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7. The New Deal

The Great Depression was our country's greatest economic crisis. Factories and mines across America closed. Over 20% of American workers were unemployed. Entire cities of poor people living in cardboard boxes and makeshift wooden homes (named Hoovervilles after President Hoover) formed overnight. Radical political parties, such as the communist and fascist parties, grew in numbers. It looked as if the American system of governance and way of life was in danger.

To combat this economic crisis, Americans elected Franklin Delano Roosevelt. Roosevelt implemented a plan, called the New Deal, to meet America's needs and get the country back on its feet. The New Deal altered the United States, changing the way the federal and state governments interacted as well as altering the relationship between the individual and the state.

In your essay, briefly describe the situation of the United States in the Great Depression and answer the questions "How did Franklin Delano Roosevelt's policies change the United States? Did these changes strengthen America, or weaken it?"

To answer the questions you should be able to address the following terms and people:

the New Deal	Franklin Delano Roosevelt
Public Works Programs	Social Security
racial discrimination in the New Deal	Wheeler-Rayburn Act
New Deal Agencies	

This essay has six assignments:

Assignment	Due Date		Due Date
1. Prewriting Activities	_____	4. Rough Draft	_____
2. Thesis Statement	_____	5. Final	_____
3. Outline	_____	6. Works Cited	_____

Prewriting Activities
A. Taking Notes

The New Deal
What? _____
Who? _____
When? _____
Where? _____
Why? _____
How does this person or term relate to the essay topic? _____

Source: _____

Franklin Delano Roosevelt
What? _____
Who? _____
When? _____
Where? _____
Why? _____
How does this person or term relate to the essay topic? _____

Source: _____

Public Works Programs
What? _____
Who? _____
When? _____
Where? _____
Why? _____
How does this person or term relate to the essay topic? _____

Source: _____

C. Class Discussion

When you share ideas with other students, your ideas may be reinforced, rejected, or slightly changed. Listening to your classmates' ideas will help you form your own judgment.

Each student must interview at least three classmates who do not sit next to one another. The answers to the following questions must be written down on a piece of paper.

1. What is your name?
2. How did Franklin Delano Roosevelt's policies change the United States? Did these changes strengthen America, or weaken it?
3. Where did you find most of your research?

Reflection

After you have written down all your classmates' responses, think about them and ask yourself the following questions. Write down your answers under your classmates' responses.

1. Have I changed my analysis of the causes of World War I based on my classmates' answers? If so, how?
2. Which one of my classmates seems to have the best answers? Where did this person do most of his or her research?

You should now have a chance to present your ideas in a class discussion. If somebody says something with which you disagree, speak up! In your discussion, you may find out they are actually right and you are wrong. All possible viewpoints should be stated and defended out loud. Test your ideas in class.

6. Paraphrasing

Paraphrasing means to take information from your research and to put it in your own words. This is an important skill to have when writing a research paper. If you copy directly from a source such as a book, but do not place the words in quotation marks and write the author's name, it is called **plagiarism**. Plagiarism is against the rules of writing and your teacher will not accept the work! The law may punish a professor or an author for plagiarizing.

Here is an example of paraphrasing a quote from a teacher.

Quote:

"In 1914, European nations began a war that was caused by dislike and hatred among countries. The United States tried to stay out of the war by being neutral. After German sailors aboard a submarine killed Americans on the British ship the *Lusitania*, President Woodrow Wilson grew to believe that Germany was a danger, and persuaded the U.S. Congress to declare war in 1917."

Paraphrase:

European nations began fighting World War I because of old rivalries. Woodrow Wilson's attempt to keep the United States out of the war succeeded for some time. Nevertheless, German actions affected American citizens. A German submarine destroyed the British ship, the *Lusitania*. Americans were on this ship and died. The United States declared war in 1917.

Practice

Quote: "Although Joseph Stalin and the Soviet Communists are responsible for the killing of over 20 million of their own people, Hitler and the Nazis are better known for their murderous ways."

Paraphrase: _____

Quote: "The French military officer Napoleon Bonaparte knew how to handle a riotous mob. To quell a protest, he ordered his soldiers to fire cannon directly into civilians. Instead of firing a cannonball, however, Bonaparte ordered his soldiers to pack scrap metal, nails, and bullets into the cannon. This way, more protesters would be killed or wounded."

Paraphrase: _____

15. Writing a Rough Draft for a Five-Paragraph Essay

A. Introductory Paragraph

The Social Studies essay begins directly with the thesis, unless the paper is meant to be longer than five-paragraphs. Following the thesis is a brief explanation of the main topics that will be written in detail in the body paragraphs. Below is an example response to the essay question "How did the Cold War affect American society from 1945 to 1969?" (The Thesis Statement is in bold).

The Cold War affected American society from 1945 to 1969 in foreign policy, domestic affairs, and presidential elections. In foreign policy, the United States acted on a broad front to combat the spread of communism. In Latin America, in Asia, in the Middle East, and in Europe, American dollars and soldiers were utilized in peacetime activities and in war to prevent the spread of communism. Domestically, issues of the Cold War dominated life and politics. Americans built bomb shelters and students practiced war emergencies. Politicians hounded Americans believed to be communist sympathizers. In presidential elections, the key theme in foreign policy was, "How will you confront, or communicate, with the U.S.S.R?" Americans were concerned with how a president would represent his country with the communist world.

B. The Body

The body of your essay is where you present your evidence to prove your thesis. In these paragraphs, you will present your evidence and explain how it supports the topic sentence. An example of this is found in Skill #10, Rough Draft of a One-Paragraph Essay. Keep the order of your arguments the same as the order of mention in the thesis. Attempt to order the events chronologically.

C. Conclusion

In this paragraph, you need to restate your thesis, tie the topic sentences of your body paragraphs to the thesis, and leave the reader with the strongest evidence that supports your argument. Your job is to convince the reader that your position is correct. Write strongly.

Following this page are two forms — one basic and one advanced — to help you develop your rough draft.

Basic Rough Draft Form for a Five-Paragraph Essay

(Use complete sentences. Use the back when you need space.)

Paragraph I.

Thesis Statement: _____

Paragraph II.

Topic Sentence: _____

A. Supporting Evidence: First of all, _____

Explanation (Explain how the evidence supports the thesis): _____

B. Supporting Evidence: Secondly, _____

Explanation (Explain how the evidence supports the thesis): _____

II. Closer: In conclusion, _____

Paragraphs III and IV. Follow the structure of paragraph II.

Paragraph V. Conclusion

I. Restate thesis statement: _____

II. Strong statement that shows how the topic sentences support the thesis: _____

Advanced Rough Draft Form for a Five-Paragraph Essay

(Use complete sentences.)

Paragraph I.

I. Thesis Statement: _____

Paragraph II.

I. Topic Sentence: _____

A. Supporting Evidence: First of all, _____

Explanation (Explain how this supports the thesis): _____

B. Supporting Evidence: Secondly, _____

Explanation (Explain how this supports the thesis): _____

C. Supporting Evidence: Thirdly, _____

Explanation (Explain how this supports the thesis): _____

D. Supporting Evidence: In addition, _____

Explanation (Explain how this supports the thesis): _____

E. Supporting Evidence: Furthermore, _____

Explanation (Explain how this supports the thesis): _____

II. Closer: _____

Paragraphs III and IV. Follow the same structure as above.

Paragraph V. Conclusion

I. Restate thesis statement: _____

II. Strong statement that shows how the topic sentences support the thesis:

