property owner of the Golden King Mine released the following statement:

The U.S. Environmental Protection Agency, operating under an access agreement obtained from the owner of the Gold King Mine, had begun an investigation regarding the source of contaminated water at the Gold King Mine last year. Upon suspending work last year, the USEPA backfilled the portal to the mine. On August 5th, 2015, while the USEPA was removing the backfill from the portal to the Gold King Mine to continue its investigation this year, the plug blew out releasing contaminated water behind the backfill into the Animas River.

Residents with questions about the water may call 970-385-8700.
The Gold King Mine is just outside Silverton. The mine started operations in 1887. According to NarrowGauge.org, the Gold King shipped more than $8 million in ore during its operations.

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Silverton Quadrangle, Colorado
45th Congressional Session, Postal Routes


CHAP. 154.—An act to establish post-routes

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the following post-routes, and the same are hereby established:

ALABAMA.

From Troy, via Indian Branch, to Helena.
From Grove Hill, via Waites Store Jackson, Cherry’s Mill and Partin’s to Suggsville.
From Clayton to Solomons’ Mill.
From Delta to Wedowee.
From Delta to Talladega.
From Point Clear, via Stapleton’s Store and Magnolia, to Bon Secour.
From Calhoun, via Sandy Bridge, Panola, Frazier’s Shop Mothershed’s Hill, to Saville.
From Montgomery to Carter’s Hill.
From Elba via Old Town and Green Bay, to Cross Trails.
From Birmingham, via Doc Snous and Calvary Williams, to Demopolis.
From Glennville, via Cowoice, to Harris’.
From Lot, via Albertville, to Brooksville.
From Vernon, via Bedford, to Quincy Mississippi.
From Holly Grove, to Rocky Plains.
From Skipperville, via Blue Springs to Clayton.
From Elba, via McLean’s Mill, Oldtown and J M Smith’s, Alabama, to Alford’s Mills, Henry Laird’s and John McKenzie’s to Uchee Anna, Florida.
From Linden, via Sweetwater to Hoboken.
From Summerville, via Oak Grove, Perryville, Severe Precinct, Piney, Callie’s Store and Morrowville, to Oakmulgee.
From Cambridge to Lanier’s Store.
From Monroeville, via River Ridge, to Bell’s Landing.
From Martin’s Station, via Athens, McKinley and Shiloh to Hoboken.
From Carrollton, via Staffords Mill, Alabama, to Columbus Mississippi.

From Carrollton, via Raleigh, to Romulus.
From Dick’s Creek, via Calhouns Store to Union Springs.
From Delta to Lineville.
From Jacksonville, via Wragg’s Mills, Alsip’s Mills, and McElrath’s Mill to Centre.

From Aurora to Crossville.
From Tuskegee, via Cotton Valley and Warrior’s Stand, to Guerrytown.
From Chisumhall’s Mills to Fort Payne.
From Florence Alabama, via the Savannah Road, to Lowreyville, Tennessee.

From Carrollton, via Speed’s Mill, Raleigh, Cole’s Store and Elmore’s Store to Gorina.
From Chelsea, via Shataha to Nicholson’s Store.
FROM AITURAS to CEDARVILLE.

COLORADO

FROM HELENA to MALHENVILLE
FROM FAIRPLAY via WESTERN PASS, MALTA and LEADVILLE to ORO CITY.
FROM GARLAND, via CONJEOS, PEGOSA SPRINGS ANIMAS CITY and HERMOSA, to SILVERTON
FROM SILVERTON to SAN MIGUEL CITY.
FROM OURAY, COLORADO, via SAN MIGUEL, LOWER SAN MIGUEL, CASTLE VALLEY, and SALINA CANON, to SALINO, UTAH.
FROM PARROTT CITY, via MANCOS, to DOLORES.
FROM ORO CITY, via UNION PARK, to WASHINGTON GULCH.
FROM WASHINGTON GULCH, via STATE RIVER and EAST RIVER, to GUNNISON CITY.
FROM PONCHO SPRINGS, via MARSHALL PASS, TWELVE-MILE BRIDGE, and GUNNISON CITY, to OURAY.
FROM ANIMAS CITY, COLORADO, via the ANIMAS RIVER, to FORT WINGATE, NEW MEXICO.
From Cheyenne Wells, via Goose Creek, to Henkelman's Ranche.
From Boulder City to Balarat.
From Silverton to Ophir City.
From Greeley, along the north side of Platte River, via Lemons, Weldon Valley, Morgan, and Pleasant Plain, to Buffalo.
From Hamilton, via Glen Charlotte, to Florissant.
From West Las Animas, via Purgatoire Valley, Nine-mile Bottom, and Trinidad, to Stonewall.
From Garland Colorado, to Fort Wingate, New Mexico.
From White River Agency to Los Pinos.
From Trinidad, via Pulaski, Bents Canon, to Las Animas.
From Alamosa, via Conejos, Los Pinos, Lower Crossing of Chama and Nacimiento, to Fort Wingate.
From Alamosa, via La Jiva, to Conejos.
From Gunnison, via Crooksville, to Conchetoah.
From Alamosa to Sangre de Christo via Medano Springs.
From Huerfano to Salt Creek.
From... Fraser to Grande Lake.
From Ouray, via Placerville, Paradox Valley, La Sal, and old Mormon Fort, to Salidas.
From Trinidad, via Davis's to Stonewall.
From Hartel to Platte Station.
From Lake City to Rose's Cabin.
From Conejos, via Seleden, Manassa, and Serritos Alamosa.
From White River to Lake City.
From White River, via Grand River and Green River, to Adairsville, Utah.
From Parrott City to Adairsville Utah.
From Julesburg via Kit Carson to West Las Animas.
From White River to Fair Play.
From Parrott City to Fort Wingate New Mexico.
From Trinidad, via Stonewall, to Castella, New Mexico.
From Rosita to Silver Cliff.
From Colfax to Silver Cliff.
From Stonewall to Conejos.
From Alamosa, via Pagosa Springs, to Animas City.
From Hot Sulphur Springs, via Gunnison to Lake City.
From Lake City, via Capital City and Rose Cabin, to Ouray.
From Fairplay, via Musquito Pass, to Leadville.
From Preston, via Ten-Mile Creek to Leadville.
From Hot Sulphur Springs, via Williams' Fork and Blue River to Breckenridge.
From Georgetown via Argentine Pass, to Montezuma.
From Central City to Hot Sulphur Springs.
From Animas City, via Animas River to Farmington, New Mexico.
From Deer Trail, via Hittsons, Cole's Ranch and mouth of Beaver Creek, to Wetzel's.
From San Luis, via Fort Lowell, New Mexico, Washington Pass in Navajo Reservation, Ourabe, Arizona, William Grove Camp Mohave, and Camp Cady, to Mohave Station California.
From Leadville via Ten Mile to Breckenridge.
From Dixon to Hahn's Peak.
From Hot Sulphur Springs, to Grand Lake.
From Silverton, via Ophir to San Miguel.
From Leadville, via Ten Mile Canyon, Carbonateville and Montezuma, to Georgetown.
From Walsenburg, via Butte Valley and Apache Creek to Green Horn.
From Pagosa Springs to Fort Wingate New Mexico.
Graysill Mines, San Juan National Forest Historical Marker
Uranium Mill at Durango, Colorado

T he Center for Land Use Interpretation

LAND USE DATABASE

DURANGO URANIUM MILL SITE

The Durango Uranium Mill was one of several uranium mining operations in Colorado in the 1950s and 1960s. The mill was located on the north side of the Animas River near Durango, Colorado. The mill was operated by the Durango Mill Company and produced uranium concentrate from 1952 to 1961. The mill was closed in 1961 due to low uranium prices and environmental concerns.

The mill was operated by the Durango Mill Company and produced uranium concentrate from 1952 to 1961. The mill was closed in 1961 due to low uranium prices and environmental concerns.
Gold King Mine's toxic spill

By Lorena Iníguez Elebee

AUGUST 14, 2015, 11:22 AM

This month 3 million gallons of toxic material from a defunct gold mine flowed into the Animas River in Colorado, raising concerns about the possible long-term damage from the spill. Here’s how the disaster unfolded as the toxic plume made its way downriver.

Aug. 5
3 million gallons of mine waste are released after debris blocking the mine opening gives way during a clean-up operation.
What is in the mine waste?

The waste released from the Gold King Mine contains metal compounds that are linked to harmful side effects if consumed or someone comes into contact with them.

Arsenic: Stomach pain, nausea, vomiting, diarrhea, feet and hand numbness, partial paralysis and blindness.

Copper: Gastrointestinal distress to liver or kidney damage.

Lead: Delays in physical or mental development, kidney problems and high blood pressure.

Manganese: Affects visual reaction time, hand steadiness and eye-hand coordination.

Zinc: Diarrhea, abdominal pain or vomiting.

The mine waste got deluted during the process as it made its way through the Animas River.

Aug. 5

Path of mine’s waste spill

Plume

The sludge turns the river water bright yellow. The color will change as the plume advances.

Aug. 6

The waste plume reaches Durango by 8 p.m.

Cages with fish are placed in the river near Durango to monitor their reactions to the plume.
Aug. 7
Farmington: All water intake pumps are shut down.

Aug. 7
At Gold King Mine, discharge rate: 740 gallons per minute.

Aug. 7
Navejo Dam’s water release is increased to dilute river contaminants.

Aug. 8
Plume reaches river confluence by morning.
Gold King Mine discharge rate: 500 gallons per minute.

Plume
Speed: 4 mph
Appearance: Muddy orange
SW Colorado Map for Final Project
Appendix F- Possible Answers for Hayden Map

Appendix C: Map Analysis Tool (MAT) for Historical and Geologic Maps:

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the title of the map?</td>
<td>What was the most likely purpose for this map?</td>
<td>What is the significance of the date of the map?</td>
</tr>
<tr>
<td>US Geological and Geographical Survey of the Territories, FV</td>
<td>Documenting geological and settlement patterns for interested miners and settlers.</td>
<td>- For the teacher (students will not necessarily have this background): Politics are changing the status of Native Americans with the Indian Appropriation Act.</td>
</tr>
<tr>
<td>Hayden in Charge: SW Colorado and Parts of New Mexico, Arizona and Utah</td>
<td></td>
<td>There is a gold Rush in the Dakotas, causing conflicts between Native Americans and trespassing miners. Mesa Verde was documented by Jackson in 1874.</td>
</tr>
<tr>
<td>What is the date of the map?</td>
<td>What patterns does the map show? (physical characteristics? Human patterns?)</td>
<td>How does this map illustrate</td>
</tr>
<tr>
<td>1874 &amp;’75</td>
<td>Northeaster part of map is comprised of “eruptive and metamorphic rocks.”</td>
<td>- human,</td>
</tr>
<tr>
<td>Who produced the map?</td>
<td>Sedimentary rocks dominate the rest of the map, exclusive of some “eruptive rock” areas in the southwest. Northeastern corner of map also shows greatest gradient. Dendritic patterns show developed watersheds.</td>
<td>- physical,</td>
</tr>
<tr>
<td>US Geological and Geographic Survey</td>
<td>The Native American reservation lands are in the southern area of this map. Trails criss cross the map. Few settled areas are shown. Native American ruins are shown.</td>
<td>- economic,</td>
</tr>
<tr>
<td>What words or symbols do you find? (examples of types....not complete list of place names)</td>
<td></td>
<td>- societal,</td>
</tr>
<tr>
<td>Topographic lines</td>
<td></td>
<td>- cultural</td>
</tr>
<tr>
<td>State lines</td>
<td></td>
<td>- and political conditions</td>
</tr>
<tr>
<td>Latitude &amp; longitude</td>
<td></td>
<td>for the time when the map was made?</td>
</tr>
<tr>
<td>Elevations</td>
<td></td>
<td>At the time this map was made, this part of North America was not densely populated and a culturally diverse area, as evidenced in the place names. The economics were focused on mining and mineral extraction, as evidenced by the mineral focus of the maps, water availability and trails.</td>
</tr>
<tr>
<td>Letters representing different rock types</td>
<td></td>
<td>Do you see any bias/perspective in this map?</td>
</tr>
<tr>
<td>Mineral rich rocks</td>
<td></td>
<td>This map only shows Indian Ruins, Burial Areas and general lands, not any permanent or seasonal settlements. It does include buildings in mining areas, and the focus of this map is mineral locations and earth resources.</td>
</tr>
<tr>
<td>Trails</td>
<td></td>
<td></td>
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<tr>
<td>Towns</td>
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<tr>
<td>Rivers</td>
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<tr>
<td>Rios</td>
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<td>Plains</td>
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<tr>
<td>Mesas</td>
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<tr>
<td>Plateaus</td>
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<td>Buttes</td>
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<td>Creeks</td>
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<tr>
<td>Gulches</td>
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<tr>
<td>Parks</td>
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<tr>
<td>Peaks</td>
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<tr>
<td>Sierras</td>
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<tr>
<td>Mountains</td>
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<tr>
<td>Passes</td>
<td></td>
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<tr>
<td>Reservations</td>
<td></td>
<td></td>
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<tr>
<td>Ruins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Towers</td>
<td>How does this map represent and/or illustrate geographic themes?</td>
<td>Your questions.......-student led.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Water holes</td>
<td>Human-environment interaction: Settled areas, Native American historical sites and general location of reservation lands, Trails, roads, and important water sources</td>
<td></td>
</tr>
<tr>
<td>Springs</td>
<td></td>
<td></td>
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<tr>
<td>Hot springs</td>
<td></td>
<td></td>
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<tr>
<td>Dry springs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place names include English, Spanish and a few Native American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do the colors represent?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock types and ages, General categories including: Eruptive rocks, Mineral Areas, Archaean Paleozoic Jurassic Cretaceous Mesozoic Post-Cretaceous Cenozoic Quaternary</td>
<td>Physical systems: Distribution and types of rocks, topography, and hydrological systems</td>
<td></td>
</tr>
<tr>
<td>Other observations?</td>
<td>Other ideas about the map?</td>
<td></td>
</tr>
<tr>
<td>The majority of proper place names are Spanish, a close second are English and only a few are Native American.</td>
<td></td>
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</tr>
</tbody>
</table>
Spatial Changes to Salem, Oregon area from 1876 to 2014

By Scott Bailon

Grade Levels: 3rd  Time: 3 days- days one and two will be 80 minute blocks Day three will be a 60 minute block.

Overview:
This lesson will have students look at three maps of Salem, Oregon Riverfront area at various years (1876, 1905, and 2014). Students will look for changes in land use, transportation and ways that humans have altered the landscape.

National Geography Standards:
Standard 3: How to analyze the spatial organization of people, places and environments on Earth’s surface.
Standard 14: How human actions modify the physical environment.

Oregon Geography Content Standards:
3.13. Identify how people have adapted to and have changed the physical geography of the community.

Connections to Common Core:
Urban forms and functions
   HS 4.A. Analyze the different ways land is used in a community.

Objectives:
In completing this activity, students will be able to:

• Describe how the spatial geography of Salem has changed from 1876 to 2002 paying attention to land use, transportation and changes to the physical geography.
• Recognize spatial changes that have happened over time to the riverfront area of Salem, Oregon.
Materials:
https://www.loc.gov/item/75694941/

https://www.loc.gov/item/75694940/

http://www.oregonlink.com/riverfront/westside_view.html
**Materials (cont.):**

Map Analysis tool

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the title of this map?</td>
<td>Describe the spatial patterns illustrated on this map</td>
<td>What is the significance of the date of the map? How does this map connect to other time periods and the time period under study?</td>
</tr>
<tr>
<td>What is the date of this map?</td>
<td>(movement, connections, ecosystems, etc).</td>
<td>What else did you observe about the map? What questions do you have about this map?</td>
</tr>
<tr>
<td>When was this map published?</td>
<td>What does the map show (physical characteristics, human patterns)?</td>
<td></td>
</tr>
<tr>
<td>Who is the author or cartographer of this map?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the orientation of this map? How can you tell directions on this map?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students will need:
- Writing Journal
- Pencils

Teacher will supply:
- Map analysis tool questions
- Poster paper and pens/crayons/colored pencils
- Hard copies of maps if computer use is not available. Images are attached at the end of the lesson.

**Background:**

Students will look at and analyze three different maps of Salem, Oregon at various years (1876, 1905, and c. 2002). From these maps they will be able to see differences in the use of the riverfront area, such as in 1876 where there were numerous docks for ships that sailed down the Willamette River and the use of a barge to transport goods across the river where there were no docks. Students will then look at a map for 1905 and see significant changes from 1876. The number of docks was significantly reduced and there is now a bridge where the barge was at.
Students should also observe that streets have changed also from 1876 and the more prominent use of trains in the city. After looking at the two older maps, students will look at a 2002 picture of Salem. They will notice that Water Street is gone and there is now a large park where buildings once were located. Also gone are the majority of the docks and that another bridge has been added to help facilitate movement of traffic across the Willamette. They should also be able to see that streets have changed and human development of Salem.

The students will be able to write how and why the changes have happened over time as an assessment tool.

**Procedures:**

**Day One:**

**Overview:**

Students will be working in a computer lab. I have allotted 10 minutes for travel to and from the lab and logging in and logging off time. Times for the exercises are in bold.

Map #1 25 minutes

In the computer lab, students will access [www.loc.gov](https://www.loc.gov) and access the 1876 Salem map ([https://www.loc.gov/item/75694940/](https://www.loc.gov/item/75694940/)). Students will look at the map and answer questions using the map analysis tool.

Map #2 25 minutes

Students will then look at a map of 1905 Salem ([https://www.loc.gov/item/75694941/](https://www.loc.gov/item/75694941/)) on [www.loc.gov](https://www.loc.gov) and answer the same questions for the new map in their journal.

Classroom work 20 minutes

Students return to class for small group collaboration. They will discuss their answers within the group and finish up any questions not answered.

**Day Two:**

Computer Lab review 10 minutes

In the computer lab, students will do a quick review of both the 1876 and 1905 Salem maps.

Map #3 25 minutes

After the review, students will look at a 2002 photo of Salem and again answer the questions from the map analysis tool. The picture can be accessed from [http://www.oregonlink.com/riverfront/westside_view.html](http://www.oregonlink.com/riverfront/westside_view.html).

Classroom work 15 minutes

Students return to class for small group collaboration. They will discuss their answers within the group and finish any questions not answered.

Whole class discussion 20 minutes

Teacher will write on white paper what the students observed from the maps. The class will discuss spatial and land use changes that have occurred between the years that the maps were made and why.
Day Three:
Classroom work **60 minutes**
Students will break into small groups and on poster paper listing the changes in transportation, land use and ways human construct has altered Salem.

Assessment:
Students will write a short paper (minimum 500 words) explaining the changes that the Riverfront area of Salem, Oregon. Students will choose one of the following subjects to write about:
1. How transportation has altered the geography.
2. How land use has changed in Salem.
3. How humans have adapted the land for their needs.
The topics will be written on the board and the class will write their names on what their paper will be done on. This will be given as a homework assignment.

Extensions and/or Adaptations:
This lesson can be adapted to the fourth grade by not giving the class the third picture (Salem c.2002). The 4th graders will use a mapping program to find a modern map to compare to the older maps.
Tag Students: Will be asked to make a small poster (8” x 11”) showing what they think the future spatial changes will look like for Salem.
Students with accommodations will be able to type their paper and will be given a 300 word minimum count. Extra time will be given to them to finish. Computer time will also be arranged as needed.

Sources:


## Grading Rubric

### 4-Point
Informative-Explanatory
Performance Task Writing Rubric (Grades 3-5)

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</td>
<td>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</td>
<td>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</td>
<td>The response has little or no discernible organizational structures. The response may be related to the topic but may provide little or no focus:</td>
<td>Unintelligible in a language other than English, Off-topic, Copied text, Off-purpose</td>
</tr>
<tr>
<td></td>
<td>• controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</td>
<td>• controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task</td>
<td>• controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</td>
<td>• controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</td>
<td></td>
</tr>
<tr>
<td>Purpose/Organization</td>
<td>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</td>
<td>• adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</td>
<td>• inconsistent use of transitional strategies and/or little variety</td>
<td>• few or no transitional strategies are evident</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• effective introduction and conclusion</td>
<td>• adequate introduction and conclusion</td>
<td>• introduction or conclusion, if present, may be weak</td>
<td>• introduction and/or conclusion may be missing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</td>
<td>• adequate progression of ideas from beginning to end; adequate connections between and among ideas</td>
<td>• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</td>
<td>• frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</td>
<td></td>
</tr>
</tbody>
</table>