

# *The Armillary*

*Navigating Social Studies in the Twenty-first Century*



The Annual Journal for the Utah Council of the Social Studies

January 2017, Volume 5

# Utah Council for the Social Studies Journal

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January 2017, Volume 5

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### **What is an Armillary? By Peter Van Orden**

*The Armillary* Editorial Staff, Osher Center, University of Utah

The symbol of the Utah Council for the Social Studies is an *armillary* – so what is an armillary and what does it represent?

An armillary is a three dimensional, mobile sphere, a skeleton celestial globe, representing the cosmos. It is made up of a series of concentric circles depicting the great circles of the heavens and earth, e.g. the equator, the tropics, the polar circles, the meridian, etc. The circles are divided into degrees for angular measure, for which the armillary was used until more sophisticated instruments were introduced in modern times. It is considered one of the earliest scientific instruments.

The armillary was first developed, apparently separately and at the same time (c. 150 BCE), in China and Greece, though there may have been primitive earlier forms. Its name comes from the Latin *armilla* meaning circle or bracelet. It was later developed further in the Arab world (c. 8<sup>th</sup> century) and came to Europe by way of Moorish Spain (Al-Andulas) in the late 10<sup>th</sup> century through the support of Pope Sylvester II. Korean scientists made additional major refinements in the 14<sup>th</sup> century.

In the 17<sup>th</sup> and 18<sup>th</sup> centuries, the armillary came to represent the competing views of the universe. The geocentric, Ptolemaic, view was shown with the earth at the center; the heliocentric, Copernican, view with the sun at the center. During the Renaissance scientists and public figures were often pictured holding an armillary as a sign of their wisdom and knowledge, as it came to represent modern thought.

The armillary represents our ways of knowing over time: the mystical, intuitive method and the scientific rational method, the pre-modern and modern ways of seeing, and the creative and practical perspectives. It represents the historical evolution of the pre-modern to the modern, the ultimate marriage of the imagination and its practical applications. It is the historical, geographical, philosophical movement from the particularistic Ptolemaic world of earlier times to the universalist Copernican world of today. Today the armillary represents the fusion of perspectives, methods, knowledge, and wisdom we seek for understanding the human experience in today's complex modern world. This truly symbolizes what we in the social studies strive for every day.



## **Vocabulary Dice By Kaye Rizzuto**

President UCSS, Teacher Elk Ridge Middle School

Social studies teachers are constantly teaching new vocabulary. We cannot simply say the word and definition once and expect students to learn it. It can also be tedious and boring for students to always have to write the words and definitions. If we do not stop and teach our students these important vocabulary words, then they will not fully comprehend the texts that we provide them. All of the AP Social Studies classes require students to learn many vocabulary words and concepts in order to even pass the test. Social studies vocabulary activities are necessary for every grade level. This activity is a fun way to get students practicing and learning the vocabulary using multiple learning styles. You can have them work in small groups or partners or even by themselves. It is also an activity that you could do if you have 10 extra minutes, as long as you have easy access to the materials needed.

Get your list of vocabulary words to learn or review and have copies of the definitions that students can access. Hand each group, partner, or individual a die and a paper that tells them what the numbers mean. Have the students roll and give them a word.

- 1= Draw a picture to represent the word
- 2= Write the definition
- 3= Say the definition in your own words and/or give an example of it
- 4=Act out the definition or come up with something with your body to represent the meaning
- 5=Make something with play-doh to represent the meaning of the word
- 6=Lucky. Choose one of the other five options

### **Materials needed:**

Dice (1 per group, partnership or person)

Play-doh (you could have partners or groups share a container)

White board markers (1 per person)

I have a classroom set of playdoh that I use and so each person has some playdoh. You can get a set of 15 mini play-doh containers in a party pack at Walmart for around \$5. Students love using play-doh it is a great activity for our body/kinesthetic learners. I also have a classroom set of individual white boards that we use to do 1 and 2. You can have the students use whiteboard markers on the desks if you do not have individual whiteboards.

You can either put the following on the screen or copy it and give it as a handout so students know what the numbers represent:

- 1=Draw It
- 2=Write It
- 3=Say it
- 4=Act it
- 5=Make it
- 6= Lucky

## **Butch Cassidy Photograph Mystery By Christian Voorheis and Brett Freeman**

My family has owned property in Birdseye, Utah since 1877 when my great- great- Grandfather, Ole Lasson, came over from Sweden and eventually homesteaded this land. My great –grandfather, and my Grandpa worked this land their entire lives, and it is designated as a Centennial Farm. Many historical occurrences have taken place in this area. For example, the Givens Family Massacre of 1865, the 1983 Thistle Flood, and even the singer- songwriter Willie Nelson buying a ranch next to us in the early 1980’s. It has always been a place that felt like home; however we had no house. After many years of wanting a place to call our own, we recently began building a house on the property.

It was during this time that I began looking for historical pictures by George Edward Anderson to accent the décor of the house. I came upon a railroad scene in Indianola, which I could tell instantly was taken near our ranch. I figured I would get a copy of it, frame it, and enjoy looking at the story it told. Then, by pure luck, I came upon a 1994 Deseret News article talking about the possibility of historian Rell G. Francis finding an image of Butch Cassidy being in a 1900 Indianola, Utah railroad photo. I read the article, but there was no photo. I researched more, and I found a Times of London article from 1997 saying similar things about the photo, only this time the period was 1910. I went to the Indianola photo I had and immediately recognized Butch Cassidy. He looked a little heavier in this photo, perhaps from the photograph’s overexposure, but it was him. Brett Freeman, a colleague of mine and future researcher on this project, mentioned if Cassidy is here, there may be more of The Wild Bunch. I began looking more closely at others in the photograph.

The Indianola photo was titled “Stanley Gardner and Crew” and had been assigned number 9254. It had been documented in the Deseret News article that Stanley ironically died getting hit by a train in 1903, so I knew he was not part of the gang. After many weeks of searching any and all known Wild Bunch associates, I decided there was one other who stood out -- the man sitting on the handcart. Rell G. Francis said he thought he resembled the outlaw Elzy Lay. However, I have come to the conclusion that this is Harry Longabaugh, aka The Sundance Kid.

Intrigued, I began looking at other factors such as the time period. The photographer, George Edward Anderson wandered central Utah making a living. By pure luck, there was another picture, numbered 9170, of Stanley Gardner with his wife and child. The railroad picture was numbered 9254, which was only eighty-four numbers off. There are over 14,000 glass plates in the George Edward Anderson digital collection.

Turning to photo 9170, I decided to see if I could find when Stanley’s baby was born. Brett took on the task of finding any documentation about the baby. He discovered Stanley’s baby was named Milley Laprieal Gardner and was born November 28,1900. The baby looked to be around/less than a year-old, which would mean this photo had to have been taken in

the fall of 1901.

Through researching photos that came before and after photo 9170, I found that Anderson had been in Indianola circa 1900, 1880-1920, 1901, 1902-04. The Indianola Butch and Sundance photo was dated circa 1900. Photos 9184 and 9188 were taken in Indianola in 1901, only a few photos apart.

According to specific dates written on the photos, Anderson had also been in Clinton (Birdseye), Thistle, and Castlegate areas around 1880-1920, 1890-1925, 1890, 1895, 1898, 1905-1906, 1902-1904, and 1914.

There were a couple of photos that stood out. Photo 9256 is in Huntington and has a specific date of October 23, 1901. Huntington is roughly sixty-two miles to the southeast from Indianola and only two digits off the railroad photo.

Number 9245, titled, "Irving L. Pratt," is a photo of the old Thistle School House. The children are holding up a chalkboard with the date November 5, 1901. The photo number is only nine digits off of the railroad photo. Thistle is roughly fifteen miles north from Indianola. It appears George Edward Anderson traveled from Huntington, to Indianola, and on to Thistle.

It should be noted that these assigned plate numbers were done by Anderson. It appears at times he would restart his numbering system over again. It does not appear the photos discussed are from different periods.

Also, the Church of Jesus Christ of Latter Day Saints (who cared for the photos before BYU Library) received boxes upon boxes of these glass plates and assigned call numbers to each of these photos in the order they were received. BYU decided to list the photos using this list as the call numbers, as it eliminated the duplicated numbers that Anderson had repeated in the collection. Photo 9254 (railroad photo) had a call number of MSS P-1 # 17231. Photo 9170 (Gardner baby) had a call number of MSS P-1 # 13681. Photo 9256 (Huntington) call number was MSS P-1 # 15333 and photo 9245's call number (Thistle) was MSS P-1 # 16798. One can only surmise that photographs got mixed up over decades of storage.

I turned to another colleague of mine, Scott Roskelly, for his insight. Scott is a Science Specialist with the Utah State Office of Education. I had him examine the photo scientifically. He pointed out that the foliage had no new growth, previous growth had dried from summer, ground appeared dry, and the snow pack on Mt. Loafer was not deep enough for a spring or winter setting. To the left of the scene is a calf with its mother that is under a year-old. Most calves on our ranch are born in February. Everything appears to be pointing to the fall season.

I took a bold step and hired forensic expert Melissa R. Cooper. Ms. Cooper used both morphological and proportional comparisons. She found NO striking differences between photo 9254 and the known photos of the outlaws. She also found OVERWHELMINGLY similarities between 9254 and known photos. Through her expert and unbiased evaluation, she concluded that Butch Cassidy and The Sundance Kid are in the railroad photo.

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I believe Rell G. Francis, the original finder of the photo, solved part of this mystery. I do, however, disagree with his date of 1900. I also disagree with the Times of London that Cassidy is photographed here in 1910. Everything points to the fall of 1901 and that his friend Sundance is with him. This will cause some controversy as Sundance is supposed to be in South America with Etta Place. However, they disappeared from history from March 1901 to March 1902. Cassidy's first official documentation of being in South America is a letter he wrote on August 10, 1902 to Elzy Lay's mother-in-law. They say a picture says a thousand words, and I think this one says **nineteen hundred and one**.





*Photos with grid applied for proportional comparison*



*From Left to right: Butch Cassidy confirmed photo 1, Subject 1, Butch Cassidy confirmed photo 2*



*Seated position Sundance Kid (Left) Subject 2 (Right)*



Brigham Young University Lee Library L. Tom Perry Special Collections; MSS P 1

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Chris Voorhees is a social studies teacher at South Jordan Middle school. He has a master's degree in secondary education from Utah State University. He is in his 22nd year of teaching history and geography. Chris likes to collect WWII items and spend time with his family.

Brett Freeman was born and raised in Lake Forest, California. He pursued a Bachelor's Degree in History and French Teaching at Brigham Young University. He holds a Masters of Educational Counseling Degree from the University of Phoenix. He is currently in his 18<sup>th</sup> year of teaching at South Jordan Middle School. Brett loves sports especially soccer and softball. He also loves to travel and has spent time vacationing in Europe and the Caribbean. Brett resides in Salt Lake City with his wife and four children

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### **Boone Colgrove Social Studies Teaching Award**

Do you know a fantastic social studies teacher? The Utah Council for the Social Studies would like to honor these fantastic educators at our annual conference on October 28, 2017. Please tell us about the great things these amazing educators are doing. We look forward to honoring an educator from elementary, secondary, and university levels. Please nominate these fantastic teachers here:

[https://docs.google.com/forms/d/1wAOX0mWbbGlbDLCnu\\_5QpcC-E9jleLLq-IszBaHpvCU/viewform?usp=send\\_form](https://docs.google.com/forms/d/1wAOX0mWbbGlbDLCnu_5QpcC-E9jleLLq-IszBaHpvCU/viewform?usp=send_form)



**5<sup>th</sup> Grade Revolution Lesson Integrated with Art**

By Melissa Anderson and Angie Paynter

Melissa Anderson was our 2016 UCSS Boone Colgrove Elementary Teacher of the Year winner. This is a lesson that she helped create integrating Arts and Social Studies.

**Lesson Title/Description: Impactful Revolutionary War Individuals**

Written By: Maple Ridge 5th Grade (Angie Paynter)

Grade Level: 5th

Content Area: Social Studies

Targeted Standards / Objectives: 5.SS.2.2.b

Art Form: Music

Targeted Standards / Objectives: 5.M.R.4, 5, 8

<b>Content Area “I Can” Statements</b>	<b>Art Form Area “I Can” Statements</b>	<b>Shared Curriculum “I Can” Statements</b>
I can research and present leaders of the Revolutionary War	I can describe feelings or imagery communicated by music.	I can better understand historical figures through music that describes them.

<b>Content Area Vocabulary</b>	<b>Art Form Vocabulary</b>
Revolutionary Character Traits Rebel Democracy Loyalist Patriot Son of Liberty Red Coat Revolution Leadership	Tempo Beat Chorus Stanza Pitch Instruments

## Materials / Resources /Bibliography

In America's History (Hope of America)

Chromebooks: 1:3

Music (Public Domain Instrumental)

Exit Ticket(on last slide of presentation): Give evidence and justify song choice

Peer Reflection Sheet: Students complete during presentation

## Integrated Lesson Outline

Day 1: Students are taught the song "In America's History" from Hope of America as an introduction to famous citizens that became leaders during the Revolutionary War Era.

Day 2: Introduce Character Traits: Model research with George Washington. (Two paragraphs: First-basic information(who they were and what they are remembered for), second-character trait and story as evidence. Support students with a list of character traits and definitions.

<http://helpteachingreading.com/categorized-character-traits-list-with-definitions/>

Day 3-4: Students will be assigned a famous citizen/leader to research and complete a two paragraph essay. (See day two for layout)

**\*\* (Prior to lesson: Create a free account on FrontRowed.com. Have students complete a benchmark reading assessment. Assign reading of famous citizen (*Key People of the Revolutionary War*) that corresponds with student reading level. Differentiating content in this matter is a classroom element that Carol Tomlinson suggests teachers use as a response to student differences in readiness, interest, and learning profile. (Systems & Models, p. 611)**

Day 5: Students will select 5 images and create a slideshow demonstrating the individual's impact on America including character traits and grit.

*Extension Opportunity: Students can record essay and have voice over of essay read with slideshow.*

Day 6: Class discussion will focus on how music conveys imagery and emotion. Students will select an instrumental song that represents their individual. Overlay song with slideshow.

<https://sites.google.com/a/nebo.edu/growing-arts-in-nebo-schools/home/audio-video->

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[resources/music-a-v-resources](#)

Day 7: Gallery Walk: Students will enjoy, reflect, and assess other's work.

### **Assessment**

Completed slideshow, exit ticket justifying their choice of music (final slide), and peer reflection sheet.

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### **UCSS Movie Saturday**

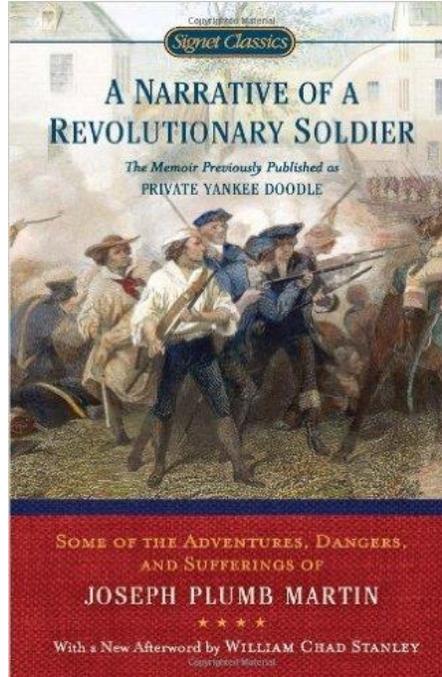
Popcorn is popping! Sodas are fizzing! UCSS is excited to meet with our members for our annual Movie Morning at Jordan Commons theatres on January 21 at 10:00. This year's feature will be the movie "Hidden Figures", starring Taraji P. Henson, Octavia Spencer, Janelle Monáe, Kevin Costner, Kirsten Dunst and Jim Parsons. As the United States raced against Russia to put a man in space, NASA found untapped talent in a group of African-American female mathematicians that served as the brains behind one of the greatest operations in U.S. history. Based on the unbelievably true life stories of three of these women, known as "human computers", we follow these women as they quickly rose the ranks of NASA alongside many of history's greatest minds specifically tasked with calculating the momentous launch of astronaut John Glenn into orbit, and guaranteeing his safe return. Dorothy Vaughn, Mary Jackson, and Katherine Johnson crossed all gender, race, and professional lines while their brilliance and desire to dream big, beyond anything ever accomplished before by the human race, firmly cemented them in U.S. history as true American heroes.

If you are a member of UCSS you can request 2 FREE tickets by going to our Eventbrite page. The concessions will be open. We hope to see you there!

Go to: <https://www.eventbrite.com/e/ucss-movie-saturday-to-watch-hidden-figures-tickets-28530528579>

## The Memoir of Revolutionary War Soldier, Joseph Plumb Martin: An Invaluable Resource for Teaching United States History

Matthew Wiltbank  
Brigham Young University, Idaho



Martin, J. P. (2012). *Private Yankee Doodle: Being a narrative of some of the adventures, dangers and sufferings of a revolutionary soldier*. G. F. Scheer (Ed.) Fort Washington, PA: Eastern National Publishing. 294 pages.

Teachers of U.S. History are encouraged to include documents and primary sources in the materials that they use with students. Some types of documents, such as official government records and the writings of elite men, are relatively easy to find. But for teachers who desire to teach social history, evidence of the everyday life of ordinary men and women is more difficult to track down. This challenge in finding records of the experiences of common men and women makes the memoir of Joseph Plumb Martin an invaluable resource when teaching about the everyday life of a Revolutionary War private. Martin's memoir is engaging and surprisingly well put-together for someone who claims no special literary talent, in fact scoffing at "grammarians" in his preface. Peppering his account with old New England sayings and biblical citations, Martin's record stretches over his several years of service in the Continental Army: from eager Connecticut volunteer to reluctant levy in New York to seasoned veteran at the Siege of Yorktown.

Addressed to the younger generation in order to "give a succinct account of some of my adventures, dangers and sufferings during my several campaigns in the revolutionary army" (p. xxiii) and so that Martin can avoid being asked to tell the same stories over and over, the memoir

clearly has more than one purpose in mind. It reads like the works of Hemingway or of Tim O'Brien, giving harsh, matter-of-fact details about camp and campaign life. Martin attempts to keep alive the memory of his beloved "Light Infantry," the corps which he repeatedly bemoans as underrepresented in the historical record. Written in 1830, Martin has by now seen an abundance of coverage of the late Revolutionary War, and so he feels no pressure to relate a conventional history or a history of the conflict's generals. His story is of forgotten incidents and day-to-day struggles that he perceived were being left out of the public's historical record.

The idealistic young man that Martin recalls begins as an eager revolutionary. Craving action and the title of "soldier," he gradually becomes convinced that he must leave his grandparents' Connecticut farm home and enter the conflict. Initially signing a six-month enlistment, he discovers the real horrors of war in the failed New York campaign. Martin gives an interesting portrayal of himself and the other soldiers in the hard months of late 1776. He freely confesses of soldiers raiding citizens' supplies, mostly of food and alcohol. In doing this, he makes no attempt to villainize the soldiers' actions or to justify them. He presents the practice of raiding, also employed later by Martin as a "forager" at Valley Forge, as so natural that the reader is unconsciously led into the army's *mentalité*, participating alongside Martin in his "adventures," fulfilling his purpose of breaking through whitewashed history of war, while avoiding the equally-insufferable twentieth-century fad of blackening it beyond recognition.

Martin describes campaign after campaign as he becomes a fully enlisted man in 1777. Lamenting his inability to stand up to a friend's pressure to reenlist, he explains, "that little insignificant monosyllable—No—was the hardest word in the language for me to pronounce" (p. 60). Back in the army he continues his record. As stated above, Martin does not make a general history of the war. In fact, he goes to great pains to avoid markers of general history, almost exclusively relying on his own experiences. When he cites another's story it is usually to discredit it, or at least is heavily padded to show that it was not *his* experience. For instance, he relates having seen General Washington during General Lee's 1778 retreat near Englishtown. When informed that the retreat was under Lee's orders, Martin reports that *some* men in his company overheard General Washington swear, but clarifies: "Whether he did thus express himself or not I do not know, it was certainly very unlike him." (p. 127)

He also shies away from giving wider analysis than his field of observation. Following his report of the Kipp's Bay affair, he begins to take exception to the words of historians related to it, then snaps back to his original purpose by remarking: "I could make some observations, but it is beyond my province," (p. 41) before going on to relate a legend that he sees no reason for anyone to believe. He then returns to his own story.

Thus Martin continues his narrative through several campaigns. He closes by addressing the issue of military pensioners, hoping that his account has convinced the reader that the Revolutionary veterans deserve continued financial support from the national coffers. Although this seems like a sudden development, over the course of the whole work he was building sympathy for the soldiers and the changed focus is not too surprising. His appeal seems less than timely, given the advanced age of most of the pensioners in 1830, but perhaps that makes it all the more appropriate, as memories of the plight of the common soldier have begun to fade.

Martin's account is certainly useful for understanding the paradigm of a member of the Revolutionary Light Infantry, but it leaves some questions unanswered. For instance, what

resources did Martin use to compile his record? Despite the half a century of separation between the events described and the memoirs composition, Martin recalls specific dates and chronologies in vivid detail. He recounts lodging for nearly every night of long campaigns. He recalls the number of guns on each of the British ships fighting in New York as well as the circumstances of what sometimes felt like every meal he ate. How could his memory of events have remained so sharp after nearly 50 years? When historians have attempted to verify his account, in every instance, his facts check out. His military unit was indeed located in the places he describes on the dates he gives. For this reason, historians generally trust Martin's record and believe that he wrote his memoir using his journal accounts of the war. Unfortunately, his journal has never been discovered. Historians are left, instead, with his remarkably detailed memoir, written with the perspective and wit that passing decades can bring to traumatic events.

Martin did not bow to 1830's pressures by changing his tale to align with contemporary values. In fact, a lot of what was covered was directed *against* the prevailing thought of those days, with Martin directly challenging historical perceptions of specific campaigns and the cult of the war's generals. The author writes a step out of time, with sensibilities already a few decades old at the time of writing. One simple example is his comparison of the bonds of friendship in his regiment with those of the Masons: "As strict a bond of brotherhood... and, I believe, as faithful to each other." (p. 280) This is a positive view of the Masons. Although the Anti-Masonic movement would not begin in force for a few more years, attitudes were already beginning to change, especially in his adopted State of Maine, showing the aging private to be already out of step with the surrounding world.

For U.S. history teachers, who are unlikely to assign the entire 294-page text to students, there are a number of short passages that powerfully describe the lifestyle and suffering of a Revolutionary War soldier. For example, in contrast to the traditional portrayal of Washington's orderly retreat from Long Island, Martin describes the chaos that ensued as the British attacked and the army's officers were not to be found. "How could the men fight without officers?" he asked (p. 41). Martin describes with great emotion a field burial that drew the attention and grief of two local young women who offered a fine gauze handkerchief to cover the stranger's mouth so that Martin would not "put earth upon his naked face" (p. 44). He describes the medical treatment for a dislocated ankle that he was denied by a surgeon who was busy playing backgammon, his 5-mile march on one healthy foot, and his subsequent substandard treatment. His ankle, "never has been entirely so well as it was before the accident," he concluded, writing 50 years later (pp. 70-71). Martin tells about watching a woman have her petticoat torn off by a British cannonball as she handed a cartridge to her husband during combat (pp. 132-133). He describes becoming ill after eating a rotting ox liver in order to quiet the cravings of starvation he felt (pp. 190-191). And throughout his memoir Martin devotes a great deal more attention to combatting hunger than any other enemy.

Joseph Plumb Martin gives us a full and dynamic account of his years as a Continental soldier. His devotion to empiricism is exemplary, and his work provides an invaluable record of the life and movement of the Revolutionaries and the villagers that they met along the way. His memoirs paint a vivid picture of an enlisted private, with all of the physical and psychological ups-and-downs that offer a clear understanding of a 19<sup>th</sup> Century young man. They are a legacy of his trials, preserved for future generations, and the down-to-earth story of a world at war.

## Standardized Testing Our Limits? A Student's Point of View

By

Riley Conover, Student at Herriman High School

Standardized Testing has continued to be a topic of discussion ever since they've been released. They have been portrayed in every kind of light. Many of the arguments are from either a proctor or parent's point of view. Sometimes the test taker, the student, can be a buried voice. As a student, however, the effects of these tests are noticeable in many different aspects. Standardized Tests have effects on the student's/teacher's time, the school environment, and possible scoring issues may arise.

Time is very valuable to a person, especially a student. Between the demands of homework, sports, clubs, family and more, it is easy for a student to feel overwhelmed or stressed. Standardized Testing takes place, most of the time, towards the end of the year. In order to accommodate testing for every school subject, many weeks are spent testing. This can have lasting consequences. For instance, during much of this time testing, our school's library was closed during lunch/free periods. This displaced many students, a majority of which need the quiet library to study for other end of the year tests. As someone who regularly enrolls in AP classes, the testing date in May comes all too quickly. Any second that can be spent preparing or reviewing is desperately needed. Study groups or tutoring are a familiar sight in the library, but when the room is inaccessible for these long periods of time, especially at the end of the year, it has an impact on these other tests/assignments, ones that are counted toward college/high school credit.

The school environment is also affected. Some of the SAGE tests are not at the end of the year. An example is the writing portion, which is distributed as early as February. This puts a large dent in the timing of the teacher's lessons. For example, this last year's SAGE writing testing happened to fall right in between our reading of *The Great Gatsby*. This interrupted not only the flow of a brilliant novel, but caused a shift in the pacing of other lessons planned. After the SAGE, students and teachers both admitted to needing "recovery" time after multiple days of sitting at a computer, writing and answering questions for eighty minutes at a time. Re-engaging the students, while not impossible, is still difficult, especially when it is near the end of the year. Not only this, but since some tests are distributed in February, accurate displays of the entire year are unavailable, because there are still many months of school left to refine and learn these key concepts.

As much as Standardized Tests are improving, there will always be a possibility for scoring issues to arise. According to the Utah Legislature code 53A, the "State Board of Education shall make rules... to prevent negative impact... to an LEA (School District) or an LEA's employees through school grading." Some students take advantage of the fact that it doesn't go on their high school transcript, and will purposefully choose wrong or random answers in order to finish the test faster, so they may do other things they would rather invest their time in. While this goes against the State Board of Education's Ethics Policy, there is not a measurable way to decide or enforce this. And while some of these could be ruled out as outliers in a statistical analysis, there is no way of knowing how many people/to what extent this is

happening. If there are enough inaccurate responses, there is not a way to discard them, especially when there isn't a fail-safe way to decide whose responses were inaccurate.

People also have the opportunity to opt-out of the tests, without any negative impact. This policy is necessary, but when trying to compare the students of the entire state, leaves large holes. According to the State Board of Education's SAGE Testing and Data Reporting Policy form, "Some meaningful assessment is required to assess the extent of student progress toward proficiency; accurate, understandable reporting is required so that all stakeholders in Utah education have the data needed for making effective decisions concerning school policies, programs, and curricula." How are effective decisions able to be made when there are potential holes in the data?

Standardized Testing is an idea that can do many positive things from a school-wide to a state-wide level. However, the execution of this idea may prove to hold issues that could prevent the desired end result from yielding the true data. There is not a fail-safe way to ensure perfectly accurate data, but these tests test more than just a student's knowledge. These tests are a commitment from teachers, parents, but most of all, from students. From a student's point of view, it sometimes seem exasperating to the point of exhaustion. Between the time commitments and the possible inaccuracies, it is easy to see where frustration may stem from. And while the voices that are most heard aren't usually the test-takers, our point of view may hold some beneficial insight. This insight, coupled with a positive drive to better the education system, can lead to improved Standardized Tests and more.

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### UCSS Election Essay Competition

2016 was the first time UCSS held a scholarship writing competition. We were thrilled to have so many students submit essays and are pleased to post our winning essays from our three categories. The winning students will be awarded their scholarship money which will be placed in a Utah Educational Savings Plan along with a copy of their published essays. Look for pictures in our next Newsletter in February. Our 10<sup>th</sup>-12<sup>th</sup> grade winner was Mariane Rizzuto, a 10<sup>th</sup> grade student at Timpview High School. Our 7<sup>th</sup>-9<sup>th</sup> grade winner was Elizabeth Newlon, a 7<sup>th</sup> grade student at Sunset Ridge Middle School. And our 4<sup>th</sup>-6<sup>th</sup> grade winner was Hailee Lowry, a 5<sup>th</sup> grade student at Whittier Elementary. The prompt was, "How can the election process be improved?" It is interesting to see the student perspective. Please enjoy reading their winning essays.

## Improving the Election Process

By

Mariane Rizzuto, 10<sup>th</sup> grader at Timpview High School

The United States of America recently had the 2016 presidential election and we now know who our president will be for the next four to eight years, Donald Trump. This election was riddled with controversy and confusion. People were tense and angry both before and after the election. The hate filling the country is overwhelming at the moment. People are mad that Clinton did not win, and others are just mad that Trump won. The silly thing is that people are choosing to riot and not just accept what has happened and move on. Rioting in the streets and being hateful to anyone who does not agree with them will not solve the problem. The only thing we can do as a nation right now to start the healing process is to figure out what to do so that next time so we do not have this kind of issue again. There are a few things that we can do in order to ensure that in the 2020 election our country does not break into the same kind of chaos.

This is how our country's election process can be improved. First, I believe that we need to get rid of the political parties. When you go back 220 years, George Washington said in his farewell speech from 1796, "However [political parties] may now and then answer popular ends, they are likely in the course of time and things, to become potent engines, by which cunning, ambitious, and unprincipled men will be enabled to subvert the power of the people and to usurp for themselves the reins of government, destroying afterwards the very engines which have lifted them to unjust dominion." As our country has grown and developed we have seen Washington's prediction happen. Now as one of the dominating world superpowers, the person that leads our country has increasingly more power to cause great things to happen to the world, or on the opposite end of the spectrum, great destruction. The political parties are a barrier preventing us from making reasonable decisions when we vote. I have seen it many times living here in Utah, that people make a voting choice based entirely on political parties rather than judgment of the candidate themselves. The majority of the people in the area where I live always vote Republican. They have got it into their minds that being democrat is against their religion and so they never vote democrat. I have seen the opposite happen as well where people only ever vote democrat because of one thing or another. If we let this kind of judgement run our country how long are we going to last?

Next we need to put more effort into helping the American people not only truly understand what they are voting for and make educated choices but also have the want to know what is going on in our country. Most citizens today care more about what happened in the newest episode of one of the TV shows they watch than who is running their government. They care more about the Kardashian drama than the decision that is being made that could decide the lives of them or their loved ones by the Supreme Court. We live in a world full of media. Our

society is celebrity obsessed. During the primary elections last spring, I was sure there was no possible way that Donald Trump would get the nomination, and when he did I was so shocked. Then he went one step further and won the overall election and I was completely dumbfounded. The more I thought about it though, the more it made sense. We live in a world where celebrities are God and the TV is the scripture. Donald Trump was the star of a reality TV show and in this day and age that is weighted much more heavily than strength, intelligence or competence. That is not to say that his opponent has those qualities but neither does he necessarily. People do not care about politics. They care about what is popular and the only things that are popular are the things that you can on a screen. Every year there are 100 million people who watch the super bowl and this year during the presidential debates only 80 million people watched, and this year was a record year. If we do not start trying to educate the people in this country we might be looking at “Kanye West for president 2020!”

“The efforts of the government alone will never be enough. In the end, the people must choose and the people must help themselves.” These wise words from President John F. Kennedy lead to my next suggestion of how we could fix the election process. We need to help our citizens understand how lucky we are that we have the right to vote. People for years and years have fought so that they can have a say in what goes on their government. That is what our country is founded on, “No taxation without representation.” All over the world still, people do not have the right to vote though they want it desperately. People here in America, however, take that right for granted. During this last election only a third of all Americans voted. If every eligible voter had actually done their civic duty the outcome of the election could have been entirely different. If we were to educate our people about the importance of voting our country would be changed for the better. If we were to have a boost in the number of voters, then it we would be able to vote in a reasonable candidate and not have to worry about some of the backlash that is going on throughout the country right at this very moment.

The final thing I believe we should do to improve the election would be to get rid of the Electoral College. I am fifteen years old, and twice in my short life time the winner of the presidential election has won because of the electoral college even though the electoral college has not matched up with the majority, first in 2000 with George W. Bush and Al Gore and then again this year with Donald Trump and Hillary Clinton. Is it really the voice of the people if the majority of the people vote one way but the Electoral College says it has to be the other way? If we were to get rid of the Electoral College then the majority really would win every time and then it always would be the voice of the people not just a weak substitution for the voice of the people.

In order to fix the election process a lot of work would need to be done, but if it meant that our country could be at peace with itself instead of the constant arguing going on now, it would be worth it. Just as Abraham Lincoln said, “A house divided is not what the Founding fathers had in mind.” However, if we want to fix the election process the people will

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need to be ready and willing to listen to what people like me have to say. So, for now, I suppose we need to ride out the next four years and hope that everything runs smoothly.

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## **What to Change about the Election Process**

By

Elizabeth Newlon, 7<sup>th</sup> grader at Sunset Ridge Middle School

The first thing ever when electing someone to really be anything would be to see if they have the qualities of being in that position. According to the U.S. Constitution to become President of the United States you have to be a natural born citizen, at least thirty-five years old, and have been a resident for a minimum of 14 years. This means you would've had to be born and have lived for 14 years in the United States.

I believe we should add more laws to become president, like no major criminal background because for all we know a person running for president could fit all the qualities to become one, but they had a major criminal record. We don't want our president to be a major criminal, do we? Also we want a president who is educated and knows what they are doing, so we should make a law that makes it so the president has graduated from college.

Once you get farther into an election you usually end up with two people from two different parties. In this case a party is a group of people who have the same political beliefs and opinions. You get one person from the Republican group and one from the Democratic group. For example, this year we have lowered it down to Hillary Clinton as the Democratic and Donald Trump as the Republican. Although, there are more political groups other than the Republican and Democratic; there is also the Libertarian party, the Green party, the Constitutional party, the Justice party, and etc. Then there is also usually just one person from each party left for the final vote.

I think that we should change it so that there can be more than two main parties and a third party. It not then I think we should make it so that there can be more than just one person from each party, so we could have two Democrats and two Republicans running for president or really any position in the government. It wouldn't be so predictable and maybe even give a more even chance for each person running. For example in 1984, Ronald Reagan won the electoral votes against Walter F. Mondale, 525 to 13, that is a big difference; this means that Ronald won all the states' votes except for one to two states. If we make it so that there could be two people per party then it would have been more even.

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If you are just an ordinary United States citizen your vote doesn't really count but it counts at the same time. You can vote once you're 18, but really it is up to the Electoral College of whose votes really do matter. For example, Utah has 6 electoral votes, so if the majority of Utahans vote for the Republican person then that person (the Republican Person) gets the six electoral votes from Utah. Then if the runner for the Democratic Party wins California, who has 55 electoral votes, they get those 55 votes. Then at the end of the election whoever has the most electoral votes wins; although to win you have to get at least 270 electoral votes.

All the way back in 1876, Rutherford B. Hayes (Republican) and Samuel J. Tilden (Democratic) were running against each other for president. The final results of the election were very close; Samuel won for the popular vote (4,288,546 to 4,034,311) but Rutherford won the electoral votes (185 to 184). This makes it so that Rutherford Hayes is president even though Samuel got more popular votes. This was the first time this has happened in the history of America. After that election there was three to follow that had the same results; one person would have more electoral votes and one person would have more popular votes. These elections include the 1888, 2000, and 2016 elections.

I say we should change it so that it depends on the popular vote and not on the Electoral College. It would make it seem like our votes actually do matter than they do with the College.

One of the last things in the election process is that if all of the runners don't get up to 270 electoral votes then it is just left up to the House of Representatives. The House of Representatives is the lower house of the United States Congress. With 435 popularly elected officials, the House is the most representative body in the federal government. In 1824, none of the candidates got up to 270, in a matter of fact none of them got up to 100 electoral votes. In this case it was left up to the House of Representatives, which in the end John Quincy Adams won the election and became president even though Andrew Jackson had more Electoral votes and had the most popular votes.

I think we should change it so that if all the candidates don't make it to 270 electoral votes it should just depend on who has more popular votes. Although if we did get rid of the Electoral College then this wouldn't really even matter, because it would just be based off of the popular vote anyway.

There are good and bad things about the whole election process but in my opinion this is what I think they should change.

## **How Can the Election Process Be Improved?**

By

Hailee Lowry, 5<sup>th</sup> grader at Whittier Elementary School

During this 2016 election people have been accusing Donald Trump of cheating somehow. In this essay/article I'm going to be talking about how the election process can be improved, starting with talking about Security Improvements.

Security Improvements would be a huge advancement in in the election process. In don't exactly know how they would do that except maybe they could get people that are really good with the modern technology to help. I know that's asking a lot but with all of these modern advancements I think it could be done. Next I will talk about a more personal subject involving the candidates.

When I said "A more personal subject" I meant manners! You read right. I think they should teach the candidates manners especially if these 2016 candidates want to run in the 2020/2021 elections. It would be amusing to the crowds but also helpful. It would make debates more civilized. Civilization is something these 2016 candidates barely had with each other.

One more thing to improve is kids voting rights. I know right now it might seem like a bad idea because kids could go off of what they hear. Also what they're parents say. It may cause fights. If it does cause serious fights it can easily be banned. A good age would be 10-11. A lot of kids that age are really smart. If a parent thinks there 10 or 11 year old isn't ready they can stick with an age of 18 to vote.

In this article I've talked about security improvements, manners and also kids voting rights. All of those topics I things I feel need to be improved. There are more elections to come. In those elections maybe one of my ideas will help the election process. Maybe not but we will have to see.

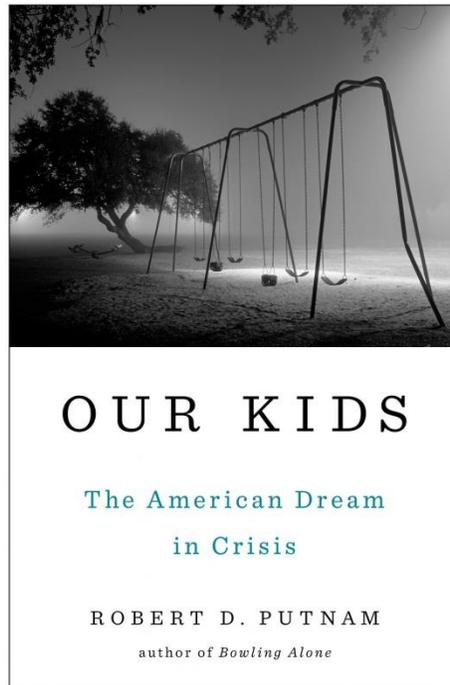
## Book Review: *Our Kids The American Dream in Crisis*

by Peter Van Orden

*Our Kids: The American Dream in Crisis*

by Robert Putnam

386 pages, Simon & Schuster



“This is the most important book you could possibly read this year; in fact, it may be the most important book you’ll read this decade.” So said the award-winning scholar Walter Isaacson about Robert Putnam’s *Our Kids*. After reading this thought provoking, sometimes upsetting, book about the social changes that have affected children in the United States over the last several decades, you will likely agree with Isaacson’s assessment. You will definitely never look at the students you teach in the same way.

Robert Putnam, Harvard political scientist, rose to fame when his book, *Bowling Alone*, pointed out the decline of social capital in the United States since 1950 and the subsequent diminishing of civic engagement, something a strong democracy requires of its citizens. This book changed our discussion about citizen political involvement. Putnam’s new book, *Our Kids*, has already changed the discussion on family, child rearing, and educating our children, and will likely affect the issue agenda in education for the foreseeable future.

What makes this book particularly compelling is the combining of empirical data and personal witness. Putnam weaves together impressive data from some of the most respected recent sociological and economic scholarship, and in-depth personal interviews with both adults and children. The stories are riveting, the data understandable. Together they make a well-defended and disturbing case for problems that are increasingly affecting our kids today. Not everyone will agree with all of his conclusions, but many are indisputable given the rigor of his research and data, and we are already seeing proof of his research in our classrooms and communities.

Putnam begins by looking at the town in which he grew up, Port Clinton, Ohio, where he graduated from high school in 1959. He documents changes that occurred there in the subsequent half century: the gaps between rich and poor, between privileged and disadvantaged, the geographical sorting of neighborhoods, the class divisions that have emerged, the decline of the two-parent family, the differences in school and achievement that accompany these changes, and more. From Port Clinton, Putnam extends his analysis to communities, large and small, across the country, and finds the same patterns of change. He uses dozens of “scissors graphs” to show the various ways in which the top is pulling away from the rest of society. In short, he concludes that the United States is becoming a class-based society and the American Dream is in great danger of ceasing to exist for most Americans. In reaching this conclusion Putnam talks about many contributing factors that are fascinating in and of themselves, some not surprising to those who have observed society during the last decades. He finds particular importance in family dinners, which, even among poor families, seem to blunt some of the negative effects of his other metrics.

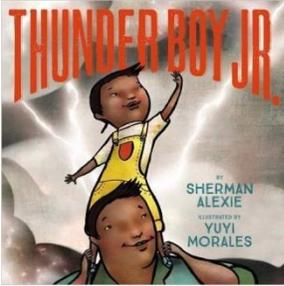
The weakest part of the book concerns the solutions Putnam suggests: pre-kindergarten education, apprenticeships, closer school-community links, better community colleges, family dinners, etc. His suggestions are sensible, but unimaginative. They are weak, considering the scale of the problems. As Richard Reeves said in his review of *Our Kids*, “He is like a doctor diagnosing cancer and prescribing aspirin.”

This book should be widely read and discussed by everyone concerned about our kids. There are suggestions here that can be implemented in our communities and schools, but, more likely, the needed innovative and imaginative solutions will come from those who spend the lion’s share of time with our kids – their teachers.

### Book Review: *Thunder Boy Jr.* By Quinn Rollins



Social Studies Specialist, Granite School District  
Author, *Play Like a Pirate: Engage Students with Toys, Games, and Comics*



*Thunder Boy Jr.* Written by Sherman Alexie, Illustrated by Yuyi Morales. Little, Brown and Company 2016.

One of the social studies areas it's sometimes hard to find quality resources for is contemporary American Indian life. The majority of what's out there is about historic tribes, which is important and interesting, but sometimes leaves students with the impression that American Indians are in the past – virtually extinct – and don't have a place in modern American society. When I saw the picture book *Thunder Boy Jr.*, I judged the book by its cover – and loved it. When I noticed that it was written by Sherman Alexie, author of *Diary of a Part-Time Indian*, I bought it immediately. I didn't regret it.

Thunder Boy Smith Jr. doesn't like his name. He's named after his father of course, but wishes he had a different name.

"My mom wanted to name me Sam. Sam is a good name. Sam is a normal name. Thunder Boy is not a normal name."

His mother and sister both have "normal names," and Thunder Boy wishes he did too. Failing that, he wants "a name that sounds like me. I want a name that celebrates something cool that I've done."

Some of his ideas:

"I love playing in the dirt, so maybe my name should be MUD IN HIS EARS."

"I once climbed a mountain, so maybe my name should be TOUCH THE CLOUDS."

"I love powwow dancing. I'm a grass dancer. So maybe my name should be "DRUMS, DRUMS, AND MORE DRUMS!"

Eventually Thunder Boy arrives at a name that's all his. No, I won't tell you what it is. But it shows love and respect to his father, while being uniquely his own, representing his life and his personality.

Aside from classroom use, this is a charming book in and of itself. I would recommend it for your own home and the kids in your life. The words are written to be read aloud, and the illustrations bounce off the page with the energy of the main character.

In a classroom context, *Thunder Boy Jr.* does three things very well:

First, it gives some insight into the current culture of an American Indian family. Alexie and Morales are vague with the specifics of Thunder Boy's family – we don't know what tribe they're in. But with the naming customs, the mention of a powwow and grass dancing, the patterns on a blanket and his mother's skirt – it's definitely an American Indian family. They're living a modern life. Thunder Boy rides a bike on one page, he's playing with robot toys on another – but they also intersect with their traditional culture in powerful ways. Thunder Boy, with his desire for a “normal name,” represents a straddling of traditional life and mainstream American culture that kids from many different ethnic backgrounds will understand. Eventually Thunder Boy makes a choice that conforms to his cultural tradition, but does so on his own terms. I love that.

Second, *Thunder Boy Jr.* shows how kids can examine their own lives and backgrounds and come to understand themselves better. As a social studies teacher, I think that kind of self-knowledge is an important part of what we do. Not telling kids who they are and where they're from, but to give them opportunities to explore the different parts of their identity. That might be cultural, it might be political, but opening those doors for them to learn more about themselves is one of those “soft” parts of the curriculum that I always like to include in my lessons. Thunder Boy's exploration of his own personality and background is a fun journey, and one that kids can use as a template for their own.

Third, the book shows a strong family relationship, especially between father and son. It's not necessarily an easy relationship, with Thunder Boy running from his name throughout the book – but it shows the bond between them, with them playing together, working side by side, and an undeniable love he has for his dad – but he doesn't want to be just like him. He's his own person. *Thunder Boy Jr.* demonstrates how you can do that while still respecting and loving those who mean the most to you.

All told, I give *Thunder Boy Jr.* my highest recommendation for classroom use. It would be appropriate for any unit that includes American Indians or contemporary life (hopefully, both), but also character education and exploration of family and culture and how we're all different – and all the same. This is a book that belongs in your classroom.

## Professional Development Opportunities for Social Studies Teachers

By

Kaye Rizzuto, President of UCSS

Social Studies teachers have several professional development opportunities available to them at virtually no cost. The past two summers I have participated in two of them. The first is the Transatlantic Outreach Program from the Goethe Institute. This amazing professional development will take you to Germany for 2 weeks to learn about various aspects of modern Germany. They pick 6 groups of educators from around the United States and Canada. Each of the six experiences travels to different cities in Germany, but all the groups will either start or end in Berlin. While on the study tour, I talked with my guide and she indicated that they try to put the educators in the study tour that will best help your curriculum. Because I teach AP Geography most of the teachers in my group also taught Geography or World History. My study tour led us to places that have greatly enhanced my understanding of the country and its role in the world today. I was able to meet with Turkish immigrants in Berlin, go to a Mercedes factory, see the green architecture of the Deutsche Bank building, see where the term “iron curtain” started, go to a concentration camp (Bergen-Belsen where Anne Frank died), tour of one of the largest sea ports in Europe and watch the break in bulk process, staying overnight in former castle, and so much more. We also focused on some of the more ancient history in Germany as well by seeing Roman ruins, taking a Rhine River cruise to see several castle ruins from the Germanic tribes, and we were able to see where Johannes Gutenberg created his bible.

One of my favorite experiences was meeting with the leader of the Stasi Museum. He had been investigated and imprisoned by the Stasi in former East Germany for trying to translate some books from English into German. The books included *1984* and *Animal Farm*. We asked him what we could take back to our students in America. He told us to teach them and help them understand how valuable our right to vote is. We also met with and attended a few German schools to learn about the education process that they have.

This amazing opportunity is available to anyone who is a social studies teacher including elementary teachers. The only thing I paid for out of pocket was a few meals and souvenirs. I was told to prepare to buy my own lunch every day, but I only did about half of the time. It was a wonderful opportunity to meet with teachers from around the country and to share ideas. I use pictures and ideas that I had from my time there frequently in my geography classes. I highly recommend this opportunity. The applications are due February 3, 2017. If you are interested in applying, here is the link:

[https://www.goethe.de/ins/us/en/spr/eng/top/top\\_teachers/top\\_study\\_tour.html](https://www.goethe.de/ins/us/en/spr/eng/top/top_teachers/top_study_tour.html)



Another great source of professional development for social studies teachers is through the National Endowment of the Humanities (NEH). They have several different opportunities to choose from. They provide you with a stipend to cover most of the costs. The stipend depends on how long the seminar is. Last summer I attended a week long seminar in Alabama about the Civil Rights movement. This professional development was life altering for me. I was able to meet with several different people who were the foot soldiers of the Civil Rights movement and to hear from them personally about their experiences. I will never forget listening to a woman talk about her experience on Bloody Sunday, March 7, 1965. She was a teenager at the time. She took my group of educators to a field next to a Baptist Church and had us pick up a pebble. She told us that we were holding a piece of history because this was where the group came to start out the historic march with prayer. They then went and peacefully tried to cross the Edmund Pettus Bridge in Selma headed to Montgomery to simply try and insure the right to vote. She led us to the place where she hid all night as the police came and beat them back from the bridge with tear gas, clubs, and cattle prods. She told of her experience and then led us to the bridge where we each had the chance to silently walk across. Every time I vote from now on I will think of that experience and remember how hard people throughout our history had to fight for that right. The week was filled with so many similar experiences.



NEH has seminars all over the country and the summer of 2017 will have one for the first time in Utah. Several slots have been saved for Utah educators for this professional development, so make sure to take a look and see if you want to participate. The Utah seminar will focus on the role of Utah in the idea of Manifest Destiny. Not many great professional development possibilities for Utah Studies teachers exist, so 4<sup>th</sup> and 7<sup>th</sup> grade teachers make sure to check out this amazing opportunity. And even if you teach another grade, you are eligible to apply.

<http://thc.utah.edu/teacher-workshops/neh/index.php>

The deadline for any of the seminars is March 1, 2017. They are open to anyone who teaches a humanities subject. Most of the educators in my group were social studies teachers, but we had English teachers and even a para educator, a librarian assistant. I received a \$1200 stipend to cover the costs. The stipend arrived after returning home. The seminars last from 1-4 weeks.

Both of these professional development opportunities want you to explain how this experience that you are going to have will benefit your students. So make sure to be specific about your students and not just you. Good luck as you apply!

<https://www.neh.gov/divisions/education/summer-programs>



## German Population Decline Lesson Plan by Kaye Rizzuto

I created this lesson after I returned from the Transatlantic Outreach Program based on some of the information that I learned while I was there. I use it in my AP Human Geography classes but it could also be used in a World Geography class when talking about the demographic transition model and population problems in more developed countries.

**Lesson Grade Span:** Secondary (9-12)

**Focus Questions:**

What happens to a country when their population is declining?

What kinds of government policies exist to help a country with a population problem?

How does Germany try and help their demographic/population problem?

**Course:** AP Human Geography or World Geography

**AP Human Geography Standards:**

II. Population

A. Geographical analysis of population

1. Density, distribution, and scale
2. Consequences of various densities and distributions
3. Patterns of composition: age, sex, race, and ethnicity
4. Population and natural hazards: past, present, and future

B. Population growth and decline over time and space

1. Historical trends and projections of the future
2. Theories of population growth including the Demographic Transition Model
3. Patterns of fertility, mortality and health
4. Regional variations of demographic transition
5. Effects of population policies

**New Utah World Geography Core**

**WG Standard 2.1:** Students will evaluate the impact of population distribution patterns at various scales by analyzing and comparing demographic characteristics such as gender, age, ethnicity, and population density using maps, population pyramids, and other geographic data.

**Lesson Overview:**

Students will use Germany as a case study to look at what happens to the demographics of a country when it is in stage four/five of the demographic transition and what a government could

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do to help solve the crisis. Students will analyze a population pyramid and other charts. They will role play ways in which the German government could help the problem. They will discuss the pros and cons of population policies and write a practice CRQ on population pyramids and policies.

**Outcomes for Student Learning:** Students will be able to describe the population/demographic crisis faced by Germany and explain possible government population policies and their potential effects.

**Suggested Time Frame:** Two 45 minute class periods

**Instructional Resources:**

Population Pyramid of Germany found at:

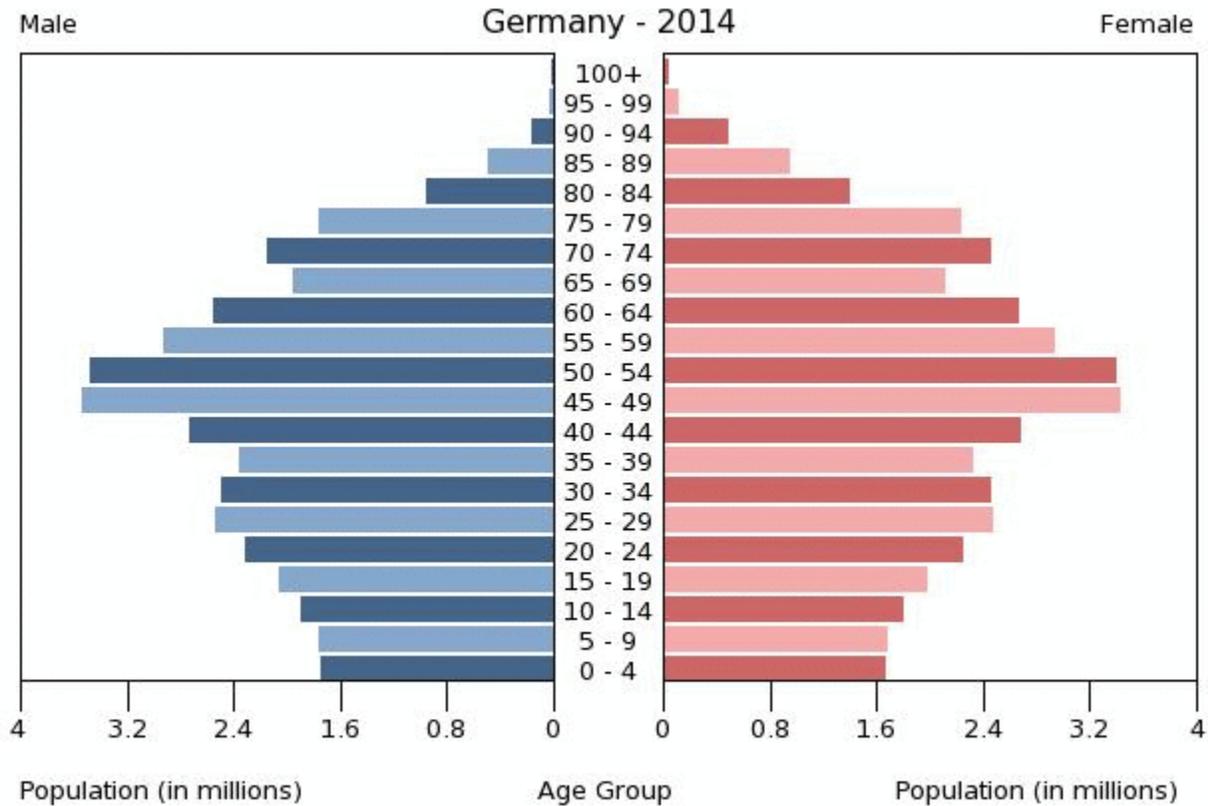
[http://www.indexmundi.com/germany/age\\_structure.html](http://www.indexmundi.com/germany/age_structure.html)

Population Prediction Chart of Germany found at: <http://www.worldometers.info/world-population/germany-population/>

**Procedures:**

**Anticipatory Set:**

Show the population pyramid of Germany. In pairs, students should look at the pyramid and go through the 4 levels of analysis.



After students get a chance to discuss this pyramid with a partner using the 4 levels of analysis (found in the students resource section), then call on groups to share what they said about each level. If they have not brought up the economic impact for level four, ask the class what economic problems could arise with this kind of a population pyramid?

**Background Information:**

Share with the class that Germany has a population problem because its current rate of population is: 1.42. Ask the class what this means for a population? Remind them that the fertility rate needs to be 2.1 in order to grow. Show them a population prediction chart for Germany if something is not done.

A chart can be found at: <http://www.worldometers.info/world-population/germany-population/>

Ask the students to do a think/pair/share with their partner. First think about the question, then share with your partner. What do you think will happen to Germany if this trend continues?

What can the government do, if anything, to prevent these possible outcomes?

Call on various students to share their views.

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People in Germany view the population/demographic situation differently and up until now the government has not been very successful in implementing a policy that will help solve the problem.

### **Learning Activity:**

Students will be divided into 6 groups. Each group will represent a fictional person from Germany. In these 6 groups the students will brainstorm ideas of policies that the German government could implement that would help this particular person and his/her situation.

### **Group 1:**

You are a German woman about to turn 35. You have recently married and would like to have a family. However, you know that you and your husband cannot afford to have a child if you do not continue to work. You want to provide the best opportunities possible for your child and know that it will cost money. Yet you also feel the cultural pull to stay home with a child. Your own mother stayed home with you and you have a negative outlook on other working mothers. Culturally working mothers are looked down on and called a derogatory name, raven mother. You are afraid that if you decide to stay home with a baby for a few years, you will never be able to get back into your fulfilling career in the future.

The following article will explain what a raven mother is.

<http://www.psmag.com/business-economics/rabenmutter-germany-waging-the-war-for-talent-without-women-64506>

### **Group 2:**

You are a manager of a Mercedes factory. Half of your current employees will be retiring in the next 10 years. Yet you are having a difficult time recruiting people to work these soon to be vacant jobs. There are fewer young people to fill all the various apprenticeships for the company and for other companies around the country. You are afraid that if you are unable to find skilled workers or people willing to learn the skills, then your factory may go out of business. There have even been a few local schools closed recently due to the low number of youth in your area.

### **Group 3:**

Your parents came to Germany from Turkey many years ago with the guest worker program. You have lived your whole life in Germany and have German citizenship. You have been able to maintain many of your Turkish cultural identities like your religion. You speak both German and Turkish. You have felt some racial conflicts over your Turkish background, but you have for the most part assimilated into German society. You have seen how the guest worker program has helped your parents and other extended family members and you feel that many other

immigrants could benefit from the German economy and help it as well. You know that some Germans do not want more immigrants to be allowed into the country, but you know that they could help fill the jobs that the Germans do not want to do.

### **Group 4:**

You are a member of the Green party and firmly believe in the human responsibility to take care of the environment. You feel that there is already an over-population problem around the world and feel that each person is responsible to decrease the individual carbon footprint. You think that Germany should be supporting the populations around the world that need help rather than increasing the German population. You feel that humans need to help improve the human dignity of all populations and not just your own country. You want to make sure that the environment is protected in whatever policy is created so that the world will continue to exist for future generations.

### **Group 5:**

You are currently in your final year in secondary school preparing to take your Abitur (the final exam for German students). You plan to go to the university. In recent months the German government has allowed hundreds of thousands of Syrian refugees into the country. Many of these men and women are highly educated and will be able to take over jobs that require higher skills. You are afraid that if the current trend of allowing refugees into the country continues, then you might struggle to find a job when you finish your education at the university in a few years.

### **Group 6:**

You are middle aged, married, have two kids and a job at Deutsche Bank. You are able to provide for your family and your wife stays home with your kids. You have become frustrated with the immigrant population coming to Germany for the free welfare money and housing provided each month. You are worried that your taxes will continue to rise as more refugees enter the country. You feel that Germany does not need to be the only country helping out with the refugee crisis. You also have seen all the terrorist attacks in recent years in neighboring countries and you are afraid that the increase of Muslim immigrants into your country may lead to terrorist problems in Germany. You are also afraid that if your country does not do something about the population problem, then your country will turn into a Muslim nation rather than a Christian one. You and your wife do not have the space to have more children and you have friends that do not have any children, because they feel that they cannot afford to with such high taxes and both partners needing to work.

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After students are put into the six groups and read their scenarios then they should look at the following question and brainstorm on a paper possible solutions that their person would agree with.

What could the government do?

After discussing the ideas students should pick which idea they think is the best and come up with reasons to support that idea. They need to come up with at least 3 reasons to support their idea.

After students have come up with their support for their best idea, they will now have a chance to share with the other 5 groups. In jigsaw fashion, one member from each of the six groups will form a new group. They will share their background with the new group and their idea for the government to help with the population/demographic problem. After sharing their ideas, have the new group discuss why it would be difficult to come up with a policy that would appeal to the German population.

After a few minutes call on groups to share why they feel it would be hard to come up with a policy. Give them a few more minutes to discuss which of their ideas they like the best and why and then share with the class.

### **Formative Assessment:**

After students return to their seats give them a copy of the Government Policy worksheet found in the student resource section. They should rate if they think the policy would be effective, ineffective, somewhat effective, and somewhat ineffective. They need to give at least 1 reason why they chose their answer.

After students have some time to go through the worksheet then read each policy and have the students go to one of the four corners of the classroom based on what they chose. Each corner represents something different: effective, somewhat effective, somewhat ineffective, and ineffective. When they get to each corner they share their reasons with the other people who come to their corner. Then they pick a spokesperson to share the reasons with the class. If a student is swayed by one of the groups reasons, they can move to a different corner.

When you have gone through as many of the scenarios from the worksheet as you like, have the students complete the practice CRQ.

## **Practice CRQ**

Countries around the world have different population or demographic problems

- A. Identify and explain how a population pyramid can indicate the types of problems a country might be facing in terms of population and demographics. Give two examples.
- B. Identify and explain two ways in which a government can help to solve a demographic or population problem. Give reference to a specific country in each example.

## **CRQ Grading scale**

A. 4 points total

1 point given for each of the two problems discussed (2 points total).

1 point given for a more in-depth explanation of the two problems (2 points total).

B. 6 points total

1 point given for each government policy listed (2 points total)

1 point given for a more detailed explanation of the policies (2 points total)

1 point given for providing a specific country example

## **Student Resources:**

In this section you will find the four levels of analysis and the worksheet on the population policies. The types of population policies can be found at this website:

<http://www.hsph.harvard.edu/population/policies/poppolicy.htm>

## Government Population Policies

Read through each possible government population policy. Write if you think this policy will be effective, somewhat effective, somewhat ineffective, or ineffective. Give at least one reason for your choice.

1. Due to a huge population increase the government has decided to restrict the number of children each couple can have to 1 child. If the couple has more than one child, they are given a large fine.
2. Due to a population decline the government has instituted a policy of requiring each couple to have 2 children. They are faced with a huge fine if they do not have at least 2 children.
3. To encourage more women to have children in a country with a declining population, the government has mandated that women be provided 1 year of paid maternity leave. Fathers get 8 weeks paid maternity leave.
4. In order to decrease a growing population, the government starts a family planning campaign which provides free clinics where social workers and medical professionals teach families about various forms of birth control and provide low cost birth control to women.
5. In a country with a declining population, a family is given large tax breaks for each child that they have.
6. In a country with a declining population, citizen awards are given to families with many children.
7. The government provides subsidized day care for families that have 2 or more children in a country with a declining population.
8. In a country with a high infant mortality rate the government sends in medical professionals to free clinics to provide prenatal care.
9. The government starts a campaign to encourage girls to marry when they are over 18 years old. Social workers are sent into communities that have a high percentage of girls marrying before they are 18 to teach the families about waiting to marry.
10. A country with a declining population encourages immigrants to come to their country by providing housing and jobs for them.

**Strategy - Geographic Investigation Process: Four Level Analysis  
(idea from David Palmer of Cherry Creek High School in Colorado)**

Level 1 - What? Where? When? Scale?

Level 2 - Pattern Identification (see handout “Word Bank- Descriptors of spatial patterns”)

Level 3 - Why there? How did it get there? What systems and processes created this pattern?

Level 4 (prediction / impact) So what? What if?

**Word-Bank: Descriptors of spatial patterns**

<b>Density</b> <b>Dispersion</b> <b>Patterns</b> <b>Path</b> <b>Nodes</b> <b>Flow</b> <b>System</b> <b>Linear</b> <b>Random</b> <b>Grid</b> <b>Connections</b> <b>Network</b> <b>Isolated</b> <b>Segregated</b> <b>Homogenous</b> <b>Heterogeneous</b> <b>Diverse</b> <b>Uniform</b> <b>Volume</b> <b>Complex</b> <b>Simple</b> <b>Clusters</b> <b>Compact</b>	<b>Agglomeration</b> <b>Access Point</b> <b>Boundaries</b> <b>Barriers</b> <b>Rigid</b> <b>Visible</b> <b>Subtle</b> <b>Hard Boundary</b> <b>Soft-fuzzy boundary</b> <b>Districts</b> <b>Regions</b> <b>Formal</b> <b>Functional</b> <b>Perceptual</b> <b>Zones</b> <b>Borderland</b> <b>Ubiquitous</b> <b>Absent</b> <b>Spatial Variation</b> <b>Directions-north, south, south-west...</b>	<b>Path</b> <b>Interior</b> <b>Coastal</b> <b>Fringe</b> <b>Edge</b> <b>Centralized</b> <b>Dispersed</b> <b>Rectangular</b> <b>Hexagonal</b> <b>Irregular</b> <b>Circular</b> <b>Linked</b> <b>Core</b> <b>Periphery</b> <b>Vertical</b> <b>Horizontal</b> <b>Size</b> <b>Adjacent</b> <b>Variable</b> <b>Rings</b> <b>Concentric circles</b> <b>Correlation</b>
<u><b>Terms related to scale:</b></u> <b>Global</b> <b>Hemisphere</b> <b>Realm</b> <b>Regional</b> <b>Country or State</b> <b>State or Province</b>	<b>Local</b> <b>County</b> <b>City</b> <b>Personal</b> <b>Zip code</b> <b>Area code</b> <b>Census tract</b>	<b>Neighborhood</b> <b>Zooming in</b> <b>Zooming out</b> <b>Large</b> <b>Small</b> <b>Micro</b> <b>Macro</b>