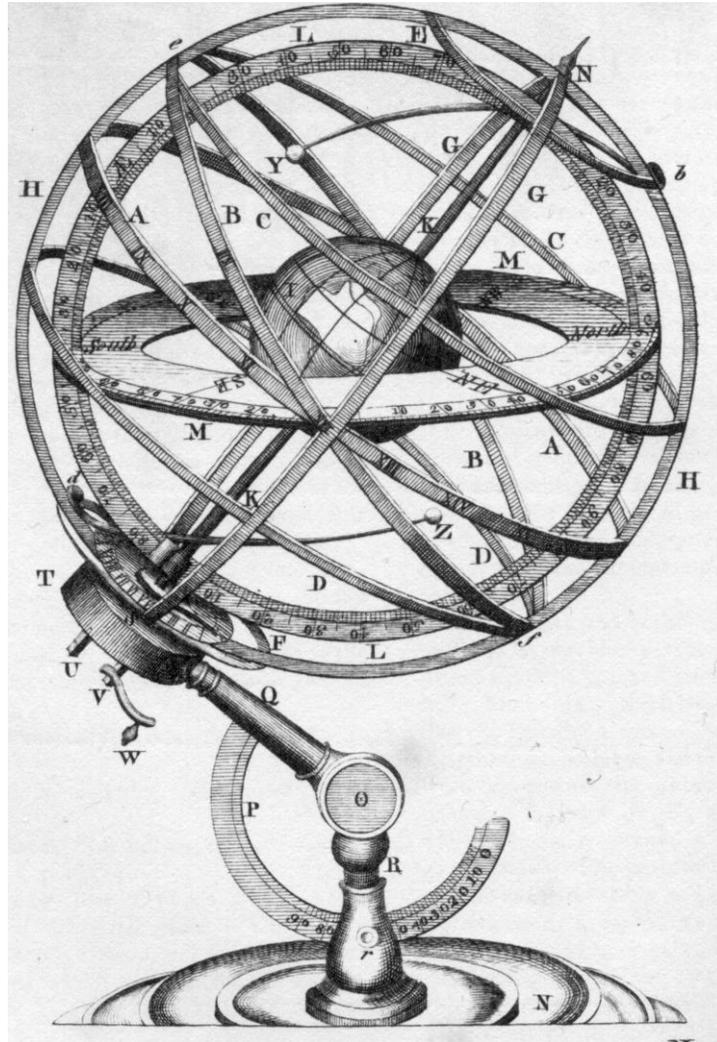


# *The Armillary*

*Navigating Social Studies in the Twenty-first Century*



The Annual Journal for the Utah Council of the Social Studies

February 2018, Volume 6

# Utah Council for the Social Studies Journal

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February 2018, Volume 6

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# Utah Council for the Social Studies Journal

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## **A Modified Socratic Method for Teaching Public Issues in the Classroom? By Peter Van Orden**

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

Students are naturally curious about the world, but they often think about it in a superficial way, or fail to think about it at all. It is our job as teachers to encourage them to reflect on ideas in a way that increases both their depth and breadth of their understanding. We want them to learn how to address ambiguity, nuance, and contradiction in order to effectively engage in civic discourse.

Effective argumentation is based on clear thinking and effective communication. The following guidelines for effective argumentation and analysis of public issues were adapted from work done by James Shaver and Richard Knight. I used this framework successfully in the classroom for decades. Many teachers with whom I shared it have told me of their success in using it. Though it may take some thought and preparation on your part, the results are well worth the effort. For best results the steps outlined below should be followed sequentially.

1. Introduce the problem/issue. Use a springboard such as a news article or a ‘hypothetical’ situation that you create. Ask questions in order to create a descriptive summary of the issue using questions such as:

- 1) What happened?
- 2) Who was involved?
- 3) When did it happen?
- 4) Where did it happen?
- 3) What statements were made?
- 4) What charges were brought?

Clearly establish the ‘facts’ of the situation, but do not allow any opinion at this point!

2. Get students to take a position, and then push them into an extreme position, if possible.

3. Identify the conflicting values and biases in the positions. Ask students: What are the public issues involved? What are the biases reflected in the positions? What are the moral questions involved?

4. Develop the opposing positions. Ask students to clearly state the reasons for their positions. Encourage them to be logical and consistent in their responses. It is sometimes helpful at this point to pause and ask students to clearly state another students' position. This is for clarity only, not for argumentation.

5. Develop and explore definitions of terms and any language problems that interfere with effective communication. Ask students to identify:

- 1) Any words that are difficult and need to be defined.
- 2) Any words or phrases that are emotional and interfere with effective communication.
- 3) Any words that have connotations affecting clear communication.
- 4) The overall emotive loading of the article.

6. Predict consequences of the various positions. Ask students: What would happen if . . . all people did this . . . nobody did this . . . some people did this and others did not . . . punishment is imposed? . . . no punishment is imposed . . . etc.

7. Identify the conflicting frames-of-reference in the positions. Ask students to identify the participants' differing perspectives based on their worldviews, backgrounds, experiences, demographics, etc.

8. Discuss data and evidence. Examine factual claims. Ask students to identify what facts support each of the positions. Ask students if there is additional information that is needed before making a decision about the issue.

9. Prioritize the values/moral principles. Ask students if certain values/principles in the situation are more or less important than others. Have them explain why they believe this. Students should be reminded that everyone has the right to their beliefs and their reasons for them.

10. Have students come to a qualified decision. Remind them that it is a 'qualified decision,' as people have the right to change their minds if circumstances change or new facts emerge. Ask students if there are similar situations in which they would make a different decision and why.

This framework is not carved in stone and can be adapted by teachers to best meet the needs of their students. My experience is that it works best if followed in the sequence outlined above.



## **Better Days 2020: Centering Utah Women’s History to Invigorate Our Present and Future**

By Naomi Watkins, Ph.D. Director of Education, Better Days 2020

Barbara Jones Brown, M.A. Historical Director, Better Days 2020

### **Background**

In 2015, Mandee Grant and Neylan McBaine were doing two things regularly—sifting through articles ranking Utah as one of the worst states for women in business and politics, and reading about how Utah women had been leaders in the suffrage movement in the late 19th century. The first, disappointing, and the other, inspiring. Through their reading, they noticed significant anniversaries regarding suffrage coincided in the year 2020: the 150<sup>th</sup> anniversary of women being the first to vote in Utah *and* the modern nation; the 100<sup>th</sup> anniversary of the 19th Amendment, granting women’s suffrage throughout the United States; and the 55<sup>th</sup> anniversary of the Voting Rights Act, protecting voting rights of women and men of racial minorities.

In talking with others about Utah women’s historical achievements in Utah and on a national scale, most respond, “I had no idea,” followed by, “What happened?” This lack of knowledge regarding women’s history, but especially Utah women’s history, is not necessarily the public’s fault. Since the 1960s, academic studies have found that women and minorities are vastly underrepresented in U.S. history textbooks. Women continue to make up a small percentage of figures in U.S. history textbooks, including illustrations and sidebars (Chick, 2006). Publishers take cues from state history standards, and historically, “women’s topics are often an addendum to the main storyline. Women are frequently included in lists of marginalized groups as a reminder to teachers that when covering a broad topic, they should also include the experiences of women among others” (National Women’s History Museum [NWHM], 2017, p. 16). More recent analysis shows that state standards across the country continue to illustrate that women’s experiences and stories are not well integrated (NWHM, 2017). This analysis conducted by NWHM (2017) points out that women’s history is not just the addition of women’s contributions to the standard history timeline. Rather, it’s about shaking up the well-trod storyline. “When children do not see girls and women in the pages of textbooks and teachers do not point out or confront the omissions, our daughters, and our sons learn that to be female is to be an absent partner in the development of our nation” (Sadker, Sadker, & Zittleman, 2009, p. 18). It gives the false idea that men are history makers while women are passive observers.

Many programs and projects have been developed to ensure that women are not seen as absent partners in history. The National Women’s History Museum, *Click!* by Clio Visualizing History, *A Mighty Girl*, and Zinn Education Project are a few excellent examples of projects centering women’s history. Many quality children’s books dedicated to women’s stories and accomplishments have also recently been published: *Good Night Stories for Rebel Girls* (Favilli & Cavallo, 2016), *Women in Science: 50 Fearless Pioneers Who Changed the World* (Ignatofsky, 2016), *Little Leaders: Bold Women in Black History* (Harrison, 2017), and *Tough Matriarchs: Amazing Stories of History’s Mightiest Matriarchs* (Porath, 2018), for example.

Better Days 2020, founded by Grant and McBaine, also seeks to center women’s history. Better Days 2020 is nonprofit organization dedicated to developing a statewide, multi-channel

campaign to not only celebrate these suffrage anniversaries, but to educate the public about Utah's rich women's history.

### **A Brief Overview of Utah's Suffrage History**

Utah's suffrage story has a unique and complicated narrative arc—women in Utah were some of the first to receive voting rights in the modern nation, but they had those rights taken away by Congress, and then had to fight to get them back. It is a story that spans decades and generations; it is much more than a sidebar in the discussion about Utah's struggle for statehood. It is a movement fraught with the issues of federalism and religious freedom, but it also speaks to the heart of a cause, like all history, that encompasses contemporary conversations about voting and women's rights.

After slavery was abolished and black men were given voting rights with the passage of the 15th Amendment to the United States Constitution, many abolitionists turned their attention from ending slavery to ending polygamy, as they considered polygamy morally wrong and oppressive to women. Some anti-polygamists believed giving Utah women the right to vote would empower them to end polygamy. However, Mormon men and women believed granting Utah women the vote would *not* end polygamy. They also thought that giving women the vote would be a way to change negative views and perceptions about Utah women. They wanted to show that Utah women were not oppressed, helpless and enslaved as many anti-polygamists believed (Madsen, 1997).

Utah Territory, then, enfranchised women on February 12, 1870, following in the footsteps of Wyoming Territory, which first granted voting rights to women in December 1869. Since Utah had an election before Wyoming, women in Salt Lake City became the first to vote in the modern nation. Seraph Young, a schoolteacher, was the first woman to vote in this municipal election, which occurred on February 14, 1870.

Once Utah women had the vote, they became very involved in political life. The Relief Society, the women's organization of the Church of Jesus Christ of Latter-day Saints, developed programs to educate women throughout Utah about the political process and civic engagement. Utah women elected delegates like Emmeline B. Wells, editor of the *Woman's Exponent*, a pro-suffrage newspaper, to represent them at national suffrage conventions. They formed strong ties with national leading suffragists like Susan B. Anthony and May Wright Sewall. However, Utah women did not vote to end polygamy like anti-polygamists had hoped.

Anti-polygamists, then, worked through Congress to pressure the LDS Church to disavow polygamy through a series of anti-polygamy laws. In 1887, seventeen years after Utah women began exercising their voting rights, Congress passed the Edmunds-Tucker Act in an effort to end polygamy. Part of this legislation rescinded the voting rights of *all* Utah women, whether they were Mormon or non-Mormon, polygamous or monogamous, married or single.

Utah women were outraged when Congress took their rights away—rights they had exercised for 17 years—and they worked hard to win them back. In 1889 they created the Utah Woman Suffrage Association (UWSA), an affiliate of Elizabeth Cady Stanton's and Susan B. Anthony's National Woman Suffrage Association (NWSA), and organized local chapters

throughout Utah. Within four months, the UWSA had fourteen branches, and by February 1895, nineteen of Utah's twenty-seven counties had suffrage organizations. Utah suffragists also continued to lend their support to national suffrage efforts.

In 1890, LDS Church president Wilford Woodruff officially announced the end of the contracting of new plural marriages in Utah with "The Manifesto." With this official change in policy, Utah was in a position to petition again for statehood. During its 1895 Constitutional Convention, delegates debated for two weeks about whether to include women's suffrage and the right to hold public office in the state constitution that Utah would propose to Congress.

Compared to other parts of the nation, most Utahns supported a woman's right to vote and hold office. Both political parties in Utah supported these rights in their party platforms, and women's suffrage organizations throughout the territory lobbied delegates to include these rights in Utah's Constitution. Opponents feared that including women's suffrage in the state Constitution would jeopardize its passage by Congress. However, opposition was minor, and the delegates voted to include a clause that guaranteed women's suffrage and right to hold office. Utah voters, all of them male, voted overwhelmingly to approve the proposed constitution. Utah women were given back the vote, or re-enfranchised, in 1896, after Congress accepted Utah's constitution and granted Utah statehood.

Even though Utah women had voting rights again, Utah's leading suffragists remained committed to fighting for those rights for women throughout the nation. They continued to work with national suffrage organizations, helping to fund these organizations, serving as leaders in these organizations, and attending national and international women's rights conventions. In August of 1920, Congress ratified the 19th Amendment, granting women's suffrage throughout the nation.

Even though there was now an amendment granting women's suffrage nationally, the fight for universal suffrage in the United States was not yet over. Many minority populations were still unable to vote. Congress did not grant U.S. citizenship, and thereby voting rights, to American Indians until the passage of the Indian Citizenship Act in June 1924. Even after the passage of this act, some state laws still prevented American Indians from voting. American Indians living on reservations in Utah were denied voting rights in state and federal elections because they were deemed only as citizens of their tribal nations and not citizens of the United States. In 1957, the Utah state legislature finally repealed the legislation preventing American Indians living on reservations from voting.

The Voting Rights Act of 1965 was signed into law by President Lyndon B. Johnson on August 6, 1965. Many states had restrictive legislation making it difficult, and in some instances, impossible for African Americans to vote. This legislation sought to put an end to these restrictive practices at state and local levels. The June 2013 U.S. Supreme Court in *Shelby County vs. Holder* determined that two provisions of the Voting Rights Act of 1965 were unconstitutional. This, along with recent court cases about gerrymandering practices in states like South Carolina and Pennsylvania, illustrate that conversations about restrictions to voting rights are ongoing and relevant.

## **Goals and Projects of Better Days 2020**

Better Days 2020 believes that by popularizing Utah's women's history in creative and communal ways, we challenge ourselves to live up to the legacy left by our forebears and pave the way for Utah to return to being the "shining star among its sister states" in women's advocacy, as it once was (Richards, 1895). As such, Better Days 2020 is implementing a variety of educational, creative, and legislative projects to commemorate these significant suffrage anniversaries in 2020, to center Utah women's history, and to energize conversations about girls and women in Utah today and in the future.

### *K-12 Curriculum*

Better Days 2020 is developing K-12 curriculum devoted to familiarizing students with Utah women's history, beginning with lessons about Utah women's contributions to the women's suffrage movements for grades four, five, seven, and eleven. Women's history and contributions are much more expansive and diverse than suffrage, therefore, we plan to develop additional curriculum that provides lessons and resources focused on women's advocacy through contemporary times, including the histories of women of color in Utah.

Elementary lessons have a language-arts focus; secondary lessons focus on the analysis of primary-source documents to develop students' historical literacy and critical thinking skills. For example, a fourth grade lesson uses a readers' theater format to work on reading fluency skills while also learning the history of Utah women's suffrage. A seventh grade lesson requires students to examine political cartoons across four time periods, asking students to make connections not only across these time periods, but also to modern-day issues about women.

This curriculum, tied to the Utah Core State Standards, includes adaptations and extensions for diverse learners, and historical resources, including informational articles, biographies, a historical timeline, primary-source documents and images. Classroom piloting of the initial fourth and seventh grade Utah studies lessons is happening currently through the end of March 2018. Classroom materials and resources will be available for educators and students to access for free via our website starting in summer 2018.

We plan to eventually include one-page, close-reading activities of primary-source documents that can be utilized in history and English language arts classrooms, activities and games for teachers and families, discussion questions for children's and young-adult books about women history makers, and stories about women's contributions throughout all twenty-nine Utah counties and eight American Indian reservations.

### *Teacher Seminars*

To provide support to educators in implementing this curriculum, we have partnered with the Tanner Humanities Center (THC) to offer a workshop about Utah's role in obtaining voting rights for *all* women as part of THC's Gateway to Learning Educator Workshops. The Summer 2018 teacher-training session, "100 Years of Suffrage and Women's Rights in Utah: 1870s-1970s," will explore the suffrage and women's rights movements in Utah, including Native

women's unique challenges, with renowned scholars Laurel Thatcher Ulrich, Colleen McDannell, Andrea Radke-Moss, and Jennifer Robinson. This training will involve lectures from these scholars, pedagogical training on how to utilize the content information with students, and visits to historic sites and archives. This one-week session is offered June 11-15, 2018. Registration opens March 1 via the Tanner Humanities Center [website](#).

### *Trading Cards and Illustrations*

Better Days 2020 has commissioned Utah illustrator Brooke Smart to create historically accurate illustrations of fifty key women's rights leaders in Utah from 1870 through the twenty-first century. These illustrations will compose a set of 4" x 6" trading cards with thumbnail photos and short biographies of these leaders. The sets will be made available to classrooms, along with poster-sized images of illustrations for classroom display. The purpose of these illustrations and trading cards is to help make the histories and accomplishments of these women's leaders more accessible and memorable for students.

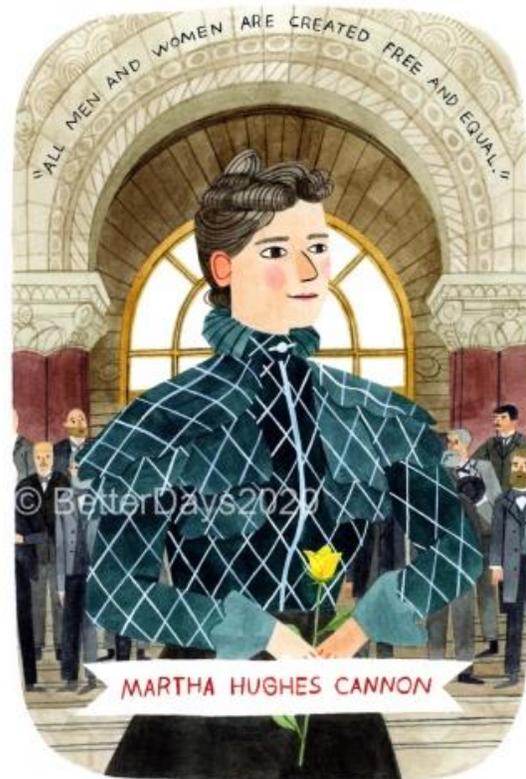
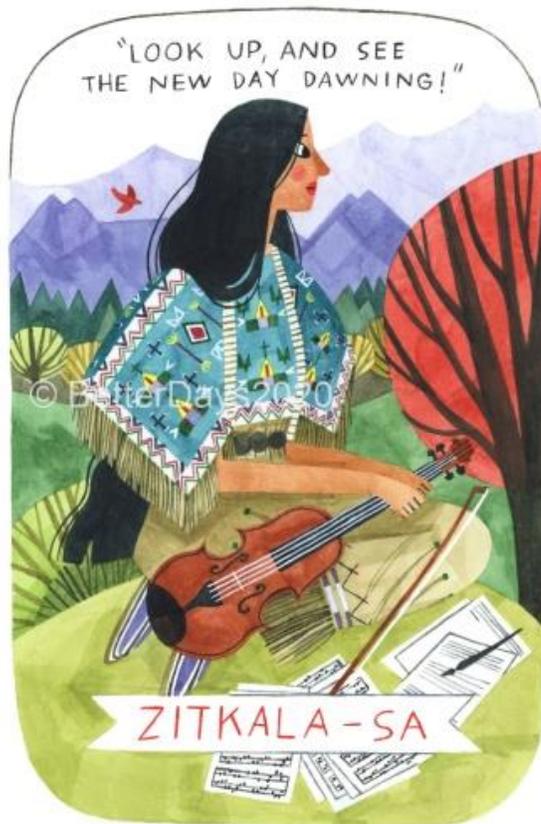
### *Walking Tour*

Most people are not aware that Salt Lake City has more historic sites tied to the women's suffrage movement than even Seneca Falls, New York--the birthplace of the U.S. women's rights movement. Better Days 2020 is creating a permanent, historic walking tour of downtown Salt Lake City, featuring sites and leaders key to the women's rights movement in Utah and the nation. A simple pamphlet outlining the walking tour will be available on the curriculum website in summer 2018, but eventually the tour will include features like virtual and augmented reality. The tour will be accessible to Utah residents, tourists, and college students, as well as to K-12 students through field trips and virtual reality tours. The tour will help visitors understand how women were strong civic leaders and activists in Utah history, playing a major role in ensuring women's suffrage and rights both in Utah and the nation.

While these educational projects are a large part of Better Days 2020's efforts, we are also working on legislation for a "First to Vote" license plate, street renamings in honor of Utah women leaders, placing a statue of Dr. Martha Hughes Cannon, a leading Utah suffragist in the U.S. Capitol rotunda, a public education campaign, and historical exhibits about women's history throughout the state. To learn more about Better Days 2020 and how to get involved, visit our website at <http://www.betterdays2020.com>

## Conclusion

While these suffrage anniversaries were the catalyst for the formation of Better Days 2020, women's history is far too important to be relegated to Women's History Month in March or to a one-time celebration. "Women's history not only adds women to the story; it changes the story told of men. Studying women's history can change the way we look at U.S. or global history" (Winslow, 2013, p. 322). Through our efforts, Better Days 2020 aims to change the conversation about Utah history to include Utah women, making life better for girls and women today in hopes for a brighter future for all.



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- Scheiner-Fisher, C. (2013). The inclusion of women's history in the secondary social studies classroom. Unpublished dissertation: University of Florida.
- Winslow, B. (2013). CLIO in the classroom: The state of women and women's history in the middle and high school curriculum ... and perhaps a way forward." *Journal of Women's History*, 25(4), 319-332.

## Women's History Resources Cited

### Websites

- A Mighty Girl: <https://www.amightygirl.com/>
- National Women's History Museum: <https://www.nwhm.org/>
- Click! by Clio Visualizing History: <https://www.cliohistory.org/>
- Zinn Education Project: <https://zinnedproject.org/>

### Books

- Favilli, E., & Cavallo, F. (2016). *Good Night Stories for Rebel Girls*. Timbuktu Labs, Inc.
- Harrison, V. (2017). *Little Leaders: Bold Women in Black History*. New York: Little, Brown Books for Young Readers.
- Ignotofsky, R. (2016). *Women in Science: 50 Fearless Pioneers Who Changed the World*. Berkeley, CA: Ten Speed Press.
- Porath, J. (2018). *Tough Matriarchs: Amazing Stories of History's Mightiest Matriarchs*. New York: Dey Street Books.



## **Scofield Mine Disaster By Rebecca Kirkham, South Hills Middle School**

**UT Standard 3:4** – Students will identify the causes and effects of the Progressive movement using examples from community or state history, such as the organized labor movement, tax reform, the Scofield mine disaster, and education and child labor reforms.

Essential Question: What impact did the Scofield mine disaster have on Utah and the Progressive Movement?

Estimated Time: 45-minute class period



### **Materials Needed:**

Copies of Scofield Mine Disaster worksheet (see below)

Scofield Mine Disaster Story (you may need a class set of copies or internet access, see below)

YouTube video clip: Taken from Wild West Tech History Channel- <https://youtu.be/2qetfcsyNXs>

### **Possible Scofield Mine Disaster Stories**

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Scofield Mine Disaster Story -

[http://www.historytogo.utah.gov/utah\\_chapters/mining\\_and\\_railroads/thescfieldminedisasterin1900wastahsworst.html](http://www.historytogo.utah.gov/utah_chapters/mining_and_railroads/thescfieldminedisasterin1900wastahsworst.html)

Scofield Mine Disaster Story- <http://ilovehistory.utah.gov/time/stories/scofield.html>

It Happened In Utah by Tom Wharton and Gayen Wharton: Chapter- Scofield Mine Disaster

## Photos:

Mountain West Digital Library- <https://mwdl.org/> - search Scofield Mine Disaster

## Procedure:

1. Project a photo of the Scofield Mine disaster. Ask the students- what do you think happened here? Have the students make inferences about the event.
2. Pass out the Scofield Mine Disaster worksheet. Explain to the students that they will be comparing two different sources about the Scofield Mine Disaster.
3. Before having students view the Wild West Tech, make sure the students know that the date is wrong on the video clip. Have the students watch the clip- <https://youtu.be/2qetfcsyNXs> , and fill in the chart. After the clip, discuss possible answers with students.
4. Read the story of what happened at the Scofield Mine Disaster (History to Go/I love History/It Happened in Utah). It can be done as a whole class, partners or individually. The students should fill out the chart as they read.
5. After the students read what happened, discuss the event with the students.
  - a. Possible Questions for discussion
    - i. Which source do you think is more reliable? Why?
    - ii. What impact did this disaster have on the community?
    - iii. What impact would it have on the state?
    - iv. What impact would this disaster have on the Progressive Movement?
    - v. What changes in mining and safety do you think should have happened?
6. After the class discussion, using information from both sources, have the students write a detailed journal entry of what happened at the Scofield Mine disaster from the viewpoint of a miner who witnessed the event.

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Name: \_\_\_\_\_ Period: \_\_\_\_

## Scofield Mine Disaster

	Source #1 Video	Source #2 Reading
Date of event		
Summary of information: Who  What  Where  How  Why		
Impact of the disaster on the community		
Other information		

1. Which source do you think is more reliable? Why? Explain your answer.





## **Morning Meetings are Really Social Studies Meetings**

**By Axel Donizetti Ramirez, Ph.D.** Professor-Utah Valley University  
School of Education

I was a middle school teacher for 12 years. If I could do it all over again, the one thing I would implement above all else would be morning meetings. I realize that some may confuse morning meetings with “rug time” in elementary school but Morning Meetings are a) a systematic way to help students feel welcome each class period by being greeted in a polite manner, b) an allocated time to share a part of who they are in a safe environment, c) a time to smile and do fun educational activities with their classmates, and d) a time to have their curiosity piqued and brains warmed up before they jump into a lesson. It is for these reasons that I believe systematic morning meetings are one of the best strategies I have encountered for “putting the social back in social studies.” Morning meetings can easily fit into any K-8 classroom (and I would even argue into high school as well).

When teaching about morning meetings in my university classroom I start by sharing a bit of myself with my students so that they can visualize what morning meetings might mean for someone who comes from a different background since I was a latch-key kid who came from an immigrant background. I didn’t see my parents before or after school, so I was rarely greeted by anyone other than my friends at school. I didn’t have access to parents after school to ask me about my day or to talk about world events. While I wasn’t an English Language Learner, I imagine that students who are ELs (or have accessibility difficulties) would also benefit greatly from greetings and safe spaces as well as fun, learning activities with classmates that they might not usually associate with during class time. However, as most of us know, every student can benefit from being greeted, sharing and having fun, regardless of background.

The first part of every morning meeting is the **Greeting**. The idea behind it is that EVERY kid should be greeted by at least one person each day (or social studies class period) and that by the end of the month every kid will have been greeted by everyone in the classroom. Wouldn’t it be great if this actually happened in school? A class where kids energetically engaged with each other, even those from the “back row” of the classroom. In addition, a class that is cued as soon as the bell rings to quiet down because a new greeting is coming, such as a greeting in a world language or a non-verbal greeting or even a formal handshake while “looking someone in the eye.”

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The second part of a morning meeting is the **Sharing**. Students, sitting in a circle, get a chance to either do a “lightning share” in which each kid quickly answers a question (or they can choose to “pass”) such as “where is a place you want to explore this summer?” or daily share in which students sign up (or are assigned) to share what they did with families during vacation, or a personal experience that is meaningful to them. Usually in a daily share the student controls the show and is allowed to call on students who have questions for the student-up to 3 total questions and then the student closes the question/answer time by saying “thank you, that was three.” Imagine a class where students are the center of attention, for at least a little while and a class that is a safe-place for students to share what is of importance to them and a place where they learn the value of active listening.

The third part of a morning meeting is the **Activity**. This is where students can do fun learning activities (such as JHAT activities) that combine out of their seats activities with learning. In Morning Meetings students know there will be at least one “fun” thing to do in their social studies class. But the “fun” is definitely educational.

Finally, the morning meeting usually concludes with **News and Announcements**. In social studies classes, this is the perfect time to discuss daily local/national/world news. This part of morning meeting usually sets up the lesson because most teachers have students do some kind of inquiry type activity as they come into the classroom (and before the bell rings) that either brings up background knowledge or piques curiosity for the upcoming lesson. The before the class bell rings activity is then revisited during news and announcement time to set up the upcoming lesson/activity.

The biggest concern I hear from middle school teachers (and elementary teachers) is that they don’t have time to do morning meetings. My answer is always that every teacher I talk to who does all 4 components of morning meetings faithfully usually states that they “don’t have time to NOT do morning meetings” because the meetings themselves serve as gateways to the learning that will follow and facilitates a learning community. A safe, caring community will always accelerate learning because we usually learn best when we trust and care for those around us. My personal answer is that doing morning meetings is “doing” social studies because students need to be social during social studies time and morning meetings offer that opportunity every time we do them.

The best place to learn about Morning Meetings is to attend a class in which Morning Meetings are consistently done in a systematic way. Another great resource is [The Morning Meeting Book](#). Once you have the basics down, there are plenty of suggestions for greetings, lightning

shares, and activities on the Internet but you'll find that as social studies teachers-this becomes a time to do those fun social studies things that we have in our files that only take 10-15 minutes to do but don't fit in perfectly as part of an extended lesson. After practicing for a bit, you'll soon find that Morning Meeting time is indispensable time to "do" social studies.

Resources:

JHAT Jr. Strategies. Jordan School District. <https://jhatjr.wikispaces.com/Strategies>

Kriete, R. (2002). The Morning Meeting Book. Strategy for Teachers Series. Northeast Foundation for Children, Inc. ISBN: 978-1-892989-09-3

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### **Boone Colgrove Elementary Teaching Award**

**And**

### **Peter Van Orden Secondary 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 2018. 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-E9jIeLLq-IszBaHpvCU/viewform?usp=send\\_form](https://docs.google.com/forms/d/1wAOX0mWbbGlbDLCnu_5QpcC-E9jIeLLq-IszBaHpvCU/viewform?usp=send_form)



## ***Hamilton: An American Musical is coming to Utah!***

**By Amber Rydalch, Murray High School**

The hit Broadway musical is making a stop in Salt Lake City, and it is a perfect opportunity to engage students with the history and music. Utah students in grades 9<sup>th</sup>-12<sup>th</sup> who are the next generation of political leaders also have the opportunity to write a letter to one of their elected officials about an issue they want to see improved through the civic process. Qualified letters submitted online [here](#) will be entered to win free tickets to see *Hamilton: An American Musical* with one of their elected officials. There are also many resources available to help you get your students excited, so check out a couple of the resources below.

The Gilder Lehrman Institute of American History is providing tickets to low-income 11<sup>th</sup> grade students in Utah to attend a matinee performance in May. High Schools from across the state applied for this opportunity during the fall. Gilder Lehrman has also created some great resources utilizing primary sources for grades 5 and up. [Click here](#) for access to the resources.

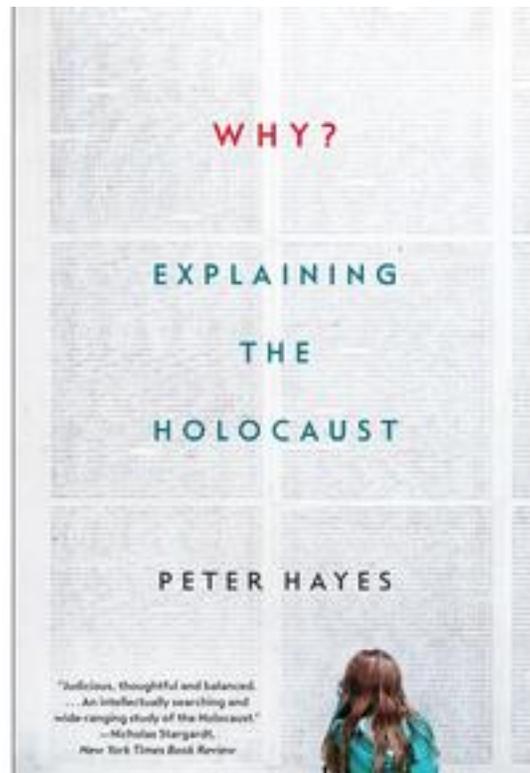
A Utah family with the YouTube Channel *Working with Lemons* has produced videos based on *Hamilton: An American Musical* that have gone viral. The videos are based on hit songs from the musical that could be shown in the classroom. Here are 3 you could use in your instruction: [“The Schuyler Sisters”](#) video offers a female perspective while singing about the Revolutionary War, Thomas Paine’s Common Sense, Thomas Jefferson, and Aaron Burr. [“You’ll be back”](#) is a song by King George which would be great way to introduce students to multiple points of view while discussing the British reaction to the Declaration of Independence and the Revolutionary War. They also combined two of the most popular songs into a video [“My Shot and Aaron Burr, Sir”](#) which gives background information on the relationship between Alexander Hamilton and Aaron Burr.

Connections to Utah Core Standards:

5th Grade- Standard 2 Objective 1 &2

8<sup>th</sup> Grade- US I Strand 3

12<sup>th</sup> Grade- US GOV Strand 1 &3



**Why? Explaining the Holocaust**

by

**Peter Hayes**

A review and reflection by Peter Van Orden

Peter Hayes begins his disturbing and enthralling book by pointing out that many look at the horrific events of the Holocaust and dismiss understanding them as “unfathomable,” “incomprehensible,” and “inexplicable.” To him the Holocaust is as knowable as any historical event can be known. As he points out: “It was the work of humans acting on familiar human weakness and motives: wounded pride, fear, self-righteousness, prejudice, and personal ambition being the most obvious.” It was also “the product of a particular time and place.” In eight chapters he addresses the questions most frequently asked him by students and audiences during a teaching and speaking career of over thirty years. Organizing the book around eight questions makes for a clarity and interest that many historical studies lack, and gives teachers a particularly useful book for teaching about the Holocaust, and also provides an easily readable source for

furthering the public's knowledge. As Professor Robert Eaglestone observed, "This timely, level-headed book is a model of public engagement by a historian."

Teachers will love the organization around basic teachable questions from a master teacher who is legendary Professor at Northwestern and in Holocaust education across the nation. The sequential eight questions in the book are as follows: 1. Why the Jews? 2. Why the Germans? 3. Why murder? 4. Why this swift and sweeping? 5. Why didn't more Jews fight back more often? 6. Why did survival rates diverge? 7. Why such limited help from outside? 8. What legacies and lessons? Each of these chapters uses the latest scholarship, engages the most current arguments, and addresses related questions under each topic. I found the first and last chapters to be the most interesting. The first presents one of the most succinct and understandable discussions of the rise of modern anti-Semitism that I have read; the last rebuts pervasive misconceptions about the Holocaust and raises fundamental issues that are relevant today. Implicitly the book is a collection of warning signs, past and present. One observation in the book I found particular thought-provoking in this light was in the chapter(5) on Jewish resistance. "Why didn't Jews fight back more often?" One answer: a civilized person is often inclined to follow orders, even at the risk of their own ruin, "in hopes of preventing them from getting worse."

Hayes looks at the Holocaust in a more nuanced and complex manner than many of the works it has spawned. He complicates the causes while debunking simplistic myths. Hayes rejects the idea that anti-Semitism was decisive in bringing Hitler to power. It was one factor in a political culture that was a product of its time and place, i.e. the aftermath of World War I, the Russian Revolution, etc. The economic and social resentments created in the volatile environment of post-war Europe played a major role, and the deep historical strains of reactionary primitivism and nihilism helped empower authoritarian ideologies with their attendant scapegoating and racism. Some readers may not agree with all of the interpretations, but it is hard to question the logic and scholarship behind them.

Allow me to insert a personal note triggered by this book. I taught the Holocaust throughout my classroom career of over thirty years. Recently, I was asked a question I was frequently asked in the past: Why would you want to study and teach the Holocaust, it's so awful? The question led me to reflect again. I had done some research on Peter Hayes and found that his reasons for becoming a Holocaust scholar were similar to my reasons for becoming a teacher, not surprisingly as we are about the same age. Like Professor Hayes, I am not Jewish, also like him I had many Jewish friends growing up, and the Holocaust and the founding of

Israel were early memories. We were both raised in strong religious homes that emphasized morality and social justice. Both of us were first appalled by the television coverage of the violence of the civil rights movement and, later, by some of the criminality associated with the Vietnam War. Both of us were influenced by movies: *The Diary of Anne Frank*, *The Pawnbroker*, *Judgment at Nuremberg*, and others. Both of us were readers who immersed ourselves in memoirs and history, and both made an early decision to become teachers, I in high school, he at university. Both shared a passion for modern history and the lessons that could be learned from it. Both were known as “talkers.” Both later became involved with the National Holocaust Museum; I as a student in their workshops, he as curriculum director. I am proud to point out that a number of my students have gone on to prominent careers in academia and journalism that have earned them both national and, in one case, international acclaim. They have all in various ways promoted social justice. My lifelong encounter with the Holocaust has been an ongoing reminder to me of the necessity of passing a sense of social justice to students. Peter Hayes quotes an old aphorism in the book, “Beware the beginnings.” You need to be able to recognize the start of dangerous forces that could lead to disaster.

Peter Hayes again reminded me that a reader might come to feel close to an author’s thoughts and experiences, even though they have never met. While recognizing the complexities in the Holocaust, Peter Hayes has written a clear, comprehensive, and accessible book that is especially useful for teachers.

Why? Explaining the Holocaust by Peter Hayes, 432 Pages, W.W. Norton & Company, 2017

ISBN: 978-0393254365

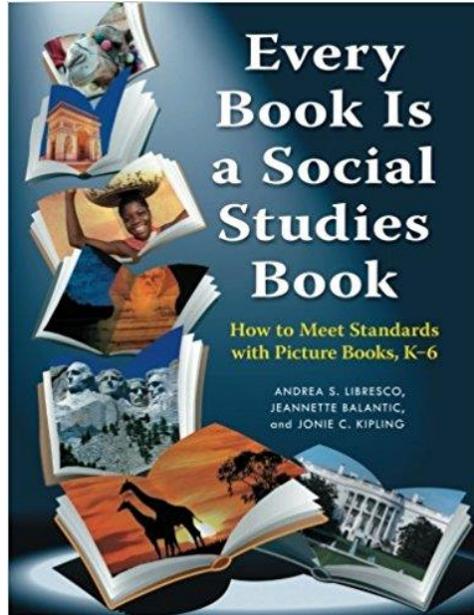
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**Sam Mihara, our Keynote Speaker from our Fall 2017 Conference**

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## A Book Review by Rebecca Kirkman



Libresco, A. S., Balantic, J., & Kipling, J. C. (2011). *Every Book is a Social Studies Book: how to meet standards with picture books, K-6*. Santa Barbara, CA: Libraries Unlimited. (\$30)

### Summary:

*Every Book is a Social Studies Book* is a practical guide to integrating Social Studies and Literacy skills. This book is a solution for a common problem with the introduction of *No Child Left Behind*. Many elementary schools had to decrease or eliminate Social Studies from their schedule. How can teachers fit Social Studies into their busy schedule? The authors had the solution of combining social studies content with a variety of different levels and types of books.

While teaching literacy skills combined with Social Studies concepts, students can make sense of the world they live in and to be well informed citizens. The book is divided into chapters based on the ten thematic strands from the National Council for Social Studies. The chapters include: essential questions, example books, Social Studies concepts and discussion questions, activities and discussion questions, applying and extending the concepts, and an annotated list of recommended books. The book also contains appendixes that include templates for creating a book, documents, and artifacts.

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## **Critique:**

This book is exceptionally well-written and formatted. This book is essential for any Social Studies Teacher K-12. The lesson ideas and activities are engaging and easy to adapt to any classroom level. The recommended book list saves so much time looking for books to fit a certain topic and includes a wide range of reading levels. No matter your level of integrating literacy and Social Studies this is a gold mine of strategies, activities, lessons, and ideas.

**Lesson Activity** from *Every Book is a Social Studies Book* using *Encounter* by Jane Yolen

Pairing Yolen's book with a story about Christopher Columbus raises the important issue of how one acquires reliable information about a time period and what conclusions can be drawn from that information. In this activity, students examine a variety of sources to determine: What happens when cultures collide? Did the cultural connect between Europeans and Native Americans result in progress for all people?



**2017 Teacher of the Year Award Winners**

**4<sup>th</sup> Grade Cause and Effect - Mountain Men by Michele Lindsey**

**Directions:** Underline the causes and *highlight the effects*

**Vocabulary:** commodity, rendezvous, cache, prey

As early in American history as 1824 and until 1835, trappers and fur traders such as Jim Bridger, Jedediah Smith, Etienne Provost, John Colter, and Peter Ogden. engaged in the flourishing transaction of trapping and hunting furs in Utah. It is believed that these mountain men dug fur “caches” on the banks of the Bear River, storing large quantities of furs and pelts. Trappers found an abundance of prey, especially beaver, along the banks of the slow-moving Bear River. Beaver fur was used to create hats, which became the most stylish accessory one could wear.

Their dangerous mission was searching for all varieties of animals to hunt. One in six mountain men didn’t survive. Animals were valuable resources for the people. Fur, meat, bones, and quills were the most sought after commodity.

Once a year they met for a rendezvous. They participated in shooting matches, story telling, horse races, and fighting matches. However, the main purpose was to stock up on supplies like steel traps, hides for blankets or clothes, sugar, coffee, knives, tomahawks, and musket bullets.

<http://www.teachertube.com/video/mountain-men-in-utah-139697>

[www.youtube.com/watch?v=CMhZE8Ptkvw](http://www.youtube.com/watch?v=CMhZE8Ptkvw) Jed. Smith

[www.youtube.com/watch?v=nd0Dtt440Bg](http://www.youtube.com/watch?v=nd0Dtt440Bg)

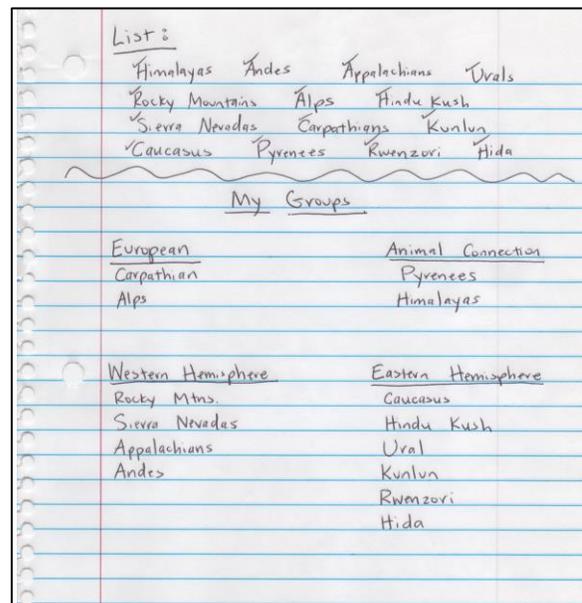
## GOOD IDEAS FOR TEACHERS, G.I.F.T.: The List, Group, Label Strategy,

By Tara Chase

Memorizing a laundry list of names, capitals, or dates is the stereotypical history assignment played out in movies and stories hundreds of times. In the real classroom, that idea has little value to our students, and few of them would find great success in such an endeavor. Rather, it is our goal to help students have a deeper understanding of the connections and meanings in history. The List, Group, Label Strategy is a fun and simple way to begin approaching this goal.

Begin by creating a list of things related to content; some examples might be constitutional amendments, historical figures of the colonial era, or mountain ranges. You can do this in advance or have the class members brainstorm and create the list themselves. Working in pairs or a group, students create their own unique groupings for the things from the list. They also need to create a title or label for each of the groups they make, and creativity should be encouraged! Give them a minimum and a maximum number of groups they can create to maintain a bit of order to the activity.

When the activity is completed, have students share one of the groups they created. You could extend this by having students write a short response about the connections they found amongst the different items on the list.



## Lesson Plan/Ideas

### The Pentagon Papers and the Freedom of the Press

Materials collected and prepared by

Jeffery D. Nokes, Zachary Baldauf, Miriam Castle, Bobby Dayley,  
Katherine Hardy, Cameron Helvey, Kendelle James, and Kara Olsen

Brigham Young University

### Background

One of the greatest tests in our nation's history of the Freedom of the Press took place in 1971 when the *New York Times* published excerpts from the top secret "Pentagon Papers." In a controversial 6-3 decision, the Supreme Court allowed the publication to continue, in spite of the damage that some claimed it would do to the ongoing Vietnam War. The controversial nature of the case provides students with an opportunity to consider essential questions about balancing freedoms with maintaining security. This lesson could be taught in connection with having students watch the movie *The Post*, a 2017 film depicting the decision of *Washington Post* owner, Katherine Graham, to publish the Pentagon Papers after a court injunction temporarily halted the *New York Times* from publishing them.

### Objectives

1. Students will use sourcing, corroboration, and contextualization to analyze historical evidence.
2. Students will use evidence to develop an interpretation of Daniel Ellsberg's actions in relation to the Espionage Act of 1917.
3. Students will use evidence to develop an interpretation of the Supreme Court's decision to allow the publication of the Pentagon Papers.
4. Students will consider the need to balance freedoms (like freedom of the press) with security (like national defense).

### Time

This lesson is expected to take approximately 90 minutes of class time, with students doing some additional reading and/or writing outside of class. Teachers could reduce the time required to teach this

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lesson by assigning students to read the background material and several of the documents outside of class, or by using fewer documents than those included.

## **Materials**

1. *Student Background Information*: Provides students with simplified background information needed to analyze the documents related to the publication of the Pentagon Papers. The information is presented as seven items that most historians would agree on.
2. *Graphic Organizer*: This worksheet is designed for students to keep a record as they analyze documents, supporting their use of sourcing. Alternatively, students might simply annotate the documents.
3. *Document Packet for Students*: A collection of twelve documents related to the publication of the Pentagon Papers including the Espionage Act, excerpts from Daniel Ellsberg's autobiography, excerpts from the *New York Times* and the Pentagon Papers, A transcript of a Nixon/Kissinger telephone conversation, and concurring and dissenting opinions issued by Supreme Court justices. Many of these documents have been translated into simpler language, written at about the eighth-grade level.
4. *Teacher Background Information*: These materials mirror the Student Background Information, however the teacher materials are written in a more complex way and describe events and conditions in greater detail than the simple materials given to students so that teachers will have a deeper understanding of the event.
5. *Original Documents*: This is a collection of unedited excerpts of the five documents that are modified in the students' document packet. These are made available in case students or the teacher want to compare the modified documents given to the students to the original documents. Materials in the Document Packet for Students that were not modified are not included in this packet.

## **Preparation**

- Review the *Teacher Background Information* to build background knowledge on the publication of the Pentagon Papers.
- Make a classroom set of the *Student Background Information* papers and the *Document Packet for Students*.
- Make a copy of the *Graphic Organizer: The Pentagon Papers and Freedom of the Press* for each student.
- Consider appropriate groups of students that would allow those with greater skills in reading and historical thinking to help those with weaker skills.
- Preview *The Post*, and consider the debriefing questions included in Procedure 11 below.

## **Procedures**

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1. Provide students with background information on the Pentagon Papers and the Freedom of the Press. This can be done through a brief lecture or it can be accomplished by having students independently read and discuss their *Student Background Information* sheets.
2. Explain to students the instructions for completing the *Graphic Organizer*. These instructions are found on the top of the first page of the graphic organizer. Model for students your thought processes as you analyze the source of the first document, showing them how to complete the graphic organizer as you do. For example, as you start by reading the modified Espionage Act (Document 1), you might say:

*“I can see that this bold information on the top of the paper tells me about the source. I know that it is important to consider the source of historical documents—a strategy called ‘sourcing.’ It looks like this is an act passed by Congress in 1917 called the Espionage Act. I wonder what a law passed in 1917 has to do with the Pentagon Papers. OK, I see as I read on that this law was used to prosecute Ellsberg, the guy who leaked the Pentagon Papers. Now I remember that our assignment is to see whether Ellsberg violated the Espionage Act, so it makes sense we have to look at the law....”*

3. You might model completing the graphic organizer by projecting something like this for students to see:

Doc	Genre	Source	Evidence for/against Ellsberg	Evidence for/against publishing excerpts
1	Law	1917 Congress-in response to WWI		

4. Continue reading the document, pausing to analyze it as you go. For example, you might make the following observations for students as you complete the first column of the graphic organizer:
 

*“The words from the law that jump out at me are ‘trusted with’ and ‘copies’ and ‘writing,’ because Ellsberg did make copies of top secret writing he had been trusted with. The part I don’t know about was whether it did harm to the U.S. or helped a foreign nation. I guess the other documents might tell me more about that, but I’ll still say it might have harmed the US. I think this document just helps us know about the first question and doesn’t really help us much with the Supreme Court decision so I can leave that space blank.”*

5. You might project this information to show how students can complete their graphic organizer.

Doc	Genre	Source	Evidence for/against Ellsberg	Evidence for/against publishing excerpts
1	Law	1917 Congress-in	From the background I	

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		response to WWI	know Ellsberg was trusted with top secret writing and he made copies and it may have done harm to the U.S.	
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6. Depending on the students' reaction to the first document and their understanding of the process of historical analysis, you can model the analysis of the second document as you did the first one. Or you might have students work with a partner to analyze the second document, then regroup as a class and discuss what they came up with. You might display the next row of the graphic organizer and see whether the students came up with the same ideas you did. Additionally, you can show students connections between the two documents by saying something like this:

*“It looks to me like Ellsberg might have been trying to defend himself by suggesting that what he was doing was intended to help rather than harm America. After all, he published the book the same year that the New York Times published the Pentagon Papers and he was being prosecuted for violating the Espionage Act. He may be suggesting that he didn't violate the Espionage Act because he wasn't trying to do harm, but instead was trying to help America by ending the war. But I have to remember that this is Ellsberg talking and so it might not have mattered whether he thought he was helping America if, in fact he was really causing America harm. Comparing and contrasting ideas across documents, like we have done with the Espionage Act and Ellsberg's statement in his book, is called 'corroboration.'”*

Doc	Genre	Source	Evidence for/against Ellsberg	Evidence for/against publishing excerpts
1	Law	1917 Congress-in response to WWI	From the background I know Ellsberg was trusted with top secret writing and he made copies and it may have done harm to the U.S.	
2	Book	Written by Ellsberg in 1973, same	Ellsberg doesn't deny leaking the papers but	Ellsberg argues that publishing the papers is a

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		year the NY Times published the Pent. Papers. Ellsberg on trial	claims he did it to expose problems with govt. and stop the war	way to seek moral and political change and stop immediately the crime of the war
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7. Once you are confident the students understand the process of analyzing the documents and completing the graphic organizer, you can give them time to work in teams on the remaining documents, circulating as they work to give support. Give students time to answer the questions at the bottom of their graphic organizer about Ellsberg, the publishing of the Pentagon Papers, and balancing freedoms and security.
8. After all of the documents have been analyzed, bring the entire class back together for a debriefing session. Ask the students questions like the following and allow them to discuss and respectfully critique others' responses.
  - In your opinion, was Ellsberg guilty of violating the Espionage Act of 1917? Why or why not? What evidence helped you develop this interpretation? What additional evidence would have helped reach a conclusion?
  - In your opinion, was the Supreme Court correct in allowing the *New York Times* to publish excerpts from the Pentagon Papers? Why or why not? What evidence helped you develop this interpretation?
  - Which documents did you trust the most? Which did you trust the least? (You could even have students rank the documents in trustworthiness). What were some of the things that made documents seem more trustworthy or less trustworthy to you?
  - In your opinion, what are the best ways to balance the freedom of the press with national security? What are the reasonable limits on freedom of the press?
9. In the discussion of controversial issues, you might provide students with strategies for interacting with peers. For instance, students could be given the following guidelines for working with someone who has a different opinion.
  - Listen—really think about their ideas without being distracted by your response.
  - Restate their ideas back to them to make sure you understand them.
  - Acknowledge areas of agreement between you and them.
  - Think about why they might have the opinion that they do based upon their background and understanding.
  - Acknowledge that they are sincere and are not dumb, rude, or evil.
  - Consider the strengths and weaknesses of their evidence.
  - Think about how your ideas might be improved based on their good ideas.
  - Wait until it is your turn to talk.
  - Don't view the differences between your ideas as a personal attack.
  - Avoid losing your temper, raising your voice, or making a personal attack.
  - Don't be afraid to express your ideas even if they are different from someone else's.
  - Use evidence to support your ideas or to question their ideas.

10. After the activity, students might be assigned to watch *The Post*, a movie depicting the decision made by the *Washington Post* to publish excerpts from the Pentagon Papers after a court injunction had caused the *New York Times* to temporarily stop publishing them. In preparation for watching this movie, the teacher might have students use the website History vs. Hollywood to review the accuracies and inaccuracies in the film at <http://www.historyvshollywood.com/reelfaces/the-post/>. If this site is used, explain to students that “reel” refers to the movie reel and “real” refers to historical accuracy.
11. If students view the movie, you might follow-up with a debriefing. The following questions might be used:
  - How did the movie portray the treatment of women during the early 1970s? Do you think this portrayal was accurate? What evidence would help us know whether women were really treated this way? Does this discrimination continue into the 21st century? In what ways is discrimination against women shown today? In what ways have things become better?
  - Consider the scene where Katherine Graham (Meryl Streep) is leaving the courtroom, with young women looking admiringly at her. Do you think this moment actually happened? Even if it did not, how does this moment in the movie capture the context of the time? How is it that movies (and all types of historical fiction) can be literally inaccurate but conceptually accurate at the same time?
  - Because movies need a villain, movie producers sometimes exaggerate the villainy of some individuals. How does the portrayal of President Nixon in the movie fulfill the need of a movie-going audience? Was he really a villain in the story of the leaking and publication of the Pentagon Papers and government efforts to stop that publication? Why or why not?
  - The movie makes the Supreme Court decision seem indisputably correct. However, three supreme court justices dissented (disagreed with the decision of the majority). How could the producers of a movie spin things to make it seem like those three justices were correct and the other six were wrong?
  - What are current/ongoing examples of “whistle-blowing?” Do “whistle-blowers,” like Daniel Ellsberg, ever cross the line of prudence?

### Assessments

1. Use the first two columns of the graphic organizer to assess students’ sourcing—their ability to use source information to critically analyze the content of a document. Students should not just include the name of the person who produced the document, but think about the person’s audience, purposes, perspectives, biases, insights, etc.
2. Use the last two columns of the graphic organizer and their answers to the questions at the bottom of the paper to assess their ability to gather evidence from the documents and use evidence to support an opinion.

3. During the debriefing session, assess the students' ability to engage in contextualization—the ability to understand the historical context and social context of the publication of the Pentagon Papers. Students demonstrate contextualization when they realize that conditions, expectations, values, and norms in the past were different than those of the present.
4. During the analysis of evidence, observe students' ability and tendency to discuss issues civilly with other class members, particularly those who have a different opinion. Use a spreadsheet with each students' name to keep a record of whether they use the strategies listed above (see #9 under procedures) for interacting with others.

### **Adaptations/Extensions**

1. For students who have trouble writing, instead of having them fill out the graphic organizer you might have them highlight the documents with different colors for those parts that provide evidence on either question. They could also take notes in the margins of the documents.
2. For excellent readers, you could make packets of the original documents (rather than the simplified documents) and let them analyze the original texts.

To access the full lesson plan and the documents click here:

<http://utahcouncilsocialstudies.weebly.com/archive.html>