

Book: *Super Power: Americans Today*

Chapter One: Entering the World Stage: World War I and Its Aftermath

Subject area(s): English Language Arts

Amount of time needed: One 40-minute period

Objectives:

- 1) Students will display comprehension of the quote.
- 2) Students will respond to the quote in written form

Materials needed:

- ✓ Paper
- ✓ Pen

Activities:

- 1) The teacher will ask students to read the following Woodrow Wilson quote:
“Hunger does not breed reform; it breeds madness and all the ugly distempers that make an ordered life impossible.”
- 2) Students will then write an essay in which they explain what the quote means. They need to agree or disagree with the quote and explain their opinion. The essay should also address the effectiveness of this policy at the time of World War I and in later wars. Students need to use correct writing mechanics.

Assessment:

- ✓ Does the student explain the quote and his or her opinion coherently?
- ✓ Were good writing mechanics followed?

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Chapter Two: The Great Depression

Subject area(s): English Language Arts

Amount of time needed: One to two weeks as homework

Objectives:

- 1) Students will conduct research.
- 2) Students will organize information.
- 3) Students will write a well-organized research paper.
- 4) Students will do an oral presentation.

Materials needed:

- ✓ Additional research books
- ✓ Computers with Internet
- ✓ Newspaper archive
- ✓ Paper
- ✓ Pen

Activities:

- 1) The teacher should read the chapter with the class, drawing attention to the many world leaders of the time that are mentioned.
- 2) Students should choose one of these leaders to research and write about and then give an oral presentation. Creativity should be encouraged. The presentation may take the form of a talk show interview, news story, or a conversation in a coffee shop. While the student chooses the format of the presentation, it must still convey important facts found in the research.

Assessment:

- ✓ Was the paper well researched and well written?
- ✓ Was the oral presentation clear and factual?

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Chapter Three: World War II

Subject area(s): Social Studies

Amount of time needed: Two to three 40-minute periods

Objectives:

- 1) Students will read first-person accounts of the victims of Hiroshima and Nagasaki.
- 2) Students will look at war from a different viewpoint.
- 3) Students will discuss the ethical problems of the atom bomb.

Materials needed:

- ✓ Computers with Internet access

Activities:

- 1) After reading the chapter, students should find Web sites that have published first-person accounts of the victims of the atom bomb. They will read 2 or 3 accounts of their own choosing. They should take notes on the physical and mental devastation suffered by these civilians.
- 2) In an open discussion, students will share their personal opinions of the U.S. action and argue their points as to whether the atom bomb was used in an ethical manner.

Assessment:

- ✓ Did the student participate in the discussion?
- ✓ Does the discussion indicate research and thought?

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Chapter Four: Two Super Powers Emerge: The Cold War Era

Subject area(s): Social Studies, Communications

Amount of time needed: One to two 40-minute periods

Objectives:

- 1) Students will understand the McCarthy era and the threat it posed to personal freedoms.

Materials needed:

- ✓ TV and DVD player
- ✓ Copy of *The Majestic*

Activities:

- 1) After reading the excerpt of the McCarthy era in the text, the teacher should show sections of the movie *The Majestic*. The showing should be stopped at times to make connections between what is occurring in the movie and what was happening politically in the United States at that time.
- 2) Discussion of the dangers of this type of “witch hunt” policy should follow.

Assessment:

- ✓ Did the discussion indicate understanding of the era?

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Chapter Five: The Last Super Power Standing

Subject area(s): Social Studies, Art

Amount of time needed: One to two 40-minute periods

Objectives:

- 1) Students will create a graphic representation of events covered in the chapter.

Materials needed:

- ✓ Paper
- ✓ Colored pencils

Activities:

- 1) The teacher should have the students read chapter 5.
- 2) The students will go back through the text and highlight important historical events. Once they have a list of events, they should each create a time line of events. They need to be sure events are arranged chronologically and dates are accurate. Students should use colored pencils to illustrate the time line.

Assessment:

- ✓ Does the time line contain accurate and complete information?
- ✓ Is the time line done neatly with appropriate illustrations?

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Chapter Six: America Today

Subject area(s): Social Studies, Art

Amount of time needed: One week as homework

Objectives:

- 1) Students will read the account of September 11, 2001, in the text.
- 2) Students will also find additional information.
- 3) Students will create a memorial to those killed in the September 11 attacks.

Materials:

- ✓ Card stock
- ✓ Paper
- ✓ Magazines
- ✓ Markers
- ✓ Glue
- ✓ Assorted art materials

Activities:

- 1) After reading the chapter, students will find and read other accounts of the September 11, 2001, attacks.
- 2) Using pictures, words, drawings, poetry, or song lyrics, each student will create a memorial to the victims of September 11. These memorials will be displayed in the classroom or hallway.

Assessment:

- ✓ Does the memorial reflect an understanding of the events of September 11?
- ✓ Is the memorial done neatly?