






ProQuest Historical Newspapers (Graphical Version)

and

State Academic Standards

-  National Information Literacy Standards
-  National Technology Standards for Students and Teachers
-  AP Course Expectations for U. S. History, Govt. & Politics

Research Guide for Educators

[Bringing History Alive from 1851 through 2001](#)

INCLUDES:

- ? ProQuest mini-research process and models that help teachers integrate **higher-order thinking (HOTS) mini-research strategies**
- ? McREL summaries of state and national standards that correlate to ProQuest Historical Newspapers mini-research activities
- ? National Information Literacy Standards (NILS)
- ? National Technology Standards for Student and Teachers (NETS-S, NETS-T)
- ? Samples of standards-based mini-research projects for the core curriculum using critical thinking and editor selected collections PHN articles
- ? Regional and national perspectives on major events from the New York Times, Wall Street Journal, Los Angeles Times, Christian Science Monitor, and the Washington Post

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ProQuest Historical Newspapers (Graphical Version) Supports State Standards (McREL Summary)

The following list of standards is summarized from the Mid-Continent Regional Education Laboratory (McREL): <http://www.mcrel.org>

McREL analyzes all existing state academic standards and then synthesizes them into one representative collection of common standards and benchmarks. This collection provides a national perspective for educators to help make decisions on curriculum products, professional development and other essential educational priorities.

ProQuest Historical Newspapers (PHN) graphical version is a collection of **The New York Times** in full-page images dating back to **1851**. The collection also includes **The Christian Science Monitor** from (1908), **The Los Angeles Times** (1881), **The Wall Street Journal** (1889), and **The Washington Post** (1887). **The Chicago Tribune** (1849) will be added soon.

This powerful learning and teaching tool is designed to implement the following content standards for the core curriculum: *The Arts, Civics/Government, History, Geography, Science & Technology, and Health*: When teachers integrate this content with ProQuest mini-research activities that integrate higher-order thinking skills (HOTS), they also help students to develop essential English Language Arts skills and standards by utilizing the processes of critical reading, writing, research, and problem solving.

PHN is a valuable tool that supports **Advanced Placement** courses in the Arts, Social Studies, Science/Technology, and Literature that require research activities with **primary source documents**.

PHN graphical version combines the traditional version access to over 70 million digital documents from 150 years of history with the student-friendly interface and engaging, standards-facilitating features and content of ProQuest Historical Newspapers Student Edition:

- ✍ *Timeline topic browse* covers the top 25 topics/themes in history with articles on nearly 1,000 related key events.
- ✍ *Famous Dead People* highlights the published memorial and retrospective articles of 500 of the most studied and requested persons of the past 150 years
- ✍ *This Day in History* shows an editor-selected headline of a major historical event on that day that can be clicked to open for reading
- ✍ *What Happened On* showcases a high-impact newspaper front page for each day of the year—designed to immediately engage students in PHN content and the use of historical documents through recognizable events
- ✍ Topic search correlated to over 1000 key historical events and over 10,000 editorially selected articles
- ✍ Limiting searches to Decades/Eras provides a thread to document that relate to an ongoing event

The following standards summarize the **essential language arts processes** that are **integral** to research with ProQuest Historical Newspapers on any curriculum subject or topic area.

Language Arts Standard and Benchmarks—Writing

Standard 4: Gathers and uses information for research purposes (9-12)

1. Uses appropriate research methodology (e.g., formulates questions and refines topics, develops a plan for research; **organizes what is known about a topic**; uses appropriate research methods, collects information to narrow and develop a topic and support a thesis)
2. Uses a variety of print and **electronic sources** to gather information for research topics (e.g., news sources such as magazines, radio, television, **newspapers**; government publications; microfiche; telephone information services; **databases**; field studies; speeches; technical documents; periodicals; Internet)
3. Uses a variety of **primary sources** to gather information for research topics
4. Uses a variety of criteria to **evaluate the validity and reliability of primary and secondary source information** (e.g., the motives, credibility, and perspectives of the author; date of publication; use of logic, propaganda, bias, and language; comprehensiveness of evidence)
5. **Synthesizes information** from multiple research studies to draw conclusions that go beyond those found in any of the individual studies
6. Uses **systematic strategies** (e.g., anecdotal scripting, annotated bibliographies, graphics, conceptual maps, learning logs, notes, outlines) to **organize and record information**
7. **Writes research papers** (e.g., includes a thesis statement; synthesizes information into a logical sequence; paraphrases ideas and connects them to other sources and related topics; identifies complexities and discrepancies in information; addresses different perspectives; organizes and converts information into different forms such as charts, graphs, and drawings; integrates quotations and citations into flow of paper; adapts researched material for presentation to different audiences and for different purposes)
8. **Uses standard format and methodology for documenting reference sources** (e.g., credits quotes and paraphrased ideas; understands the meaning and consequences of plagiarism; distinguishes own ideas from others; uses a style sheet method for citing sources, such as the Modern Language Association, American Psychological Association, or Chicago Manual of Style; includes a bibliography of reference material)

Language Arts Standard and Benchmarks—Reading

Standard 5: Uses the general skills and strategies of the reading process

1. **Uses context** to understand figurative, idiomatic, and technical meanings of terms
2. **Extends general and specialized reading vocabulary** (e.g., interprets the meaning of codes, symbols, abbreviations, and acronyms; uses Latin, Greek, Anglo-Saxon roots and affixes to infer meaning; understands subject-area terminology; understands word relationships, such as analogies or synonyms and antonyms; uses cognates; understands allusions to mythology and other literature; understands connotative and denotative meanings)
4. **Understands writing techniques used to influence the reader and accomplish an author's purpose** (e.g., organizational patterns, such as cause-and-effect or chronological order; imagery, personification, figures of speech, sounds in poetry; literary and technical language; formal and informal language; point of view; characterization; irony; narrator)

6. Understands the **philosophical assumptions and basic beliefs underlying an author's work** (e.g., point of view, attitude, and values conveyed by specific language; clarity and consistency of political assumptions)

Language Arts Standard and Benchmarks—Media

Standard 10: Understands the characteristics and components of the media

1. **Understands that media messages have economic, political, social, and aesthetic purposes** (e.g., to make money, to gain power or authority over others, to present ideas about how people should think or behave, to experiment with different kinds of symbolic forms or ideas)
3. **Understands aspects of the construction of media messages and products** (e.g., the significance of all parts of a visual text, such as how a title might tie in with main characters or themes)
5. Understands aspects of media ownership and control (e.g., concentration of power and influence with a few companies; diversification of media corporations into other industries; the commercial nature of media; **influence of origins on a media message or product**)
7. **Understands different aspects of advertising in media** (e.g., advertising intertwined with media content, such as advertising copy presented in the form of news stories or the close association of feature articles with surrounding advertisements; the influence of advertising on virtually every aspect of the media, such as the structure of newspapers; advertisers as a pressure group; sponsorship as a form of advertising; ambience in media that is sympathetic to advertising, such as lifestyles portrayed on television)
10. **Understands the influence of media on society as a whole** (e.g., influence in shaping various governmental, social, and cultural norms; influence on the democratic process; influence on beliefs, lifestyles, and understanding of relationships and culture; how it shapes viewer's perceptions of reality; the various consequences in society of ideas and images in media)
11. **Understands legal and ethical responsibilities involved in media use** (e.g., censorship; copyright laws; FCC regulations; protection of the rights of authors and media owners; standards for quality programming; regulations for broadcast repeats; forms of media self-control; governmental, social, and cultural agencies that regulate media content and products)
12. Understands the role of the media in **addressing social and cultural issues** (e.g., creating or promoting causes: U.N. military action, election of political parties; use of media to achieve governmental, societal, and cultural goals)

The following national standards for *Information Literacy* and *Technology Literacy* are integrated into most state standards. These standards are also integrated into all research activities using ProQuest Historical Newspapers with the *ProQuest Mini-Research* process and help students to develop *digital information literacy* and problem-solving skills for the Information Age brought on by the Internet and the mass digitization of information

PHN Supports National Information Literacy Standards

The American Association of School Librarians (AASL/ALA) adopted the following standards in June of 1998. **Specific benchmarks** accompany the standards and are available at www.ala.org. Many of the **benchmarks integrate the increasing use of computers and the Internet as important sources and methods of working with digital information**. Ultimately information literacy models and procedures will evolve from **traditional print models and procedures** to **digital information literacy** that integrates technology skills/standards with information literacy skills/standards.

1. The student who is information literate **accesses information** efficiently and effectively.
2. The student who is information literate **evaluates information** critically and competently.
3. The student who is information literate **uses information** accurately and creatively.
4. The student who is an independent learner is information literate and **pursues information** related to personal interests.
5. The student who is an independent learner is information literate and appreciates literature and other **creative expressions of information**.
6. The student who is an independent learner is information literate and strives for excellence in **information seeking and knowledge generation**.
7. The student who contributes positively to the learning community and to society is information literate and recognizes the **importance of information** to a democratic society.
8. The student who contributes positively to the learning community and to society is information literate and **uses information ethically**.
9. The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to **pursue and generate information**.

The Research Process and MLA Citing for Electronic Sources

The ProQuest mini-research process models show **informal** use of citations in informal model report formats. This is done to **reduce student time in formatting and citations errors**, and **teacher time in having to evaluate these formalities**. The **time saved can be reinvested** in the readings, analysis, and synthesis that results in student original thought that is demonstrated in their report/ presentation. Many digital learning resources are now integrating automatic conversion of citations into formal citation formats of choice, including the construction of formal bibliographies (works cited), making the research process for student more user-friendly.

For those occasions that formal citations are more appropriate such as in term papers, an electronic and automatic method of converting citations from PQ Historical Newspapers into MLA citations and also arranging them in alphabetical order is available at <http://www.easybib.com>. Future releases of this product will integrate auto citation methods so that this is no longer a major point of concern for teachers and students.

ProQuest Mini-Research Supports the National Educational Technology Standards For Students (NETS)

The International Society for Technology in Education (ISTE) standards for students are divided into six broad categories. These categories provide a framework for linking performance indicators found within the Profiles for Technology Literate Students to the standards at www.iste.org. Most of the states have integrated all or part of NETS into their state learning standards. **Teachers can use these standards and profiles in planning technology-based activities**, such as **ProQuest mini-research**, in which students achieve success in learning, communication, and life skills. The integration of digital information resources with technology applications has increased the importance of using mini-research activities for learning, eroding the textbook learning culture, and creating a new culture of **digital information literacy**.

*Standards that are **bolded** are significantly implemented through ProQuest mini-research with ProQuest Historical Newspapers (Graphical Version).*

Basic operations and concepts

- ? Students demonstrate a sound understanding of the nature and operation of technology systems.
- ? Students are proficient in the use of technology.

Social, ethical, and human issues

- ? Students understand the ethical, cultural, and societal issues related to technology.
- ? **Students practice responsible use of technology systems, information, and software.**
- ? **Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.**

Technology productivity tools

- ? **Students use technology tools to enhance learning, increase productivity, and promote creativity.**
- ? Students use productivity tools to collaborate in constructing technology-enhanced models, **preparing publications**, and producing other creative works.

Technology communications tools

- ? **Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.**
- ? **Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.**

Technology research tools

- ? **Students use technology to locate, evaluate, and collect information from a variety of sources.**
- ? **Students use technology tools to process data and report results.**
- ? **Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.**

Technology problem-solving and decision-making tools

- ? **Students use technology resources for solving problems and making informed decisions.**
- ? **Students employ technology in the development of strategies for solving problems in the real world.**

Mini-Research with PHN Supports Recommended Foundations in Technology for All Teachers (ISTE--NETS-T)

Standards that are **bolded** are significantly implemented through [ProQuest mini-research with ProQuest Historical Newspapers \(Graphical Version\)](#).

A. Teacher Basic Computer/Technology Operations and Concepts

1. Operate a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages.
2. Use terminology related to computers and technology appropriately in written and oral communications.
3. Describe and implement basic troubleshooting techniques for multimedia computer systems with related peripheral devices.
4. Use imaging devices such as scanners, digital cameras, and/or video cameras with computer systems and software.
- 5. Demonstrate knowledge of uses of computers and technology in business, industry, and society.**

B. Teacher Personal and Professional Use of Technology

1. Use productivity tools for word processing, database management, and spreadsheet applications.
2. Apply productivity tools for creating multimedia presentations.
- 3. Use computer-based technologies including telecommunications to access information and enhance personal and professional productivity.**
- 4. Use computers to support problem solving, data collection, information management, communications, presentations, and decision making.**
5. Demonstrate awareness of resources for adaptive assistive devices for student with special needs.
6. Demonstrate knowledge of equity, ethics, legal, and human issues concerning use of computers and technology.
- 7. Identify computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator.**
8. Observe demonstrations or uses of broadcast instruction, audio/video conferencing, and other distance learning applications.

C. Teacher Application of Technology in Instruction

- 1. Explore, evaluate, and use computer/technology resources including applications, tools, educational software, and associated documentation.**
- 2. Describe current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.**
- 3. Design, deliver, and assess student learning activities that integrate computers/technology for a variety of student group strategies and for diverse student populations.**
- 4. Design student learning activities that foster equitable, ethical, and legal use of technology by students.**
- 5. Practice responsible, ethical and legal use of technology, information, and software resources.**

ProQuest Historical Newspapers and Unique Mini-Research

The standards listed on the previous pages demonstrate that the use of student research activities (**Information Literacy**) is an important strategy to integrate **higher-order thinking** into all areas of the curriculum while building essential language arts skills. Too many times student research activities focus exclusively on **lower-order thinking** skills that answer the questions of who, what, when, and where? **Higher-order thinking (critical thinking) skills** focus on the questions such as why/why not, how, and what if, and are at the heart of the standards and assessment strategies of educational reform.

To help teachers to use ProQuest Historical Newspapers in the most effective way, the ProQuest Mini-Research Process is summarized below.

Use ProQuest Mini-Research Strategies to Convert Information into Knowledge Using Higher-Order Thinking

Researched information *only becomes knowledge* when it is used to make comparisons, to predict consequences, to evaluate effectiveness, to form connections, and is then communicated to an audience with a purpose.

Middle School or Some Experience Researching (Who, What, When, Where, How and Why?)

Students should be required to use 2 or 3 sources. Reports can be written, oral, or created by teams. Reports should be between 100 and 200 words. Encyclopedic information is appropriate as one source only if it supports the 2 strategies listed below:

- ? **Compare/Contrast, or Which Is Better?**—Students research two similar leaders, authors, artists, countries, works, ideas, etc. and show how they are both alike and/or how they are different.

Examples: Low fat or low carbohydrate diets; more government regulation or greater competition; The Bible and the Koran; classical or contemporary music; Abraham Lincoln and Franklin Delano Roosevelt; the Greeks and the Romans.

- ? **Critique**—Students research a popular idea, custom, tradition, modus operandi, belief, or trend, and provide a logical argument for revising, eliminating, or expanding it.

Examples: Eating eggs and red meat is bad for your heart; no pain, no gain in fitness training; the growing deficit will into bankruptcy; to succeed, all students should go to college; affirmative action laws lead to lowering of standards, over time.

High School or Experienced (Who, What, When, Where, How, and Why/Why Not, What If?)

Students should be required to use 3 or 4 sources. Reports can be written (200 to 300 words), oral (3 to 5 minutes) or in teams. With appropriate technology and training, a PowerPoint presentation should also be encouraged. Reports should require a summary document attached as a bibliographic reference to provide authentication. Strategies for mini-research should include predicting, evaluating, and persuading.

- ? **Persuade**—Students research a controversial issue, select a position (or teachers could assign the position), and then create an argument to support their opinion.

Examples: Students should have a right to free education through college; professional athletes are paid too much money; same gender schooling results in higher achievement for both sexes; euthanasia should be permitted under appropriate controls; some illegal drugs should be legalized; the federal government should pass and enforce new gun control legislation.

- ? **Predict**—Given a recent event, discovery, law, or invention, predict what will happen in the near future. Given a past event or series of events, create a scenario that may occur in the near future.

Examples: Predict what will happen if nothing is done about global warming by the year 2009 and why; predict what impact genetic cloning will have on human health in 10 years and why; careers and jobs are changing rapidly: what jobs will be most in demand 10 years from now, and why? How will the Internet affect business, social life, or education? How will the International Space Station affect science, politics, and economics; how will the new Euro affect the economies of Europe?

- ? **Evaluate**—Given a recent (in the last 5 years) change in a law, political leader, rules and regulations, organizational structure, invention, or discovery, summarize and evaluate the progress that may have been made in society because of that change.

Examples: The passing of the NAFTA treaty; the creation of the Dept. of Homeland Security; the introduction of distance learning courses by major colleges; welfare reform; doing business on the Internet; the launch and repair of the Hubble telescope.

Tailoring Mini-Research Strategies To Meet the Needs of Your Students

A single research topic can provide a **range of mini-research activities** that can be tailored to the **learning levels of students**. The same basket of resources retrieved from a single search can be used to answer a variety of research problems and issues. These strategies are **derived from the scientific-based research** of Benjamin Bloom and *Bloom's Taxonomy* that demonstrates that permanent learning only takes place when students **engage higher-order thinking skills in their school assignments**.

TOPIC: *GLOBAL WARMING*

KEYWORD SEARCH: causes of global warming

ENGAGING ISSUE: See the list below

Mini-Research Strategy

Essential Questions on This Topic

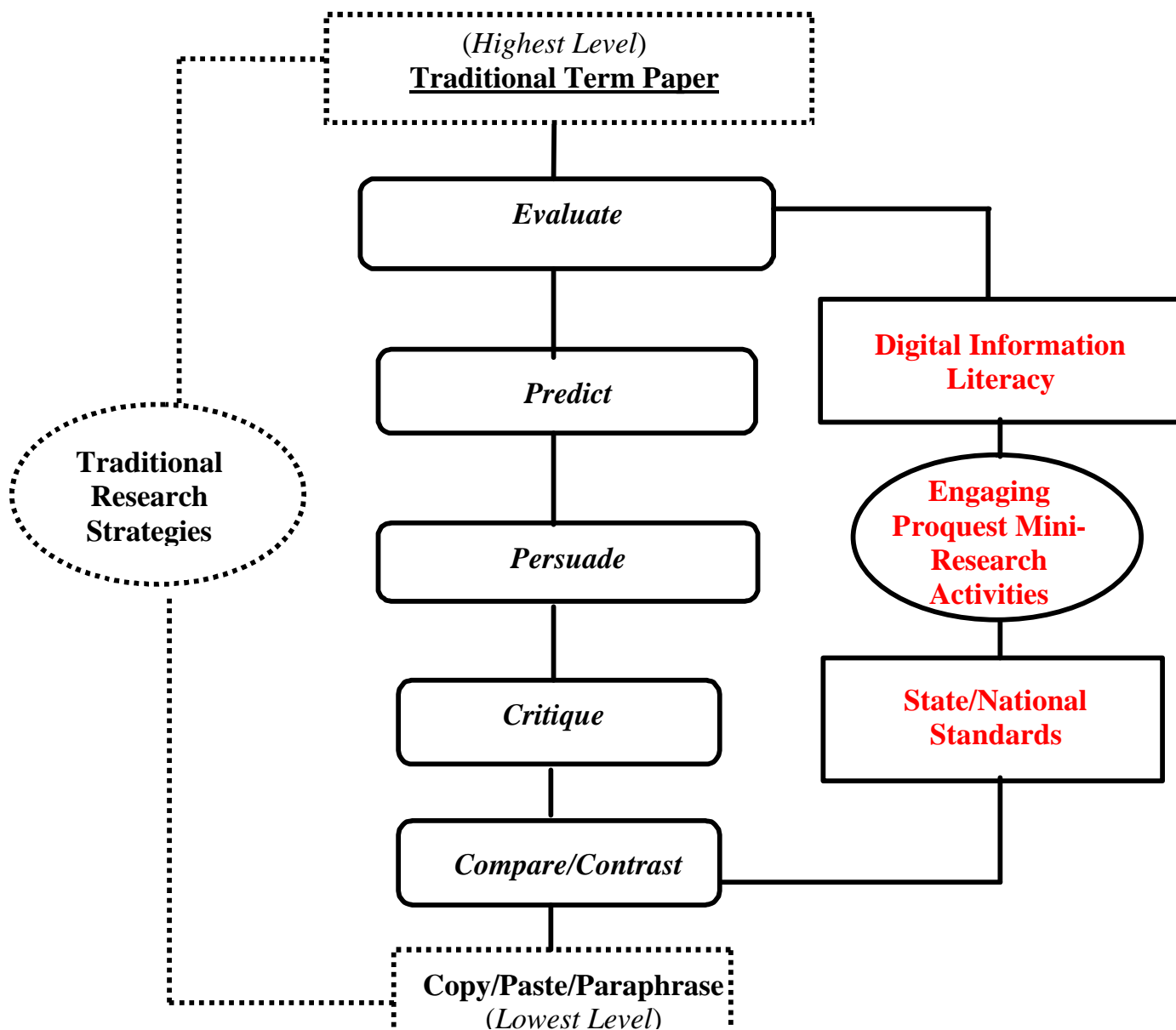
- Expand:** What is global warming? (*look up and paraphrase – lowest level*)
- Compare/Contrast:** How do today's climate patterns compare with past patterns to decide whether or not there really is global warming? (*Intermediate level higher-order thinking skills*)
- Critique:** What actions by society and/or nature have contributed to global warming and why? (*intermediate level*)
- Predict:** What will happen in the future if nothing is done to reverse global warming and why? (*higher-level*)
- Persuade:** What must the U. S. and world governments regulate or create incentives for to help to reverse global warming and why?. (*higher-level*)
- Evaluate:** How effective have the past actions taken by governments

ProQuest Mini-Research Process

Advantages of ProQuest Mini-Research Activities with ProQuest Historical Newspapers Student Edition

1. Easier for students to complete than traditional research papers
2. Takes less classroom and homework time searching for relevant information
3. Can be assigned in any subject area
4. Assignment can be more frequent to reinforce critical thinking skills and Information Literacy
5. Mini-research strategies, ideas and models available for teachers to use
6. Mini-research activities keep textbooks current in all areas and support State Academic Standards
7. Summary Document model and method presents ways to help prevent plagiarism and save time
8. Mini-research models integrate critical thinking designs into research

Research Spectrum of Critical Thinking Skills



ProQuest Historical Newspapers and Mini-Research Projects Support Academic Content Standards and Popular Textbook Topics

The following list of McREL academic standards are followed by a section of **ProQuest mini-research topics** that directly support those standards. Each research topic is based on strategies that **require the reading of at least 3 documents** so that students are motivated to answer essential questions of higher-order thinking such as: **why, why not, how, or what if** and **present a “reasoned opinion”** based on original thought.

Each mini-research topic is also accompanied by queries of the five historical newspapers archives that will retrieve the relevant documents and other primary source information needed to **read, think, and write critically** about that topic. Also included with each topic will be the national standard and a variety of higher-order thinking essential questions that give purpose to the research. These selected research topics save teachers and students valuable time in searching for relevant information and provide an easy and time-saving way to begin using ProQuest Historical Newspapers successfully right from the first research assignment. Because each topic is also correlated to most frequently used history **textbooks**, the research activity supports both **standards** and **textbooks** making it easier for **teachers to make relevant research assignments**.

Additional Resource to Support *Brainstorming* for Research Topics in ProQuest Historical Newspapers

Schools who subscribe to eLibrary have access to the publication *Stack of Decades*. This resource lists significant events and people associated with the decades between 1650s and the 1980s. For the purposes of integrating *Stack of Decades* with ProQuest Historical Newspapers research, the earliest decade would be 1850. The events and people in this reference book span a list of 7-12 subjects that include the Arts, Literature, Science/Technology, U. S. History, and World History.

Use the *Publication Search* in eLibrary: type **Stack of Decades** as the publication title and then the decade in the *Search* box. Example: 1890 would bring a collection of events and people of the year 1890 through 1899.

Mini-Research Supports Social Studies Critical Thinking Standards

Social Studies Critical Thinking Standards

1. Benchmark—Understands that historical accounts are subject to change based on newly uncovered records and interpretations

Benchmark Vocabulary—historical account, newly uncovered record, newly uncovered interpretation

2. Benchmark—Knows different types of primary and secondary sources and the motives, interests, and bias expressed in them (e.g., eyewitness accounts, letters, diaries, artifacts, photos; magazine articles, newspaper accounts, hearsay)

Benchmark Vocabulary—primary source, secondary source, motive, interest, bias, eyewitness account, letter, diary, artifact, photo, magazine article, newspaper account, hearsay

3. Benchmark—Knows how to evaluate the credibility and authenticity of historical sources

Benchmark Vocabulary—credibility, authenticity, historical source

Thinking and Problem Solving Skills

4. Benchmark—Compares and contrasts the credibility of differing accounts of the same event

Benchmark Vocabulary—compare, contrast, credibility, account

5. Benchmark—Compares different sources of information for the same topic in terms of basic similarities and differences

Benchmark Vocabulary—compare, source, topic, similarity, and difference

Historical Understanding/Chronological Relationships

25. Benchmark — Knows how to identify patterns of change and continuity in the history of the community, state, and nation, and in the lives of people of various cultures from times long ago until today

Benchmark Vocabulary—pattern of change, pattern of continuity, history of the community, history of the state, history of the nation, lives of people, culture, long ago, today

Mini-Research Activities with ProQuest Historical Newspapers Supports *Advanced Placement* Courses

The Advanced Placement testing program is rigorous and assesses student knowledge of content as well as student skills in **inferential reading, writing to defend or refute an opinion, higher-order thinking.** Students are expected to work with **primary source documents** and develop original thought and reasoned opinion on historical people and events not rely solely on textbooks. ProQuest Historical Newspapers provides the primary resources needed to support AP U. S. History and AP Government and Politics.

Each AP U.S. History Examination is 190 minutes in length and has both a multiple choice and a **free-response section**. Part II, the free-response section, consists of a required 15-minute reading period, a required **document-based question** for which 45 minutes are recommended, and **2 essays** in which students select one question from each of two groups of questions. More than half of the time is targeted toward writing.

The College Board (www.collegeboard.com) provides this advice to students who are planning to take these rigorous courses:

Writing Skills

Writing More Often—AP students need to write, and to **write often**. This practice is an excellent way to develop the skill of casting a **thesis statement and marshalling evidence in support of a valid generalization**

Build an Argument—The best essays—in terms of **arguing their case**—are those that marshal the positive **arguments in favor of their position** but that also **refute or answer** possible rival theses.

Reading Skills

Use Primary Sources—Study the **primary sources** to gain familiarity with the "**raw materials**" of **historical inquiry** and to practice assessing the validity of historical evidence. Students need to learn to comprehend the **difficult style, terminology, and meaning** of colonial charters, Supreme Court decisions, laws passed by state legislatures or Congress, and treaties and agreements made with other nations.

Do Some Historiography—If your teacher assigns readings in American historiography (the writing of history) — the changing and conflicting interpretations that arise from differences among historians — use the opportunity to **compare and contrast the reasons for their differences (sources, backgrounds, social and intellectual contexts, and guiding assumptions, for example)**. This exercise can provide a wonderful opportunity to understand how two historians looking at the same event can reach such different conclusions.

Find the Main Ideas—When you read, look for the main idea(s) the author is expressing and the material the author uses to support them. **These ideas** may be fairly easy to identify in popular writing **in newspapers** or journals, for example, but much more subtle in **political commentaries**.

Know the Context—Knowing the context of a piece of writing can help you read with greater understanding and better recollection. As you read works by historians, a **knowledge of the period in which they lived and wrote** contributes enormously to an understanding of what their assumptions were and what they were trying to accomplish.

Recent AP Essay Topics Supported by ProQuest Historical Newspapers

2001: The Cold War and the Eisenhower Administration
2000: Organized Labor from 1875-1900
1997: American Women, 1890-1925
1996: Constitutional and Social Developments, 1860-1877
1995: Civil Rights Movement, 1960s
1994: U.S. Expansionism
1992: The Effects of the Environment on Western Development

The 2005 version of the **SATs** will include a **written essay portion**. Ongoing mini-research assignments are proven by scientific research to increase essential critical thinking, reading and writing skills. ProQuest Historical Newspapers essays provide a motivating way for students to learn about the past, develop these essential skills, and get ready for the new SAT test.

The College Board Announces a New SAT[®] for 2005

“The current SAT I is the most rigorously and well-researched test in the world, and the **new SAT I** will only improve the test's current strengths by placing the highest possible emphasis on the most important college success skills—**reading** and mathematics, and, now, **writing**,” Caperton said. According to Caperton, the new SAT I will remain a test of developed reasoning and thinking skills, as it has been for 76 years. The new test will be even more closely aligned with current high school curricula than before:

- ? A writing test will be added, including multiple-choice questions and a student-written **essay**;
- ? Analogies will be replaced by more **critical reading passages from a variety of texts** that range from science and history to humanities and literature (what is now called the Verbal Reasoning Test will be renamed the **Critical Reading Test** to emphasize the importance of reading);

“The **writing test** will add great value to the SAT I,” said Linda Clement, chair of the College Board Trustees and vice president of the University of Maryland at College Park. “Research has shown that the addition of a **writing test provides increased validity** in predicting college success, but, more importantly, it sends a loud and clear message that **strong writing is essential** to success in college and beyond.”

U.S. History Mini-Research Topics

The following mini-research topics use the **Topic tab search feature** to access topics, subtopics, and relevant articles from PHN for mini-research activities. All U. S. History **topics listed** are correlated to national **Social Studies critical thinking skills standards**, and national **Language Arts skills standards in reading and writing**. Each **subtopic** listed will be correlated to national **content standards** in U. S. History.

Each of the listed **subtopics** will yield a **variety of PHN articles** that can be used to create a **mini-research report** (see the models listed at the end of this document). Each subtopic will be correlated to several **higher-order thinking questions** that teachers can use as **examples of questions** that should be assigned to students to ensure that their reports will result in **original thought** based on using information from at least 3 articles. These kinds of reports will result in **real learning** and will **discourage plagiarism**.

The reports should result in a written report of 100-200 words or an oral report of 2-3 minutes. Either type of report should be accompanied by a **Summary Document** to **verify sources** and essential information (shown in the final section of this guide). Some typo errors may be evident in the citations because the scanned original document text on older articles is blurry and may not convert 100% accurately to ASCII files.

After you gain experience, you can use the **Search tab** to explore for other topics of interest that **are not presently included** in the list of topics and the correlated timeline.

National Standards for Critical Thinking in History Addressed

- ✍ Compares different sources of information for the same topic in terms of basic similarities and differences
- ✍ Understands historical continuity and change related to a particular development or theme (e.g., the Industrial Revolution, the evolution of democracy in the U.S.)
- ✍ Knows how to identify patterns of change and continuity in the history of the community, state, and nation, and in the lives of people of various cultures from times long ago until today

National English Language Arts Skills Standards Addressed

- ✍ Gathers and uses information for research purposes from electronic and other sources
- ✍ Reads a variety of non-fiction genres in print and electronic formats to keep informed
- ✍ Uses a variety of primary sources to gather information for research topics
- ✍ Uses systematic strategies to organize and record information
- ✍ Writes research papers
- ✍ Uses standard format and methodology for documenting reference sources

Topic Search: **Slavery and Politics (1851 – 1865)**

National U. S. History Content Standards Addressed

- ✍ Understands the economic, social, and cultural differences between the North and South (e.g., how the free labor system of the North differed from that of the South)
- ✍ Understands the development of sectional polarization and secession prior to the Civil War (e.g., how events after the Compromise of 1850 and the Dred Scott decision impacted sectional differences, southern justification for secession, the presidential leadership of Buchanan and Lincoln during the secession crisis)

- ✎ Understands events that fueled the political and sectional conflicts over slavery and ultimately polarized the North and the South

Subtopic Search: *The Slave Experience*

Examples of Critical Thinking Questions for Mini-Research: Why did “Uncle Tom’s Cabin” help to change the attitude toward slavery? What was the attitude of slaves about their treatment and rights? How did the average slave live and what activities were denied slaves? How was the slave and owner experience in the South similar or different from the employer/employee relationship in the North? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Subtopic Search: *Dred Scott Decision*

Examples of Critical Thinking Questions for Mini-Research: What was the effect of the Dred Scott Decision on the institution of slavery in the South and on the attitude of the North? How did the decision affect the Missouri Compromise and what problems did this cause? What impact did this decision have on the eventual start of the Civil War? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Subtopic Search: *Congressional Debate over Slavery*

Examples of Critical Thinking Questions for Mini-Research: What were some of the laws that resulted from the congressional debates on slavery and why were they ineffective? Why was the South so adamant about continuing the extension of slavery by giving each new state and territory a choice? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Topic Search: *Early Westward Expansion (1851 – 1865)*

National U. S. History Content Standards Addressed

- ✎ Understands policies affecting regional and national interests during the early 19th century (e.g., how expansion-based economic policies, including northern dominance of locomotive transportation, contributed to growing political and sectional differences; the cheap price for the sale of western lands to residents of the North, South, and West)

Subtopic Search: *Rise of the Railroad*

Examples of Critical Thinking Questions for Mini-Research: How did the growth of railroads lead to economic expansion of the West and opportunities for people? How did the building of the railroads transform the social structure of the United States? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Subtopic Search: *Homestead Act*

Examples of Critical Thinking Questions for Mini-Research: How did the Homestead Act help populate the vast expanses of the new territories? Who were the majority of settlers motivated by the Homestead Act, where did they come from, and why did they forsake their previous lives despite the dangers involved? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Topic Search: Civil War (1861 – 1865)**National U. S. History Content Standards Addressed**

- ✎ Understands military events that influenced the outcome of the Civil War (e.g., the "hammering campaigns" of Generals Grant and Sherman, the wartime leadership of Jefferson Davis and Abraham Lincoln)
- ✎ Understands the influence of Abraham Lincoln's ideas on the Civil War (e.g., the Gettysburg Address, how the Emancipation Proclamation transformed the goals of the Civil War)
- ✎ Understands how the Civil War influenced Northern and Southern society on the home front (e.g., the New York City draft riots of July 1863, the Union's reasons for curbing civil liberties in wartime, Lincoln's suspension of the writ of habeas corpus during the war)
- ✎ Understands how the Civil War influenced both military personnel and civilians (e.g., the treatment of African American soldiers in the Union Army and Confederacy, how the war changed gender roles and traditional attitudes toward women in the work force)

Subtopic Search: Major Battles of the Civil War

Examples of Critical Thinking Questions for Mini-Research: Select accounts of 3 battles of the Civil War including one sea battle. Why was the North or South successful in the battles that you selected? How were the selected battles of the Civil War different in tactics or weaponry than in previous wars? How did other countries play a part in the war? (*Cite and summarize 3 sources in your Summary Document--Use My List.*)

Subtopic Search: Lincoln Assassination

Examples of Critical Thinking Questions for Mini-Research: Compare/contrast the attitude of the other countries to the assassination of President Lincoln. Compare/contrast the attitude of the North and the South to the assassination of Lincoln. How does the death of Lincoln affect the post-war policies? What impact did the presidency of Lincoln have on the outcome of the war? (*Cite and summarize 3 sources in your Summary Document--Use My List*)

Subtopic Search: Women and the Civil War

Examples of Critical Thinking Questions for Mini-Research: What are some of the roles that women played in the Civil War and why was this necessary? What part did African-American women play in the Civil War and why? Why were the contributions of women to the war effort often overlooked? (*Cite and summarize 3 sources in your Summary Document--Use My List*)

Topic Search: Reconstruction (1865 – 1876)**National U. S. History Content Standards Addressed**

- ✎ Understands the elements of different plans for Reconstruction (e.g., how each plan viewed secession, amnesty, pardon, and procedure for readmission to the Union; the influence of the issue of Federalism on the debate over Reconstruction policy; the motives of the Radical Republicans)
- ✎ Understands the 14th and 15th amendments to the Constitution (e.g., how citizenship was included, why the clauses of "equal protection of the laws" and "due process" were included, why women were excluded in the 15th amendment)
- ✎ Understands events leading to the formation of the Compromise of 1877 (e.g., the role of violence and tactics of the "redeemers" in bringing about the Compromise, the consequences in the South)

- ✍ Understands factors that inhibited and fostered African American attempts to improve their lives during Reconstruction (e.g., how foundations were laid for modern black communities, how traditional values inhibited the role of the Freedmen's Bureau, the struggle between former masters and former slaves, the role of black churches and schools in providing self-help within the African American community)
- ✍ Understands social and economic factors during and toward the end of Reconstruction (e.g., how economic expansion and development in the North and South were influenced by Reconstruction, the impact of fraud and violence on the end of Reconstruction)
- ✍ Understands different perspectives of Reconstruction (e.g., Reconstruction as an expression of social democratization and perfectionism, Reconstruction as a revolution)

Subtopic Search: *Three Different Plans for Reconstruction*

Examples of Critical Thinking Questions for Mini-Research: What were the priorities that needed to be addressed in the Reconstruction plans being developed by Congress? What was Lincoln's Amnesty Plan and why was it developed? How did Lincoln's death affect the eventual plan for Reconstruction? (*Cite and summarize 3 sources in your Summary Document--Use My List*)

Subtopic Search: *Rise of the Ku Klux Klan*

Examples of Critical Thinking Questions for Mini-Research: Who started the Ku Klux Klan and why? How did Congress react to the atrocities committed by the Klan and was their action successful and why/why not? (*Cite and summarize 3 sources in your Summary Document--Use My List*)

Topic Search: *Westward Expansion and Imperialism (1865 - 1900)*

National U. S. History Content Standards Addressed

- ✍ Understands challenges immigrants faced in society in the late 19th century (e.g., experiences of new immigrants from 1870 to 1900, reasons for hostility toward the new immigrants, restrictive measures against immigrants, the tension between American ideals and reality)
- ✍ Understands how scientific theories of race affected society in the late 19th century (e.g., arguments of advocates and opponents, the impact of these theories on public policy)
- ✍ Understands factors in the outbreak and outcome of the Spanish-American War (e.g., President McKinley's reasons for going to war; changing U.S. attitudes toward Emilio Aguinaldo from 1898 to the issue of warrants for his arrest after the Treaty of Paris)
- ✍ Understands elements that contributed to late 19th century expansionist foreign policy (e.g., geopolitics, economic interests, racial ideology, Protestant missionary zeal, nationalism, and domestic tensions)
- ✍ Understands influences on and perspectives of Native American life in the late 19th century (e.g., how the admission of new western states affected relations between the United States and Native American societies; leadership and values of Native American leaders; depiction of Native Americans and whites by 19th century artists)

Subtopic Search: *Federal Policies Toward Native Americans*

Examples of Critical Thinking Questions for Mini-Research: What was the purpose of reservations and did they achieve their goals for Native Americans and the settlers? How did Native Americans show resistance to the federal reservation policy and why? Did treaties with Native American tribes help to solve the problems of and with the Indians? (*Cite and summarize 3 sources in your Summary Document--Use My List*)

Subtopic Search: *Immigration*

Examples of Critical Thinking Questions for Mini-Research: What groups of immigrants were especially affected by prejudice and why? Immigration laws and quotas were targeted to exclude certain ethnic groups and types of people. Which ones and why? Why was the federal government expected to control immigration and how did they do it? (*Cite and summarize 3 sources in your Summary Document--Use My List*)

Subtopic Search: *Spanish-American War*

Examples of Critical Thinking Questions for Mini-Research: Why is the Spanish-American War a good example of U. S. imperialism? How did the Spanish-American War lead to the eventual Presidency of Theodore Roosevelt? (*Cite and summarize 3 sources in your Summary Document--Use My List*)

Topic Search: *Industrial Age (1880 - 1910)***National U. S. History Content Standards Addressed**

- ✍ Understands the development of business in the late 19th century (e.g., types of business organizations that affected the economy; the impact of industrialization on availability of consumer goods, living standards, and redistribution of wealth; how new industries gained dominance in their field; the changing nature of business enterprise)
- ✍ Understands issues associated with urban growth in the late 19th century (e.g., how city residents dealt with urban problems; demographic, economic, and spatial expansion of cities; how urban bosses won the support of immigrants)
- ✍ Understands influences on the workforce during the late 19th century (e.g., gender, race, ethnicity, and skill; how big business and the impersonal nature of factory work affected workers; inroads made by women in male-dominated jobs; legal status of women; the type of work children performed; occupations in which children were employed; dangers they faced during the workday)
- ✍ Understands labor issues of the late 19th century (e.g., organizational and agenda differences between reform and trade unions, the extent of radicalism in the labor movements, labor conflicts of 1894 and their effects)

Subtopic Search: *The Automobile & Henry Ford*

Examples of Critical Thinking Questions for Mini-Research: How did Henry Ford revolutionize the production of the automobile and what were the advantages of his system? What impact did Ford's system have on the transportation industry in the U. S. and why? What was Ford's attitude toward his workers and what was his attitude toward the union movement and why? (*Cite and summarize 3 sources in your Summary Document--Use My List*)

Subtopic Search: *Anti-Trust Movement*

Examples of Critical Thinking Questions for Mini-Research: How did businesses form monopolies, in what industries, and why was that bad for consumers? What reaction did the federal government have to monopolies and why? What did the Anti-trust laws force monopolies to do and why? (*Cite and summarize 3 sources in your Summary Document--Use My List*)

Topic Search: Progressive Era (1880 - 1900)**National U. S History Content Standards Addressed**

- ✎ Understands the origins and impact of the Progressive movement (e.g., social origins of Progressives and how these contributed to the success and failure of the movement; Progressive reforms pertaining to big business, and worker's and consumer's rights; arguments of Progressive leaders)
- ✎ Understands major social and political issues of the Progressive era (e.g., Supreme Court decisions that affected Progressivism; the Hetch Hetchy controversy)
- ✎ Understands how the Progressive movement influenced different groups in American society (e.g., counter-Progressive programs of labor organizations compared to social democratic programs in industrial Europe, the response of mainstream Progressives to women's issues, the changing perception of Native American assimilation under Progressivism, the founding of the NAACP, how African American women contributed to the movement, how the International Ladies Garment Workers Union provided alternatives, the success of the Progressive movement to groups outside the mainstream)
- ✎ Understands how racial and ethnic events influenced American society during the Progressive era (e.g., the movement to restrict immigration; how racial and ethnic conflicts contributed to delayed statehood for New Mexico and Arizona; the impact of new nativism; influences on African, Native, Asian, and Hispanic Americans)
- ✎ Understands efforts to achieve women's suffrage in the early twentieth century (e.g., methods used by Carrie Chapman Catt in her leadership of the National Women's Suffrage Association to get the 19th amendment passed and ratified, why President Wilson changed his mind about the amendment, which of Catt's tactics were most successful)

Subtopic Search: Women and Progressivism

Examples of Critical Thinking Questions for Mini-Research: What were the constitutional changes that marked the progressive era and how did they affect women? Who were some of the champions of the women's right movement and how did their past prepare them for this leadership? What were the major issues that motivated the women's rights movement and why? *(Cite and summarize 3 sources in your Summary Document--Use My List)*

Subtopic Search: Environmental Conservation

Examples of Critical Thinking Questions for Mini-Research: Who were some of the leaders of the conservationist movement, what were their motivations and why? What were some of the accomplishments of the conservationist movement leaders and how does that impact our nation and lives today? *(Cite and summarize 3 sources in your Summary Document--Use My List)*

Topic Search: World War I (1914 - 1918)**National U. S History Content Standards Addressed**

- ✎ 2. Understands the causes, course, and impact of World War I prior to U.S. entry (e.g., motivations of leading world powers, the relative success of nations in mobilizing their resources and populations, the relative success of their propaganda campaigns to influence neutral nations, the successes of military strategies, the general spirit of disillusionment)
- ✎ 3. Understands how the home front influenced and was influenced by U.S. involvement in World War I (e.g., the impact of public opinion and government policies on constitutional interpretation and civil liberties, the events of Wilson's second term; the role of various organizations in the mobilization effort; the "Great Migration" of African Americans to northern cities)
- ✎ 4. Understands influences on the outcome of World War I (e.g., how point six of the Fourteen Points

Subtopic Search: *Major Battles of World War I*

Examples of Critical Thinking Questions for Mini-Research: How did new technologies impact on the fighting in World War I? Which battles were key to the Allies victory and why? How was World War I different in its battle strategies and the impact on the soldiers? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Subtopic Search: *Causes of World War I*

Examples of Critical Thinking Questions for Mini-Research: What part did multiple alliances and treaties among countries play in triggering World War I? How did the U. S. get involved in the war and why? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Topic Search: *The Roaring '20s (1920 - 1929)***National U. S History Content Standards Addressed**

- ✍ Understands the major social issues of 1920s America (e.g., the emergence of the "New Woman" and challenges to Victorian values, the purpose and goals of the "New Klan," the causes and outcome of Prohibition, the ethnic composition of immigrants and fears these changes represented, the "Red Scare," the Sacco and Vanzetti trial)
- ✍ Understands factors that contributed to changes in work, production, and the rise of a consumer culture (e.g., the "new paternalism" of the modern corporation, how national advertising and sales campaigns affected the American economy)
- ✍ Understands influences on urban life in America during the 1920s (e.g., new downtown business areas, suburbs, transportation, architecture, the idea of the "civic center")
- ✍ Understands the impact of new cultural movements on American society in the 1920s (e.g., the extension of secondary education to new segments of American society, the emergence of artists in the postwar period, the origins and development of jazz, how the creation of national parks affected Native American culture)
- ✍ Understands how political issues in the 1920s influenced American society (e.g., the goals and effectiveness of the Republican party in the 1920s, the Harding and Coolidge administrations and the effects of World War I on Progressivism)

Subtopic Search: *Rise of Organized Crime*

Examples of Critical Thinking Questions for Mini-Research: Why did the prohibition amendment help lead to an increase in organized crime? What were the major industries that organized crime tried to control and why? How did the feds eventually get the mob bosses convicted and into jail to help control the problem? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Subtopic Search: *The Scopes Trial*

Examples of Critical Thinking Questions for Mini-Research: What was the major issue of the Scopes Trial and why was it important to fundamental Christians? How did this trial affect the general knowledge of citizens about science and evolution? What was Clarence Darrow's strategy to defend John T. Scopes? Do the issues of this trial impact education today and how? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Topic Search: The Great Depression (1928 - 1939)**National U. S History Content Standards Addressed**

- ✎ Understands influences on the national and global economy in the 1920s and 1930s (e.g., economic policies of the Harding and Coolidge administrations and their impact on wealth distribution, investment, and taxes; the global context of the depression and the reasons for the worldwide economic collapse; characteristics of the American economy in the 1920s)
- ✎ Understands the first and second New Deals (e.g., the success of the relief, recovery, and reform measures associated with each)
- ✎ Understands how the New Deal influenced the civil and political rights of diverse groups (e.g., the involvement of women and minorities in the New Deal and its impact upon them, FDR's commitment to advancing the civil and political rights of African Americans, how African Americans planted the seeds of a civil rights revolution during the 1930s, how the Indian Reorganization Act of 1934 affected Native Americans, the role of John Collier in securing a "new deal" for Native Americans)
- ✎ Understands how the New Deal influenced labor and employment (e.g., the impact of the New Deal on non-union workers; factors contributing to the success of the CIO leadership in organizing the rubber, auto, and steel workers in the period 1937-1941; labor's commitment to organizing; causes, strategies, and leadership of major strikes during the New Deal; the effects of the New Deal agricultural programs on farm laborers)
- ✎ Understands the significance and ideology of FDR and the New Deal (e.g., whether the New Deal was able to solve the problems of depression, who the New Deal helped the most and the least; how the New Deal changed the relationship between state and federal government)

Subtopic Search: Stock Market Crash

Examples of Critical Thinking Questions for Mini-Research: Why did the Stock Market crash? What reforms emerged to help prevent this from happening again? How did the Stock Market crash precipitate the Great Depression (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Subtopic Search: The New Deal

Examples of Critical Thinking Questions for Mini-Research: What was the underlying theory for Roosevelt's New Deal? What New Deal program have survived to this day and why? What programs were unsuccessful and why? Did the New Deal bring the country out of the Great Depression? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Topic Search: World War II (1939 - 1945)**National U. S History Content Standards Addressed**

- ✎ Understands the influence of international events on U.S. policies and political developments (e.g., Roosevelt's foreign policy toward Latin America and the reasons for the Good Neighbor Policy; the effect of the Nazi-Soviet Non-Aggression Pact of 1939 on the U.S. Communist Party)
- ✎ Understands events that led to the Japanese attack on Pearl Harbor (e.g., why Japan set up the East Asian Co-Prosperity Sphere, U.S. reasons for cutting off oil to Japan, U.S. response to the November 10 proposal from Japan)
- ✎ Understands President Roosevelt's ideas and policies during World War II (e.g., Roosevelt's administration's wartime diplomacy among the Allied powers, the ideas presented in his Four Freedoms speech)
- ✎ Understands how World War II influenced the home front (e.g., the impact on science, medicine, and

how minorities contributed to the war effort and the contradiction between their treatment at home and the goals that they were fighting for in Europe; the effects of the relocation centers on Japanese American families)

- ✎ Understands characteristics of the end of World War II (e.g., why there was a delay in creating a second front in Europe, the Soviet Union's role in helping to defeat the Axis Powers and the reasons for the success of D-Day)

Subtopic Search: *The Holocaust*

Examples of Critical Thinking Questions for Mini-Research: How did the Nazis justify the persecution of the Jews? Why didn't the German people step forward to prevent these atrocities? Why didn't the Jews who were sent to death camps provide more resistance to the Nazi guards? What actions did the U. S. take after the war to punish the Nazis and reclaim stolen Jewish wealth? (*Cite and summarize 3 sources in your Summary Document--Use My List*)

Subtopic Search: *Dropping of the Atomic Bomb*

Examples of Critical Thinking Questions for Mini-Research: Why did President Truman order the dropping of the atomic bomb on Hiroshima? Why did he order a second bomb dropped on Nagasaki? How did the military know that the atomic bomb would work and possibly end the war with Japan? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Subtopic Search: *Pearl Harbor*

Examples of Critical Thinking Questions for Mini-Research: Why was the U. S. Navy surprised by the attack on Pearl Harbor by the Japanese? Why did it take a Pearl Harbor to have the U. S. enter World War II? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Topic Search: *Post-War America (1945 - 1960)*

National U. S History Content Standards Addressed

- ✎ Understands scientific and technological developments in America after World War II (e.g., the new system of scientific research and development, advances in medical science and how they improved the standard of living and changed demographic patterns, the global influence of the communications revolution ushered in by American technology)
- ✎ Understands influences on the American economy after World War II (e.g., the impact of the Cold War, increased defense spending, the U.S. economy in relation to Europe and Asian economies)
- ✎ Understands the socioeconomic factors of the post-World War II period in America (e.g., the gap between poverty and the rising affluence of the middle class, the extent of poverty in post-World War II America)
- ✎ Understands social, religious, cultural, and economic changes at the onset of the Cold War era (e.g., the causes and results of new governmental spending on educational programs, the expansion of suburbanization and the impact of the "crabgrass frontier," the role of religion, the impact of the GI Bill on higher education, how the Cold War influenced the lives and roles of women, how artists and writers portrayed the effects of alienation on the individual and society after 1945)
- ✎ Understands the various anti-communist movements after World War II (e.g., causes and consequences of the second "Red Scare" that emerged after World War II)

Subtopic Search: *The United Nations*

Examples of Critical Thinking Questions for Mini-Research: How was the United Nations different than the League of Nations? Why was the United Nations formed? Why was the United Nations located in New York City? What were some of the early priorities, problems, and successes of the U. N? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Subtopic Search: *Formation of Israel*

Examples of Critical Thinking Questions for Mini-Research: Why did so many Jews migrate from their European homes to Palestine? What was the attitude of the people who lived in Palestine to the new Jewish settlers? How did the British try to solve the problems caused by the mass migration? What was his reaction of the surrounding countries and why? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Topic Search: *Post-War World (1945 - 1960)***Subtopic Search: *Red Scare***

Examples of Critical Thinking Questions for Mini-Research: Why was the House Committee on Un-American Activities created? What people or industries did HUAC first pursue and why? What is a loyalty oath and was it effective? What was Senator McCarthy's tactic in leading these investigations? What part did television play in promoting the "Red Scare?" (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Subtopic Search: *Early Civil Rights Efforts*

Examples of Critical Thinking Questions for Mini-Research: How did the "Plessy v. Ferguson" Supreme Court decision affect the lack of progress in Civil Rights? How did President Truman help to promote civil rights and why? What was "states rights" and how did this concept promote existing prejudice and denial of civil rights to African-Americans? How did African-American integration into professional sports help pave the way to the civil rights reforms of the 60s and 70s? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Topic Search: *Rise of the Cold War (1950 - 1980)***National U. S History Content Standards Addressed**

- ✎ Understands factors that contributed to the development of the Cold War (e.g., the mutual suspicions and divisions fragmenting the Grand Alliance at the end of World War II, U.S. support for "self-determination" and the U.S.S.R's desire for security in Eastern Europe, the practice of "atomic diplomacy")

Subtopic Search: *Nuclear Proliferation*

Examples of Critical Thinking Questions for Mini-Research: What was the motivation for the U. S. to develop the H-bomb? What other world powers entered the atomic weapons arms race and why? What impact did the arms race have on the ordinary citizens of the U. S.? . (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Subtopic Search: *Churchill's Iron Curtain Speech*

Examples of Critical Thinking Questions for Mini-Research: How did Churchill's Iron Curtain speech affect the foreign policy of the U. S.? What was the purpose of the Russian building of the Iron Curtain between Eastern and Western Europe? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Topic Search: *Korean War (1950 - 1953)***National U. S History Content Standards Addressed**

- ✎ Understands U.S. foreign policy from the Truman administration to the Johnson administration (e.g., American policies toward independence movements in Africa, Asia, Latin America, and the Middle East; U.S. policy regarding the British mandate over Palestine and the establishment of the state of Israel; Kennedy's response to the Bay of Pigs and the Cuban Missile crises; how the Korean War affected the premises of U.S. foreign policy; the Kennedy-Johnson response to anti-colonial movements in Africa)

Subtopic Search: *MacArthur vs. Truman*

Examples of Critical Thinking Questions for Mini-Research: Why did the U. S. send troops to Korea? What strategy did MacArthur develop that put him at odds with President Truman and why? What was the reaction of the American people to the firing of General MacArthur and why? . (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Subtopic Search: *Chinese Intervention*

Examples of Critical Thinking Questions for Mini-Research: Why did the Chinese intervene in the Korean War? How successful was the intervention of the Chinese? . (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Topic Search: *Eisenhower Era (1953 - 1961)***National U. S History Content Standards Addressed**

- ✎ Understands different social and economic elements of the Truman and Eisenhower administrations (e.g., Truman's policies in labor relations, housing, education and health; postwar reaction to the labor movement, how Eisenhower's domestic and foreign policy priorities contrasted with his predecessors)

Subtopic Search: *Cuban Revolution*

Examples of Critical Thinking Questions for Mini-Research: Why was Fidel Castro successful in the Cuban Revolution? What reforms were instituted by Castro and why? How did the reforms instituted by Castro affect U. S. policy toward Cuba? . (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Subtopic Search: *The Beat Generation*

Examples of Critical Thinking Questions for Mini-Research: What was the goal of the "Beat Generation" authors and why? Who embraced the "Beat Generation" philosophy and how did they express it? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Topic Search: Kennedy Era (1961 - 1963)**National U. S History Content Standards Addressed**

- ✎ Understands characteristics of the Kennedy presidency (e.g., the role of the media in the election of 1960; Kennedy's commitment to liberalism and his ideas about citizenship, rights, and responsibilities)

Subtopic Search: Kennedy Assassination

Examples of Critical Thinking Questions for Mini-Research: Why did JFK go to Dallas for his fateful visit? What are some of the controversial findings of the Warren Commission and why are they still controversial today? What are some of the theories and motives behind them for the assassination of JFK? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Subtopic Search: Bay of Pigs

Examples of Critical Thinking Questions for Mini-Research: Why did the Bay of Pigs invasion fail? How did the failure at the Bay of Pigs lead to the Cuban Missile Crisis? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Topic Search: African-American Civil Rights Movement (1950 - 1970)**National U. S History Content Standards Addressed**

- ✎ Understands how diverse groups united during the civil rights movement (e.g., the escalation from civil disobedience to more radical protest, issues that led to the development of the Asian Civil Rights Movement and the Native American Civil Rights Movement, the issues and goals of the farm labor movement and La Raza Unida)
- ✎ Understands conflicting perspectives on different issues addressed by the women's rights movement (e.g., the Equal Rights Amendment, Title VII, and Roe v. Wade)
- ✎ Understands how various Warren Court decisions influenced society (e.g., the Warren Court's expansion of due process rights for the accused and criticisms of this extension; Warren Court's reasoning in establishing the "one man, one vote" principle; the effectiveness of the judiciary in promoting civil liberties and equal opportunities)
- ✎ Understands significant influences on the civil rights movement (e.g., the social and constitutional issues involved in Plessy v. Ferguson (1896) and Brown v. Board of Education (1954) court cases; the connection between legislative acts, Supreme Court decisions, and the civil rights movement; the role of women in the civil rights movement and in shaping the struggle for civil rights)

Subtopic Search: March on Washington

Examples of Critical Thinking Questions for Mini-Research: What was the goal of the March on Washington and why was it successful? How did the speech of Martin Luther King, Jr. establish his leadership and motivate additional effort in the battle for civil rights? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Subtopic Search: Brown v. Board of Education

Examples of Critical Thinking Questions for Mini-Research: How did the Brown v. Board of Education give momentum to the civil rights movement? To what extent have the goals of Brown v. Board Been unmet and why? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Topic Search: Vietnam War (1945 - 1975)

National U. S History Content Standards Addressed

- ✍ Understands the political elements of the Vietnam War (e.g., the constitutional issues involved in the Vietnam War, the legacy of the war)
- ✍ Understands the social issues that resulted from U.S. involvement in the Vietnam War (e.g., the composition of American forces recruited in the war, why the Vietnam War contributed to a generational conflict and concomitant lack of respect for traditional authority figures)

Subtopic Search: Gulf of Tonkin Incident

Examples of Critical Thinking Questions for Mini-Research: How did the Gulf of Tonkin incident propel the U. S. into more critical engagement in the Vietnam War and why? What was the level of involvement in Vietnam prior to Tonkin and why? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Subtopic Search: Vietnam War Peace Negotiations

Examples of Critical Thinking Questions for Mini-Research What were the concessions made by the U. S. and South Vietnam in the Peace Negotiations? How did the U. S. justify the peace position to the American public and why? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Topic Search: Turbulent '60s (1960 - 1969)

National U. S History Content Standards Addressed

- ✍ Understands the social issues that resulted from U.S. involvement in the Vietnam War (e.g., the composition of American forces recruited in the war, why the Vietnam War contributed to a generational conflict and concomitant lack of respect for traditional authority figures)

Subtopic Search: Johnson's Great Society

Examples of Critical Thinking Questions for Mini-Research: How was Johnson's Great Society related to Roosevelt's New Deal? What were some of the programs included in the War on Poverty and what were the strategies for eliminating poverty embodied in these programs. (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Subtopic Search: The Counterculture

Examples of Critical Thinking Questions for Mini-Research: How did the ideals of the counterculture lead to drug addiction? What were some of the strategies of the Hippies for rebelling against the existing traditions of society? Why did the counterculture evolve at this time? (*Cite and summarize 3 sources in your Summary Document--Use My List*).

Topics, Subtopics, and Relevant PHN Articles Coming Soon

The following major topics are scheduled to provide teachers and students with major subtopics and relevant PHN articles before the end of the current school year. This will help teachers and students to be able to fully integrate in-depth study and state standards into their U. S. History course.

- ✍ Nixon Era (1969 - 1974)
- ✍ The Seventies (1970 - 1979)

- ✍ The Clinton Years (1993 - 2001)
- ✍ The Turn of the Millennia and Beyond (1999 -

World History Content Standards

Era 7 - An Age of Revolutions, 1750-1914

34. Understands how Eurasian societies were transformed in an era of global trade and the emergence of European power from 1750 to 1870
35. Understands patterns of nationalism, state-building, and social reform in Europe and the Americas from 1830 to 1914
36. Understands patterns of global change in the era of Western military and economic dominance from 1800 to 1914
37. Understands major global trends from 1750 to 1914

Era 8 - A Half-Century of Crisis and Achievement, 1900-1945

38. Understands reform, revolution, and social change in the world economy of the early 20th century
39. Understands the causes and global consequences of World War I
40. Understands the search for peace and stability throughout the world in the 1920s and 1930s
41. Understands the causes and global consequences of World War II
42. Understands major global trends from 1900 to the end of World War II

Era 9 - The 20th Century Since 1945: Promises and Paradoxes

43. Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up
44. Understands the search for community, stability, and peace in an interdependent world
45. Understands major global trends since World War II

World History Across the Eras

46. Understands long-term changes and recurring patterns in world history

World History Mini-Research Topics

The following World History mini-research topics will use the *Search* tab tool to access the documents that are relevant to the critical thinking question samples. Unlike the *Topic* tab searches in **U. S. History**, PHN editors have **not yet begun their work** of selecting topics, subtopics, and relevant documents for this increasingly important area of study in Social Studies. **Teachers and students will need to use the search terms listed under each topic to access relevant documents.** Relevant documents have been identified and listed for teachers and will serve to answer the higher-order thinking question samples suggested for mini-research activities. **Each topic is correlated with the World History standards shown above.**

Topic: **The British Empire in India—1850- 1870**

Search: British and India and East India Company (Date = Before 12/31/1870)

Critical Thinking Question Samples: Summarize the attitude of the British toward their colonization of India. What were some of the benefits and some of the perils?

Significant Documents—Cite 3 in Your Report (Use My List)

✍ The East India Company--Its Territory and Trade. New York Daily Times (1851-1857)

- ✂ The East India Company. New York Daily Times (1851-1857); Apr 12, 1853
- ✂ The Czar and India. New York Daily Times (1851-1857); Mar 14, 1855
- ✂ The Anglo-Indian Revolt. New York Daily Times (1851-1857); Jul 9, 1857
- ✂ Annexation in India. New York Daily Times (1851-1857); Jul 21, 1857
- ✂ The Troubles in India. New York Daily Times (1851-1857); Aug 12, 1857
- ✂ The English in India. New York Times (1857-Current file); Oct 7, 1857
- ✂ The Abolition of the East India Company. New York Times (1857-Current file); Dec 30, 1857
- ✂ The British Empire in India. New York Times (1857-Current file); Nov 14, 1859

Topic: Commodore Perry and the Opening of Trade with Japan—1852-1855

Search: Commodore and Perry and Japan (Date = Before 12/31/1860)

Critical Thinking Question Samples: Summarize the expeditions of Commodore Perry to Japan. What motives were there for the expeditions? What agreements were made? What were some of the obstacles that needed to be overcome? How did the Japanese culture differ from American/Western culture?

Significant Documents—Cite 3 in Your Report (Use My List)

- ✂ Japan and the United States. New York Daily Times (1851-1857); Feb 24, 1852
- ✂ The Japan Expedition. New York Daily Times (1851-1857); Mar 11, 1852
- ✂ The Japan Expedition—Comm. Perry at the Leo-Choo Isles. New York Daily Times Oct 20, 1853
- ✂ Highly Interesting from the Japan Expedition. New York Daily Times (1851-1857); Oct 31, 1853
- ✂ From Chlu and the Japan Expedition. New York Daily Times (1851-1857); Feb 27, 1854
- ✂ JAPAN OPENED. New York Daily Times (1851); Jun 13, 1854
- ✂ The Japan Expedition. New York Daily Times (1851-1857); Jun 13, 1854
- ✂ From Japan. New York Daily Times (1851-1857); Jun 26, 1854
- ✂ The Japanese Treaty. New York Daily Times (1851-1857); Aug 11, 1854
- ✂ OPENING OF JAPAN. New York Daily Times (1851-1857); Sep 30, 1854
- ✂ Commodore Perry and the Japan Squadron. New York Daily Times (1851-1857)
- ✂ The Japan Trade. New York Daily Times (1851-1857); Dec 1, 1854
- ✂ Trade to Japan. New York Daily Times (1851-1857); Apr 3, 1855
- ✂ The Japan Report. New York Daily Times (1851-1857); Apr 15, 1856
- ✂ The Late Commodore Perry. New York Times (1857-Current file); Jan 6, 1859

Topic: Eiffel Tower and the Paris Exposition—1889

Search: Eiffel and Tower and Paris (Date = Before 01/01/1890)

Critical Thinking Question Samples: Why was the Eiffel Tower built? What were some of the problems and benefits of its construction? How did this feat affect other countries?

Significant Documents—Cite at Least 3 in Your Report (Use My List)

- ✂ A FRENCH TOWER OF BABEL. New York Times (1857-Current file); Jan 4, 1885
- ✂ THE GREAT TOWER FOR PARIS. New York Times (1857-Current file); May 8, 1886
- ✂ A TALL TOWER. Los Angeles Times (1881-1886); Aug 28, 1886
- ✂ WORK ON THE PARIS TOWER. New York Times (1857-Current file); Feb 13, 1887
- ✂ THE BIG TOWER BEGUN. New York Times (1857-Current file); May 8, 1887
- ✂ RISE OF THE EIFFEL TOWER. New York Times (1857-Current file); Dec 16, 1888
- ✂ THE EIFFEL TOWER. New York Times (1857-Current file); Apr 21, 1889
- ✂ THE PARIS WORLD'S FAIR. New York Times (1857-Current file);
- ✂ WHAT GOTHAM'S GOING TO DO. The Washington Post (1877-1954); Jul 23, 1889
- ✂ Building Material for the Eiffel Tower. The Washington Post (1877-1954); Jul 18, 1889

- ✂ HIGHER THAN THE EIFFEL TOWER. The Washington Post (1877-1954); Aug 1, 1889
- ✂ A CHANCE TO OUTDO PARIS New York Times (1857-Current file); Sep 22, 1889

Topic: Boxer Rebellion in China—1900

Search: Boxer and China (Date = Before 12/31/1902)

Critical Thinking Question Samples: What was the strategy of the U. S. for world trade with China? What effect did the Boxers have on this policy? How were Chinese citizens in the U. S. affected? What were the missionaries doing in China?

Significant Documents—Cite at Least 3 in Your Report (Use My List)

- ✂ The Meaning of the Unrest in China New York Times (1857-Current file); Mar 25, 1900
- ✂ NORTH CHINA TERRORIZED New York Times; Apr 15, 1900
- ✂ AMERICA WARNS CHINA New York Times (1857-Current file); May 26, 1900
- ✂ EDICT AGAINST "BOXERS" New York Times (1857-Current file); May 31, 1900
- ✂ RUMOR OF A MASSACRE The Washington Post; Jun 17, 1900
- ✂ RUSSO-AMERICAN POWER IN CHINA. Los Angeles Times; Jun 24, 1900
- ✂ THE CHINESE SITUATION New York Times (1857-Current file); Jun 24, 1900
- ✂ ALLIES MAY MARCH TO NEW CHINESE CAPITAL New York Times; Nov 19, 1900
- ✂ AMERICAN MISSIONS IN PERIL. New York Times (1857-Current file); Oct 26, 1900
- ✂ WHAT THIS "IMPERIALISM" IS. The Washington Post (1877-1954); Aug 20, 1900
- ✂ BOXERS THREATEN FOREIGNERS. The Washington Post (1877-1954); Aug 2, 1901
- ✂ BOXERS BESIEGE CAPITAL. The Washington Post (1877-1954); Sep 19, 1902

Topic: Mao and Communists Take Over China—1945-1949

Search: Mao and Reds and Communist and China (Date = Between 01/01/1946 and 12/31/1949)

Critical Thinking Question Samples: Summarize the events and concerns of the United States as the communists win the civil war and take over the government of China.

Significant Documents—Cite 3 in Your Report (Use My List)

- ✂ Chinese Accord Will Benefit Both Factions Los Angeles Times (1886-Current File); Jan 11, 1946
- ✂ CHINESE REDS BACK CONSTITUTION PLAN New York Times; Jan 30, 1946
- ✂ Chinese War Nears Crisis The Washington Post (1877-1954); Oct 9, 1948
- ✂ The Man Who Would Be China's Lenin; New York Times; HENRY R. LIEBERMAN; Dec 19, 1948
- ✂ U.S. Consul Says Russia Dominates China Reds The Washington Post (1877-1954); Jan 27, 1949
- ✂ Li Optimistic Over China's Peace Chances The Washington Post (1877-1954); Feb 26, 1949
- ✂ Reds' Leader Picks Peiping As His Capital The Washington Post (1877-1954); Mar 26, 1949
- ✂ CHINA REDS RELENT ON 'WAR CRIMINALS' New York Times; Apr 3, 1949
- ✂ Communists Offer Clemency For Quick Surrender in China The Washington Post; Apr 10, 1949
- ✂ Nanking Officials Flee South by Air; Americans Told To Leave. The Washington Post; Apr 22, 1949
- ✂ Britain Plans To Recognize Chinese Reds The Washington Post (1877-1954); May 15, 1949
- ✂ Mao Bids for 'Truly Friendly' The Washington Post (1877-1954); Jun 20, 1949
- ✂ Own Republic Established By China Reds The Washington Post (1877-1954); Sep 22, 1949
- ✂ U. S., BRITISH DIFFER IN APPROACH TO MAO New York Times; Oct 8, 1949
- ✂ Chinese Reds Told War Is Near End The Washington Post (1877-1954); Dec 7, 1949
- ✂ CHIANG URGES WEST TO CHECK RUSSIANS New York Times; Oct 10, 1949

Topic: Castro Takes Over Cuba—1959

Search: Castro and Batista and Cuba and revolution (Date = Between 01/01/1958 and 12/31/1959)

Critical Thinking Question Samples: Summarize the U.S. concerns with Castro and his dictatorship in Cuba. What kind of changes did Castro make and what were some of his immediate problems?

Significant Documents—Cite 3 in Your Report (Use My List)

- ✍ BATISTA INSISTING ON HOLDING VOTE; New York Times HOMER BIGART; Mar 2, 1958
- ✍ Report on Rebel Cuba: A Visit to Castro Aerie; The Washington Post and Times Herald; Sep 14, 1958
- ✍ Castro Movement Approaches Victory After Many Defeats New York Times; Jan 2, 1959
- ✍ CASTRO'S VICTORY LIFTS CUBA'S HOPE New York Times; Jan 14, 1959
- ✍ CUBAN SHOW TRIAL OF BATISTA AIDES OPENS IN STADIUM New York Times; Jan 23, 1959
- ✍ CASTRO URGES U.S. TO REVISE POLICY New York Times; Jan 26, 1959
- ✍ ANTI-CASTRO PLOT LAID TO CHICAGOAN New York Times; Feb 3, 1959
- ✍ Castro to Become Premier In Shift of Cuba's Regime New York; Feb 14, 1959
- ✍ Leader Tells Of Hopes for Better Cuba New York Times; Apr 22, 1959
- ✍ Reds' Alleged Role In Castro's Regime Alarming Havana New York Times; Apr 24, 1959
- ✍ Castro on the Brink; The Washington Post and Times Herald (1954-1959); Jul 4, 1959
- ✍ 300,000 Rally to Back Castro; He Condemns 'Raids' From U.S; New York Times; Oct 27, 1959
- ✍ A Year of Castro Rule in Cuba: Leftists Speeding Vast Reforms New York Times; Dec 17, 1959
- ✍ CUBA EXPLOITING DISCORD WITH U.S; New York Times; Dec 20, 1959

Topic: Berlin Wall Provides Cold War Tension—1963

Search: West and Berlin and Wall and Kennedy (Date = Between 01/01/1962 and 10/31/1963)

Critical Thinking Question Samples: Summarize the reasons for and the tensions created by the building of the Berlin Wall. How did the visit by President Kennedy provide support for the West Germans?

Significant Documents—Cite 3 in Your Report (Use My List)

- ✍ Berlins, 2 Moods New York Times; Jun 2, 1962
- ✍ Reds Start Another Wall New York Times; Jun 4, 1962
- ✍ E. Germany Bolsters Berlin Wall The Washington Post, Times Herald; Jun 15, 1962
- ✍ Threat to Corridors New York Times (1857-Current file); Feb 18, 1962
- ✍ U.S., Allies Launch Drive to Deter Soviet From New Effort; Wall Street Journal; Aug 23, 1962
- ✍ Kennedy Tour of Berlin To Include Stop at Wall; New York Times; May 10, 1963
- ✍ Berlin Bargaining; Wall Street Journal; BY JOHN R. GIBSON; Oct 12, 1962
- ✍ East Germans Denounce Kennedy's Berlin Visit Los Angeles Times; Jun 12, 1963
- ✍ Soviet Pledges Kennedy Safety; Berlin Reds Tighten Control New York Times; Jun 22, 1963
- ✍ West Denounces Closing Of Strip at Berlin Wall; New York Times; Jun 23, 1963
- ✍ Freer Trade Stressed; Wall Street Journal; Jun 25, 1963
- ✍ Kennedy at Berlin Wall Today; Los Angeles Times; Jun 26, 1963
- ✍ Berliners Live With Reality Of Communists' Wall in City New York Times; Jun 27, 1963
- ✍ BERLIN IS READY TO HAIL KENNEDY New York Times; Jun 26, 1963

Topic: Israel Defeats Arabs in Six-Day War—1967

Search: Arab and Israel and war (Date = Between 6/02/1967 and 6/12/1967)

Critical Thinking Question Samples: Summarize the pressure and issues that resulted in the Six-Day War. What changes took place in the Middle East as a consequence of the War? Why were the Israeli's successful? How did oil play a part in the war?

Significant Documents—Cite 3 in Your Report (Use My List)

- ✂ Nasser warns maritime powers; Christian Science Monitor; Jun 3, 1967
- ✂ Wilson Sees Wider War If Arabs and Israel Clash The Washington Post, Jun 3, 1967
- ✂ Dayan Says Israel Needs No Aid by Foreign Troops New York Times Jun 4, 1967
- ✂ Mideast clears 'first stage' Christian Science Monitor; Jun 5, 1967
- ✂ JOHNSON IS TOLD OF MIDEAST CLASH New York Times; Jun 5, 1967
- ✂ Middle East cease-fire sought; big powers react; Christian Science Monitor; Jun 6, 1967
- ✂ Outbreak linked to parley Christian Science Monitor; Jun 6, 1967
- ✂ Combatants in Mideast; New York Times; Jun 6, 1967
- ✂ ISRAEL FORSWEARS WAR OF CONQUEST; New York Times; Jun 6, 1967
- ✂ Nasser Exhorts Arabs; New York Times; Jun 6, 1967
- ✂ THE ARABS UNITE TO SUPPORT WAR; New York Times; Jun 6, 1967
- ✂ Israel vs. the Arabs; Wall Street Journal; Jun 6, 1967
- ✂ Excerpts From Debate on Mideast in U.N. Council; New York Times; Jun 7, 1967
- ✂ Israelis Think the War Has Been Won; New York Times; Jun 7, 1967
- ✂ U.S. VOWS TO SEEK A DURABLE PEACE New York; Jun 8, 1967
- ✂ Why Israel Prevailed; New York Times; Jun 8, 1967
- ✂ CAIRO RADIO SAYS THE WAR IS OVER; New York Times; Jun 10, 1967
- ✂ Dayan Says Israelis Must Deal Directly With Arabs on Peace; New York Times; Jun 12, 1967

Topic: Collapse of the Soviet Union—1991

Search: Gorbachev and perestroika and Soviet Union (Date = Between 1/1/1991 and 12/31/1991)

Critical Thinking Question Samples: How did the philosophy of perestroika lead to the collapse of the Soviet Union? Why were Soviet Republics anxious to be free from Soviet control?

Significant Documents—Cite 3 in Your Report (Use My List)

- ✂ Gorbachev Denies Any Shift Away From Liberalization; New York Times; Jan 23, 1991
- ✂ Lithuania Feels Betrayed by 'Bad King' Gorbachev; New York Times; Jan 23,
- ✂ Communism's Last True Believer; New York Times; Jan 25, 1991
- ✂ The Tough New Leaders in Moscow Have Kremlinologists Up; New York Times; Jan 27, 1991
- ✂ Yeltsin Assails Gorbachev Rule For 'Stagnation' New York Times; Mar 30, 1991
- ✂ GORBACHEV PLEADS FOR \$100 BILLION IN AID FROM WEST; New York Times; May 23, 1991
- ✂ What Role For the West In Russia's Revolution? New York Times ; May 26, 1991
- ✂ Gorbachev, in Oslo, Links World Peace to Perestroika; New York Times; Jun 6, 1991
- ✂ Mikhail the Master Magician New York Times; Jun 16, 1991
- ✂ Economy Viewed As Achilles' Heel Of New Regime; New York Times; Aug 21, 1991
- ✂ A Gamble Amid Chaos; New York Times; Sep 3, 1991
- ✂ From Resistance of the Few to Revolt of the Masses New York Times; Sep 15, 1991
- ✂ BUSH LAUDS VISION OF SOVIET LEADER New York Times; Dec 26, 1991
- ✂ Russians Greet Raising of New Flag With Expressions of Pride; New York Times; Dec 27, 1991

Economics Standards

- Standard 1:** Understands that scarcity of productive resources requires choices that generate opportunity costs
- Standard 2:** Understands characteristics of different economic systems, economic institutions, and economic incentives
- Standard 3:** Understands the concept of prices and the interaction of supply and demand in a market economy
- Standard 5:** Understands unemployment, income, and income distribution in a market economy
- Standard 6:** Understands the roles government plays in the United States economy
- Standard 8:** Understands basic concepts of United States fiscal policy and monetary policy
- Standard 9:** Understands how Gross Domestic Product and inflation and deflation provide indications of the state of the economy
- Standard 10:** Understands basic concepts about international economics

Topic: **The Transcontinental Railroad—1869**

Topic Search: Westward Expansion and Imperialism: **subtopic:** Completion of the Transcontinental Railroad

Critical Thinking Question Samples: Summarize the importance of the creation of the first transcontinental railroad. What significant benefits became possible by its construction? What were some of the problems experienced by passengers, railroad owners, and cargo shippers? (*Cite 3 documents in your report, use the add to my list tool*)

Topic: **Gold and Silver and Currency as Legal Tender—1878**

Search: gold and silver and legal tender (Date = Between 2/1/1878 and 12/31/1878)

Critical Thinking Question Samples: Compare and contrast the arguments that legitimized the use of various monetary specie that competed for use as legal tender in the late 19th century.

Significant Documents—Cite 3 in Your Report (Use My List)

- ✂ DEBATE ON THE SILVER BILL;. New York Times; Feb 7, 1878
- ✂ A NEW PAPER MONEY;. New York Times (1857-Current file); Feb 14, 1878
- ✂ PASSAGE OF THE SILVER BILL; New York Times; Feb 17, 1878
- ✂ ABOLISHING THE NATIONAL BANKS. The Washington Post (1877-1954); Feb 28, 1878
- ✂ THE GOLD AND SILVER CONFERENCE. New York Times; Mar 16, 1878
- ✂ THE STEPHENS COINAGE BILL. New York Times (1857-Current file); Mar 25, 1878
- ✂ FINANCIAL CRAZE IN THE SENATE. New York Times; May 29, 1878
- ✂ JUDGE TAFTTON THE GREENBACK DISEASE. New York Times; Sep 27, 1878
- ✂ FLAT MONEY. The Washington Post (1877-1954); Sep 30, 1878
- ✂ SHERMAN'S SCHEME. The Washington Post (1877-1954); Nov 13, 1878
- ✂ THE COINAGE OF THE MINTS. The Washington Post (1877-1954); Nov 13, 1878
- ✂ GOLD PAYMENTS ASSURED. New York Times; Nov 19, 1878

Topic: Sherman Anti-Trust Act—1890**Topic Search:** Industrial Age; Subtopic = Anti-Trust Movement**Critical Thinking Question Samples:** What was the reason for the Sherman Anti-Trust Act? Was it effective? Why or why not? What was the attitude of Sherman about his own bill? What was necessary in the near future to make the Act more effective?**Topic: Debate over Trade (1880-1900)****Topic Search:** Progressive Era (1880 - 1900) Subtopic = Debate over Trade**Critical Thinking Question Samples:** What was the purpose of tariffs during this era? Why was there so much controversy about tariffs? Who were the major benefactors of tariff legislation?**Topic: Congress Passes the “Gold Standard”—1900****Search:** Gold and Standard (Date = Before 12/31/1900)**Critical Thinking Question Samples:** What was the purpose of the gold standard? What was the basis of money before this and why? What economic problems and benefits are associated with the new gold standard?**Significant Documents—Cite at Least 3 in Your Report (Use My List)**

- ✍ CURRENCY BILL TAKEN UP. New York Times (1857-Current file); Jan 5, 1900
- ✍ BRYAN TO SILVER WING The Washington Post; Jan 21, 1900
- ✍ FOR THE SILVER DOLLAR The Washington Post; Feb 2, 1900
- ✍ THE MONEY SITUATION. Wall Street Journal (1889-Current file); Feb 5, 1900
- ✍ SOP TO THE BIMETALLISTS The Washington Post (1877-1954); Feb 7, 1900
- ✍ THE NEW FINANCIAL BILL. The Washington Post (1877-1954); Mar 1, 1900
- ✍ BANKERS ON THE CURRENCY MEASURE. New York Times; Mar 8, 1900
- ✍ GOLD EXPORT TALK. New York Times (1857-Current file); Apr 22, 1900
- ✍ MR. GAGE ON FREE SILVER New York Times (1857-Current file); Aug 26, 1900
- ✍ AN APOSTLE OF EVIL The Washington Post (1877-1954); Oct 23, 1900

Topic: Stock Market Crash—1929**Search:** Stock and market and crash (Date = Between 10/24/1929 and 11/18/1929)**Critical Thinking Question Samples:** What are the major reasons that the market crashed? Who was primarily affected? What was the impact on the economy?**Significant Documents—Cite 3 in Your Report (Use My List)**

- ✍ STOCKS GAIN SHARPLY BUT SLIP NEAR CLOSE New York Times; Oct 23, 1929
- ✍ PRICES OF STOCKS CRASH IN HEAVY LIQUIDATION, New York Times; Oct 24, 1929
- ✍ \$3,000,000,000 LOST WHEN STOCKS CRASH The Washington Post; Oct 24, 1929
- ✍ STOCK MARKET MADHOUSE IN TERRIFIC. Los Angeles Times; Oct 25, 1929
- ✍ GOVERNMENT CALM IN STOCK RAMPAGE The Washington Post; Oct 25, 1929

- ✂ TREASURY OFFICIALS BLAME SPECULATION New York Times ; Oct 25, 1929
- ✂ WORST STOCK CRASH STEMMED BY BANKS. New York Times; Oct 25, 1929
- ✂ BOND MARKET SPURRED ON Los Angeles Times; Oct 27, 1929
- ✂ MARKET CRASH AFFECTS LIENS Los Angeles Times; Oct 27, 1929
- ✂ PRICES CRASH ONCE MORE IN STOCK MARKET Christian Science Monitor; Oct 29, 1929
- ✂ SENATOR TYDINGS LAYS CRASH TO REPUBLICANS New York Times; Oct 30, 1929
- ✂ CHICAGO CRASH CONTINUES. New York Times; Oct 30, 1929
- ✂ CRASH TO SHAPE RESERVE POLICY Wall Street Journal; Oct 30, 1929

Topic: Organization of Petroleum Exporting Countries (OPEC)—Oil Crisis--1974

Search: OPEC and oil and prices (Date = Between 1/1/1972 and 12/31/1974)

Critical Thinking Question Samples: Summarize the impact of OPEC on world oil prices. What strategies did the U.S. create to help keep oil prices down? How did OPEC help poor countries to develop? What strategy did OPEC use to control oil prices?

Significant Documents—Cite 3 in Your Report (Use My List)

- ✂ Concern on Oil-Money Flow Causes Scrutiny of Controls New York Times; Dec 26, 1974
- ✂ Oil Shock To Deepen The Washington Post ; Dec 22, 1974
- ✂ OPEC -- From Ineptitude to World's Most Powerful Cartel The Washington Post; Dec 22, 1974
- ✂ Simon Sees '75 Decision On Gas Tax The Washington Post; Nov 26, 1974
- ✂ . . and the Tough Decisions Ahead The Washington Post; Dec 5, 1974
- ✂ No oil-price break yet--in fact, bill may go up Christian Science Monitor; Nov 12, 1974
- ✂ Experts See Arab Business Sense, West's Cooperation as Bars Wall Street Journal; Nov 7, 1974
- ✂ Oil: A Financial Time Bomb The Washington Post; Oct 31, 1974
- ✂ Oil Upsets the Balance of Power New York Times; Sep 29, 1974
- ✂ World Bank Plans New Oil Stance The Washington Post; Sep 28, 1974
- ✂ Limit on Exports Ruled Out As Reprisal for Oil Prices The Washington Post; Sep 24, 1974.
- ✂ Another Oil Confrontation The Washington Post; Aug 29, 1974
- ✂ Saudi Oil Auction to Test Price Market Will Bear New York Times; Jul 30, 1974
- ✂ Arabs opposed to plan for oil-buyers' cartel Christian Science Monitor; May 16, 1974
- ✂ The World May Have To Live With 'Shortages' New York Times; Jan 27, 1974
- ✂ Alaska, coastal oil key to cutting U.S. imports Christian Science Monitor; Jul 11, 1973
- ✂ New Oil Talks Could Reshape World Economic, Political Map The Washington Post, Jan 29, 1972

English Language Arts Literary Standards and Mini-Research Topics

Reading Literary Texts

4. Analyzes the simple and complex actions (e.g., internal/external conflicts) between main and subordinate characters in literary works containing complex character structures
5. Knows archetypes and symbols (e.g., supernatural helpers, banishment from an ideal world, the hero, beneficence of nature, dawn) present in a variety of literary texts (e.g., American literature, world literature, literature based on oral tradition, mythology, film, political speeches)
6. Understands how themes are used across literary works and genres (e.g., universal themes in literature of different cultures, such as death and rebirth, initiation, love and duty; major themes in American literature; authors associated with major themes of specific eras)
8. Understands relationships between literature and its historical period, culture, and society (e.g., influence of historical context on form, style, and point of view; influence of literature on political events; social influences on author's description of characters, plot, and setting; how writer's represent and reveal their cultures and traditions)
11. Uses language and perspectives of literary criticism to evaluate literary works (e.g., evaluates aesthetic qualities of style, such as diction, tone, theme, mood; identifies ambiguities, subtleties, and incongruities in the text; compares reviews of literature, film, and performances with own response)

Topic: **Helen Hunt Jackson Writes “Century of Dishonor”—1881**

Search: Helen Hunt Jackson and Century of Dishonor

Critical Thinking Question Samples: Summarize the reactions over the years about the book “Century of Dishonor” and the treatment of the American Indian. Did the book have any impact on citizen awareness of this problem? Did awareness motivate any reforms or spread to any other causes?

Significant Documents—Cite at Least 3 in Your Report

NEW BOOKS. New York Times (1857-Current file); Oct 12, 1885
 FOR GOOD OF INDIANS. Los Angeles Times (1886-Current File); Sep 24, 1905
 OUR TREATMENT OF THE INDIAN New York Times (1857-Current file); Feb 15, 1931
 THE FIRST AMERICANS Los Angeles Times (1886-Current File); Nov 4, 1923
 A Life of Helen Hunt Jackson New York Times (1857-Current file); May 7, 1939
 Panorama of Dishonor Christian Science Monitor (1908-Current file; Apr 16, 1937

Topic: **Art and Literature in the Progressive Era (1889 – 1900)**

Topic Search: Progressive Era (1880 - 1900) Subtopic = Art and Literature

Critical Thinking Question Samples: Who were some of the famous authors of this period and how did their works reflect progressivism? What social reforms resulted from some of these authors' works?

Topic: **The Harlem Renaissance (1920 - 1929)**

Topic Search: The Roaring '20s (1920 - 1929) Subtopic = Harlem Renaissance

Critical Thinking Question Samples: Why was the Harlem Renaissance important in African-American history? Who are some of the famous Harlem authors and what were the themes of their works?

Topic: Upton Sinclair Writes “The Jungle”—(1906)

Search: Upton and Sinclair and Jungle (Date = Before 12/31/1906)

Critical Thinking Question Samples: What caused Upton Sinclair to write “The Jungle?” How effective was the book in getting reforms in the meat packing industry? How can literature motivate group and individual action in society?

Significant Documents—Cite at Least 3 in Your Report

- ✍ MEAT INSPECTION BILL PASSES THE SENATE New York Times; May 26, 1906;
- ✍ PACKERS SCARED -- SINCLAIR. New York Times; May 26, 1906
- ✍ SINCLAIR DEMANDS REPORT. New York Times; May 27, 1906
- ✍ SINCLAIR GIVES PROOF OF MEAT TRUST FRAUDS New York Times; May 28, 1906
- ✍ AUTHOR OF "THE JUNGLE" URGES PRESIDENT The Washington Post ; May 29, 1906
- ✍ Upton Sinclair, Beef Trust Exposer The Washington Post (1877-1954); Jul 1, 1906
- ✍ J.O. ARMOUR, HOME AGAIN, DEFENDS THE PACKERS New York Times; Jun 27, 1906
- ✍ MEAT TRUST IN A PICKLE The Washington Post (1877-1954); May 31, 1906
- ✍ ARGUE AGAINST OUR MEAT. New York Times (1857-Current file); Jun 3, 1906
- ✍ SINCLAIR'S 'JUNGLE' ON THE STAGE New York Times (1857-Current file); Apr 23, 1907
- ✍ SOCIALIST, HE SAYS The Washington Post (1877-1954.; Jan 13, 1907

Topic: John Steinbeck and His Early Works (1933 – 1941)

Search: John Steinbeck (Date = Between 1/1/1933 and 12/31/1941)

Type **Steinbeck** in the *Document Title* box

Critical Thinking Question Samples: What were the themes of Steinbeck’s novels and why?” Did any of his works help to change social and economic conditions during the Depression?

Significant Documents—Cite at Least 3 in Your Report

- ✍ The Yankee Goes West. The Washington Post (1877-1954); Nov 22, 1933
- ✍ Steinbeck Humanizes Statistics The Washington Post (1877-1954); Mar 7, 1937
- ✍ MICE, MEN AND MR. STEINBECK New York Times (1857-Current file); Dec 5, 1937
- ✍ PLAYWRIGHT AWARDS BESTOWED BY CRITICS New York Times; Apr 25, 1938
- ✍ John Steinbeck's Masterpiece The Washington Post (1877-1954); Apr 16, 1939
- ✍ Behind "The Grapes of Wrath" New York Times (1857-Current file); Jul 30, 1939
- ✍ Library Bans Steinbeck Book New York Times (1857-Current file); Aug 19, 1939
- ✍ STEINBECK'S BOOK IRKS CALIFORNIANS New York Times; Aug 27, 1939
- ✍ Orders Steinbeck Book Burned New York Times (1857-Current file); Nov 15, 1939
- ✍ STEINBECK: FUGITIVE FROM FAME New York Times (1857-Current file); Feb 11, 1940
- ✍ Pulitzer Prize Is Awarded To 'The Grapes of Wrath' New York Times; May 7, 1940
- ✍ MEET John Steinbeck The Washington Post (1877-1954); Jul 14, 1940
- ✍ Steinbeck's Weakness The Washington Post (1877-1954); Dec 14, 1941

Science and Technology Standards

Standard 3: Understands the relationships among science, technology, society, and the individual

1. Knows that science and technology are pursued for different purposes (e.g., scientific inquiry is driven by the desire to understand the natural world and seeks to answer questions that may or may not directly influence humans; technology is driven by the need to meet human needs and solve human problems)
2. Knows ways in which social and economic forces influence which technologies will be developed and used (e.g., cultural and personal values, consumer acceptance, patent laws, availability of risk capital, the federal budget, local and national regulations, media attention, economic competition, tax incentives)
3. Knows that alternatives, risks, costs, and benefits must be considered when deciding on proposals to introduce new technologies or to curtail existing ones
5. Knows examples of advanced and emerging technologies (e.g., virtual environment, personal digital assistants, voice recognition software) and how they could impact society
9. Knows that the rate of technological development and diffusion is increasing rapidly, even though individual technologies may be developed at a slow pace due to technical difficulties or consumer resistance
10. Knows that technology can benefit the environment by providing scientific information, providing new solutions to older problems, and reducing the negative consequences of existing technology

Standard 6: Understands the nature and uses of different forms of technology

1. Knows that genetic engineering is the process by which controlled changes in a genetic structure can be made and that this process is used to research and diagnose disease and create pharmaceuticals
2. Knows that biotechnology is used in a variety of areas (e.g., agriculture, pharmaceuticals, food and beverage, fuels and energy, the environment, genetic engineering) and requires specific scientific knowledge about the natural system being modified
4. Knows that power systems (i.e., systems which convert energy from one form to another) have a source of energy, a process, loads, and some have a feedback system
5. Knows that communication systems can transfer information from person to person (e.g., a telephone), person to machine (e.g., a person inputting information into a computer), or machine to machine (e.g., an automated payroll system where the record of the money goes from one computer to another)
6. Knows that modern transportation systems are diverse (allowing humans to combine types of transportation for the most direct and convenient route), intelligent (requiring coordinated subsystems, such as a traffic light system), and are necessary in the functioning of most other technologies

Topic: **Energy—1857-1862**

Topic Search: Industrial Age (1880 - 1910) Subtopic = Energy

Critical Thinking Question Samples: Why was the development of electrical power and the internal combustion engine the key to the Industrial Revolution's success?

Topic: Wonders of the World—Brooklyn Bridge—1883

Search: Brooklyn and Bridge and problems (Date = Before 05/30/1883)

Critical Thinking Question Samples: What were some of the social, economic, engineering, and financial problems that had to be overcome to create a world wonder, the Brooklyn Bridge. What problems did it solve for the city and how did it benefit future efforts in engineering?

Significant Documents—Cite 3 in Your Report (Use My List)

- ✂ The East River Bridge. New York Times (1857-Current file); Apr 2, 1869
- ✂ The East River Bridge. New York Times (1857-Current file); May 7, 1869
- ✂ THE EAST RIVER BRIDGE. New York Times (1857-Current file); Jun 19, 1870
- ✂ THE EAST RIVER BRIDGE. New York Times (1857-Current file); May 10, 1873
- ✂ A BIT OF BRIDGE HISTORY. New York Times (1857-Current file); Mar 21, 1879
- ✂ EAST RIVER BRIDGE APPROACHES. New York Times (1857-Current file); Aug 28, 1878
- ✂ MRS. ROEBLING'S SKILL. New York Times (1857-Current file); May 23, 1883
- ✂ THE BUILDING OF THE BRIDGE. New York Times (1857-Current file); May 24, 1883
- ✂ OPENING THE BRIDGE. The Washington Post (1877-1954); May 25, 1883

Topic: The Panama Canal (1880 -- 1914)

Topic Search: Westward Expansion and Imperialism (1865 - 1900): Subtopic = Panama Canal

Critical Thinking Question Samples: Why was the Panama Canal Built? What were some of the engineering problems that needed to be solved in order to complete the canal?

Topic: Technology and Warfare (1914 – 1918)

Topic Search: World War I (1914 - 1918) Subtopic = Technology and Warfare

Critical Thinking Question Samples: How was World War I completely different in tactics and weapons than the Spanish-American War? What new technologies helped that Allies to win the war?

Topic: Breakthroughs in Technology (1890 – 1910)

Topic Search: Industrial Age (1880 - 1910) Subtopic = Breakthroughs in Technology

Critical Thinking Question Samples: What were some of the major breakthroughs in technology during this era? How did these technologies change the economics and culture of the country?

Topic: Admiral Byrd's Expedition to South Pole (1928 – 1929)

Topic Search: The Roaring '20s (1920 - 1929) Subtopic = Admiral Byrd's Expedition to South Pole

Critical Thinking Question Samples: Why was it important to the U. S. for the Byrd Expedition to the South Pole? What are some of the discoveries of the Byrd expedition about Antarctica and how did they benefit the U. S. and the scientific world?

Topic: Rachel Carson, Silent Spring and the Environment—1962

Search: Rachel Carson and environment (Date = Between 6/1/1956 and 12/31/1964)

Critical Thinking Question Samples: Summarize how the writing of the book *Silent Spring* gave impetus to the environmental movement. What evidence did Rachel Carson bring to light to promote environmental concern by the people?

Significant Documents—Cite 3 in Your Report (Use My List)

- ✍ SPEAKING OF BOOKS New York Times (1857-Current file); Jun 3, 1956
- ✍ The Magazine Rack The Washington Post, Times Herald (1959-1973); Jun 24, 1962
- ✍ 'C.B.S. Reports' Plan a Show On Rachel Carson's New Book. New York Times; Aug 30, 1962
- ✍ Nature Study Books Growing Up The Washington Post, Times Herald; Mar 10, 1963
- ✍ Author of 'Silent Spring' Urges Pesticide Controls. The Washington Post; Jun 5, 1963
- ✍ SPEAKING OF BOOKS New York Times (1857-Current file); Nov 10, 1963
- ✍ Is Too Much of a Safe Pesticide Dangerous? The Washington Post, Times Herald; Apr 5, 1964
- ✍ FREEMAN ADMITS PESTICIDE SNARL New York Times; Apr 16, 1964
- ✍ Proposing a Park For Miss Carson. The Washington Post, Times Herald; Sep 4, 1964

Topic: The Kennedy Space Program (1961-1963)

Topic Search: Kennedy Era (1961 - 1963) Subtopic = Space Program

Critical Thinking Question Samples: What was the major motivation for the space program? How did the space program catch up and leap ahead the successes of the Russian Space program? How does the technology that was invented for the space program help people and our country today?

Topic: Construction of the Aswan Dam—1969

Search: Aswan and Dam and Egypt and irrigation (Date = Before 12/31/1970)

Critical Thinking Question Samples: Summarize the many engineering problems that had to be overcome in the construction of the Aswan Dam. What benefits did the dam provide? What are some of the social and economic problems that delayed construction?

Significant Documents—Cite 3 in Your Report (Use My List)

- ✍ Ancient Egyptian Temples Threatened By Nile Floods. New York Times; Mar 19, 1945
- ✍ RECORD-SIZED DAM MAPPED FOR EGYPT New York Times; Mar 18, 1953
- ✍ Egypt Hopes For Nile Dam In 7 Years The Washington Post (1877-1954); May 12, 1953
- ✍ The Nile: A Drama Of Three Rivers New York Times (1857-Current file); Oct 10, 1954
- ✍ 'HIGH DAM' IS KEY TO WATER, POWER New York Times; May 2, 1955
- ✍ WEST WILL HELP EGYPT BUILD DAM New York Times (1857-Current file); Dec 18, 1955
- ✍ Egypt, Sudan Confer on Nile New York Times (1857-Current file); Dec 16, 1957
- ✍ Cairo to Get 400 Million Rubles From Reds to Start Aswan The Washington Post; Oct 24, 1958
- ✍ ASWAN REFUGEES FACE LONG MOVE New York Times ; Jan 24, 1960
- ✍ U.A.R. Expects Benefits From Big Aswan Lake New York Times; Apr 5, 1964
- ✍ Aswan, City in 'Egypt's Siberia' Plans to Be 'Egypt's Pittsburgh' New York Times; Oct 14, 1967
- ✍ Egyptians See Aswan as Money Reservoir New York Times (1857-Current file); Jan 30, 1970

Health Standards and Mini-Research Topics

Standard 2: Knows environmental and external factors that affect individual and community health

1. Knows how the health of individuals can be influenced by the community (e.g., information offered through community organizations; volunteer work at hospitals, food banks, child care centers)
2. Knows how individuals can improve or maintain community health (e.g., becoming active in environmental and economic issues that affect health, assisting in the development of public health policies and laws, exercising voting privileges)
3. Understands how the environment influences the health of the community (e.g., environmental issues that affect the food supply and the nutritional quality of food)
4. Understands how the prevention and control of health problems are influenced by research and medical advances
5. Knows how public health policies and government regulations (e.g., OSHA regulations, Right to Know laws, DSS regulations, licensing laws) impact health-related issues (e.g., safe food handling, food production controls, household waste disposal controls, clean air, disposal of nuclear waste)

Standard 8: Knows essential concepts about the prevention and control of disease

2. Understands the importance of regular examinations (including self-examination) in detecting and treating diseases early
3. Understands the importance of prenatal and perinatal care to both the mother and the child
4. Understands the social, economic, and political effects of disease on individuals, families, and communities

Standard 9: Understands aspects of substance use and abuse

1. Knows the short- and long-term effects associated with the use of alcohol, tobacco, and other drugs on reproduction, pregnancy, and the health of children
2. Knows how the abuse of alcohol, tobacco, and other drugs often plays a role in dangerous behavior and can have adverse consequences on the community (e.g., house fires, motor vehicle crashes, domestic violence, date rape, transmission of diseases through needle sharing or sexual activity)
3. Understands that alcohol, tobacco, and other drug dependencies are treatable diseases/conditions

Standard 10: Understands the fundamental concepts of growth and development

1. Understands a variety of physical, mental, emotional, and social changes that occur throughout life, and how these changes differ among individuals (e.g., young adulthood, pregnancy, middle age, old age)
2. Understands how physical, mental, social, and cultural factors influence attitudes and behaviors regarding sexuality
3. Knows sound health practices in the prenatal period that are important to the health of the fetus and young child (e.g., diet, refraining from cigarette smoking or use of alcohol or other drugs)

Topic: Louis Pasteur Creates Rabies Vaccine—1885

Search: Louis and Pasteur (Date = Between 5/01/1884 and 12/31/1892)

Critical Thinking Question Samples: What breakthrough did Pasteur discover? What work had he done to provide the possibility of developing a vaccine? How has his work impacted on science and health today?

Significant Documents—Cite 3 in Your Report (Use My List)

- ✂ A Cure for Hydrophobia. The Washington Post (1877-1954); May 21, 1884
- ✂ CONCERNING THE CHOLERA. The Washington Post (1877-1954); Jul 23, 1884
- ✂ TREATMENT FOR HYDROPHOBIA. New York Times (1857-Current file); Oct 10, 1885
- ✂ LOUIS PASTEUR. The Washington Post (1877-1954); Nov 4, 1885
- ✂ TO FOLLOW PASTEUR'S SYSTEM. New York Times (1857-Current file); Jan 1, 1886
- ✂ PASTEUR AND MAD DOGS. New York Times (1857; Jan 10, 1886
- ✂ PASTEUR'S METHOD NOT NEW. New York Times (1857-Current file); Jan 29, 1889
- ✂ The Launch of the Pasteur. The Washington Post (1877-1954); Jul 19, 1889

Topic: Salk Vaccine (1957)

Topic Search: Eisenhower Era (1953 - 1961) Subtopic = Salk Vaccine

Critical Thinking Question Samples: Summarize the early development of the Salk vaccine for Polio. What were the major problems associated with its use? How successful was the campaign to prevent polio and how serious a disease was it?

Topic: The Beginning of Heart Transplantation—(1967 – 1968)

Search: heart and transplant and patient (Date = Between 10/1/1967 and 2/1/1968)

Critical Thinking Question Samples: What were some of the medical problem encountered and solved in the first heart transplants? What were some of the ethical issues involved then and now?

Significant Documents—Cite 3 in Your Report (Use My List)

- ✂ Progress on Transplants. New York Times (1857-Current file); Oct 8, 1967
- ✂ BODY'S REJECTION OF HEART FEARED. New York Times; Dec 4, 1967
- ✂ Top U.S. Doctors See Feat as Experimental. The Washington Post, Times Herald; Dec 4, 1967
- ✂ Patient Progresses After Heart Transplant. New York Times (1857-Current file); Dec 5, 1967
- ✂ Americans Ready to Act. New York Times (1857-Current file); Dec 6, 1967
- ✂ U.S. Heart Transplant Fails. The Washington Post, Times Herald (1959-1973); Dec 7, 1967
- ✂ HEART REJECTION FEARED BY DOCTOR. New York Times; Dec 19, 1967
- ✂ Transplant Patient Dies After 18 Days. New York Times (1857-Current file); Dec 21, 1967
- ✂ TRANSPLANT PLAN TOLD BY BARNARD. New York Times; Dec 25, 1967
- ✂ Second Heart Transplant Performed in Capetown. New York Times; Jan 3, 1968
- ✂ BARNARD IS HOPEFUL ON 4TH TRANSPLANT. New York Times; Jan 8, 1968
- ✂ Dr. Barnard May Accept Offer To Settle in U.S. With Team. New York Times; Jan 11, 1968
- ✂ Transplants Cause Debate; New York Times (1857-Current file); Jan 11, 1968
- ✂ Blaiberg Now Lives Longer Than Any Transplant Patient. The Washington Post; Jan 21, 1968

The Arts Standards and Mini-Research Topics

Standard 1: Understands connections among the various art forms and other disciplines

2. Knows how characteristics of the arts vary within a particular historical period or style and how these characteristics relate to ideas, issues, or themes in other disciplines

Topic: **Picasso and Modern Art—1936**

Search: Picasso and art and cubism (Date = Between 1/1/1934 and 12/31/1939)

Critical Thinking Question Samples: Summarize Picasso's works and their influence on the school of modern art. What are the characteristics of modern art? How are Picasso and cubism related?

Significant Documents—Cite 3 in Your Report (Use My List)

- ✎ Modern 'Isms' Are Explained At Art Exhibit The Washington Post (1877-1954); Nov 4, 1934
- ✎ As Cubism Evolves Christian Science Monitor (1908-Current file); Apr 8, 1935
- ✎ ACADEMISM OF THE LEFT New York Times (1857-Current file); Mar 15, 1936
- ✎ PROTEUS OF MODERNISM New York Times (1857-Current file); Nov 1, 1936
- ✎ THE ENRAGING OLD MASTER OF MODERNITY New York Times; Nov 29, 1936
- ✎ PICASSO'S PICTURES PLACED ON DISPLAY New York Times; Nov 2, 1937
- ✎ Public Learns Cubism Expresses Nothing New The Washington Post; Nov 7, 1937
- ✎ Phillips Gallery Features Marin and Picasso The Washington Post (1877-1954); Apr 17, 1938
- ✎ Tattered Ghost of Cubistic Art Stalks Once Again. The Washington Post; Feb 28, 1937
- ✎ PICASSO VERSUS PICASSO New York Times (1857-Current file); Nov 12, 1939

Topic: **Rodgers and Hammerstein Musicals—(1948-1951)**

Search: Rodgers and Hammerstein and musicals (Date =Between 1/1/1943 and 12/31/1960)
Type **Rodgers** in the *Document Title* box

Critical Thinking Question Samples: Summarize 3 of the early musicals that were created by Rodgers and Hammerstein. What were some of the success and failures at this point in their careers?

Significant Documents—Cite 3 in Your Report (Use My List)

- ✎ OKLAHOMA' PLANS OPENING MARCH 31 New York Times; Mar 18, 1943
- ✎ MR. RODGERS BYPASSES THE OPERA New York Times (1857-Current file); Aug 12, 1945
- ✎ ANNIE OAKLEY ROLE FOR ETHEL MERMAN New York Times; Aug 30, 1945
- ✎ Rodgers-Hammerstein Show, 'Allegro', Christian Science Monitor; Sep 6, 1947
- ✎ ANOTHER MUSICAL DRAWS TOP NOTICE New York Times; Sep 17, 1947
- ✎ News of Music--'Carousel' Paying a Return Visit Christian Science Monitor; Mar 2, 1948
- ✎ Success Travelogue: Oklahoma to the Pacific New York Times; Apr 10, 1949
- ✎ HIT TEAM WORKING ON A NEW MUSICAL New York Times; Jun 24, 1950
- ✎ DEGREES TO RODGERS AND HAMMERSTEIN New York Times; Apr 1, 1954
- ✎ 'PIPE DREAM' OFF TILL FALL OF 1955 New York Times (1857-Current file); Jul 30, 1954
- ✎ 'CAROUSEL' RIGHTS ACQUIRED BY FOX New York Times; Jul 1, 1955
- ✎ Theatre: 'King and I' in Fine Revival New York Times; Apr 19, 1956
- ✎ Rodgers and Hammerstein Plan Musical 'Cinderella' for C.B.S. New York Times; Sep 5, 1956
- ✎ BIG PLANS DRAWN FOR 'SKYSCRAPER' New York Times; Sep 17, 1957
- ✎ FLOWER SONG New York Times (1857-Current file); Dec 7, 1958
- ✎ Rodgers. Hammerstein Unveil New Musical Los Angeles Times: Oct 6. 1959

Topic: Elvis Presley and the Start of Rock and Roll—1956

Search: Elvis Presley and rock (Date = Before 12/31/1957)

Critical Thinking Question Samples: Summarize some of the attitudes that reflected the early successes of Elvis Presley and emergence of rock and roll. How was rock and roll related to country music?

Significant Documents—Cite 3 in Your Report (Use My List)

- ✂ Dorothy Kilgallen: Elvis Keeps Brain Trust Rocking The Washington Post; Jun 4, 1956
- ✂ Look Like This Elvis Is a Latter-Day Liberace The Washington Post; Jun 23, 1956
- ✂ Presley Rocks and Money Rolls In The Washington Post and Times Herald; Jun 25, 1956
- ✂ AFTER ROCK 'n' ROLL, WHAT? The Washington Post and Times Herald; Jul 8, 1956
- ✂ ROCK 'N' ROLL SERMON Los Angeles Times (1886-Current File); Oct 15, 1956
- ✂ Mama Doesn't Care Much for Elvis The Washington Post and Times Herald; Nov 8, 1956
- ✂ Presley Passes Army Physical New York Times (1857-Current file); Jan 5, 1957
- ✂ Teen-Age Rock 'n' Roll Jams Up Times Square The Washington Post; Feb 23, 1957
- ✂ Presley Issue Undecided The Washington Post and Times Herald; Apr 6, 1957
- ✂ ROCK 'N' ROLL? Los Angeles Times (1886-Current File); Apr 12, 1957
- ✂ Those Squares Don't Dig Elvis, That's All The Washington Post and Times Herald; May 9, 1957
- ✂ Elvis' Record Too Hot to Play The Washington Post and Times Herald; May 12, 1957
- ✂ What Makes 'Pop' Music Popular New York Times (1857-Current file); Dec 8, 1957

Topic: The Invasion of the Beatles—1966

Search: Beatles and music (Date = Between 1/1/1964 and 12/31/1966)

Type **Beatles** in the *Document Title* box

Critical Thinking Question Samples: Summarize the early successes and problems of the Beatles. Why was their music so popular? What were some of the criticisms of them as artists and people?

Significant Documents—Cite 3 in Your Report (Use My List)

- ✂ SINGING BEATLES PREPARE FOR U.S. New York Times; Feb 6, 1964
- ✂ Teen-Agers in Capital Squeal for Beatles Los Angeles Times (1886-Current File); Feb 12, 1964
- ✂ Beatles Set Back Cultural Exchange The Washington Post, Times Herald; Feb 12, 1964
- ✂ Yeah, Yeah for Those Beatles Los Angeles Times (1886-Current File); Feb 14,
- ✂ Stokowski Talks of Something Called Beatles New York Times; Feb 15, 1964
- ✂ Beatles Honored for Contribution to British Music Los Angeles Times; Mar 23, 1964
- ✂ Song Writer Medal Presented Beatles The Washington Post, Times Herald; Mar 23, 1964
- ✂ 'REPENT YE BEATLEMANIACS' Los Angeles Times (1886-Current File); Aug 10, 1964
- ✂ 'Hard Day's Night' Beatles' Bonanza Los Angeles Times; Aug 15, 1964
- ✂ Beatles Backlash Spurs Modern Blues New York Times; Mar 11, 1965
- ✂ Beatles: A Blow at or for Democracy? Los Angeles Times; Mar 19, 1965
- ✂ PEKING CONDEMNS 'BOURGEOIS MUSIC' New York Times; Apr 18, 1965
- ✂ Beatles Stump Music Experts Looking for Key to Beatlemania New York Times; Aug 13, 1965
- ✂ Comment on Jesus Spurs a Radio Ban Against the Beatles New York Times; Aug 5, 1966
- ✂ BERNSTEIN HAS SOME PRAISE FOR BEATLES Los Angeles Times; Nov 29, 1966

Formal* Mini-Research Model Format for Written Report*The Start of the American Civil War**

by Sally Fell

This is a model of the format for a ProQuest Historical Newspapers mini-research report. While this model is not a real report on the Civil War, it uses actual citations from articles about Fort Sumter and the start of the Civil War. These newspaper reports have been selected by the student as essential to answering the **critical thinking questions** that the teachers assign as the focus of the research activity. (1)

As students read the articles, they can copy and paste significant parts (as pdf images) to a **summary document** that provides the raw material for writing the report and also serves as the bibliography which will be attached to the final report (see the model on the accompanying pages). The summary document helps teachers to examine the research and to authenticate the connections to the written report—this helps to prevent **plagiarism**. When students do not have the equipment or computer skills to copy and paste document parts and citations to a summary document, they can print and then highlight significant parts of newspaper articles as well as selected document lists from ProQuest Historical Newspapers Student Edition . (2)

The format includes in-text references as numbers that link to specific documents cited and numbered on the summary document. (3) All reports should include citations and summaries to at least 3 newspapers articles. This strategy helps students explore a variety of information for more than just answering the questions: who, what, when, and where. They are encouraged to answer **higher-order thinking questions**: how, why, why not, and what if. These are the essentials of critical thinking. (4)

These research models abbreviate many scholarly processes so that students and teachers can save time in searching, reporting and evaluating. Ease and time saved are essential to motivating both teachers and students to get involved in these essential activities. They are not intended to replace traditional research papers but to provide **ongoing** critical thinking activities that **integrate** technology, information literacy, and state standards for reading, writing, and research. (1)

Report should be at least 150 but not more than 250 words or they will consume too much regular classroom or homework time and may not be viewed as practical assignments by teachers. The model will be word-processed in double spaced format so that teachers can provide commentary and/or corrections that are focused on student improvement of writing and critical thinking skills. (4)

This is a model of a mini-research report of approximately 250 words, using 3 sources, with in-text references, and a Summary Document attached as an alternative, and plagiarism deterrent, to a formal bibliography.

Mini-Research *Summary Document* of Significant Information

Because the newspaper articles are images in **pdf format**, they can be highlighted with the **graphics tool** in **Adobe Acrobat** and then copied and pasted to this summary document along with the citation. Or, the document can be saved as a pdf image and later printed. Printing the whole document **implies that a student will highlight those significant parts** that will later be synthesized into the final research report. This summary whether through copy and paste or by highlighting the actual printouts **helps prevent plagiarism when attached to the final report as authentication of research.**

If necessary, but not recommended, citation information can be converted into MLA format by accessing a free bibliography builder web site at www.easybib.com

(1) THE AMERICAN CRISIS IN FRANCE; How the News was Received Characteristics of American Telegraphing Regeneration of American Influence in Europe Court de Gasparin Return of Mr. Faulkner.; *From Our Own Correspondent.*; May 15, 1861; pg. 5, 1 pgs

From Our Own Correspondent.

PARIS, Friday, April 29, 1861.

For four days the European public have had before them the two columns of extraordinary dispatches which the Charleston people sent north during the bombardment and fall of Fort Sumter ; and

glowing dispatches, each terminating : " It is impossible to describe the grandeur of the scene!" or, " For fifty miles around the scene is one of indescribable grandeur!" with high-wrought pictures of crumbling fortifications, exploding magazines, burning houses, heavens obscured with the smoke of bursting shells, &c., was enough to prepare the mind for the ultimate bill of mortality known to military annals. But " we are assured by Mr. MILES, who has just returned from the captured fort," that not a life has been lost on either side!

To a European, then, who knew nothing of the *animus* of the fight, who knew nothing of the diplomacy which lay hid behind this apparent fury of arms, the two columns of telegraphic bombast must have appeared to the last degree ridiculous. In London a word was invented, on Friday, on 'Change, for this event, which has had great success also at Paris. It was called a *very civil war*.

(2) THE BOMBARDMENT OF SUMTER; Official Report of Gen. Beauregard. HEADQUARTERS PROVISIONAL ARMY; May 12, 1861; pg. 3, 1 pgs

Brig. Gen. Cooper. Adjutant General, U. S. A.:

SIR : I have the honor to submit the following detailed report of the bombardment and surrender of Fort Sumter, and the incidents connected therewith. Having completed my channel defences and batteries in the harbor, necessary for the reduction of Fort Sumter, I dispatched two of my Aids, 2:20 P. M., on Thursday the 11th of April, with a communication to Major Anderson, in command of the fortification, demanding its evacuation. I offered to transport himself and command to any port in the United States he might select, to allow him to move out of the fort with company arms and property, and all private property, and to salute his flag on lowering it. He refused to accede to the demand. As my Aids were about leaving, Major Anderson remarked, that if we did not batter him to pieces he would be starved out in few days, or words to that effect.

(3) THE DEFENCE OF SUMTER; Detailed Account of the Defence of the Fort, by Major Anderson.; Apr 19, 1861; pg. 1, 1 pgs

the order to evacuate the Fort was now made upon the following terms: The troops to be allowed to carry with them their arms, all personal baggage and company property of every description, and that the flag which had been maintained with so much fortitude, might be saluted when hauled down. Major ANDERSON replied that his word of honor, and the duty he owed to his Government, forbade his compliance with the demand. These gentlemen then left the Fort displaying a red flag. At 1½ A. M., on Friday, a boat containing Col. CHESTNUT, Capt. LEE and Col. ROGER A. PRYOR, approached the work with a communication from Gen. BEAUREGARD, making inquiry as to what day Major ANDERSON would evacuate the work, and asking if he would agree not to open his batteries unless Fort Sumter was fired upon.

(4) The American Struggle The Parties to the Contest; From the London Times, May 1.; May 12, 1861; pg. 5, 1 pgs

blood of the American youth. They leaped into the war with Mexico as if it were a relief from an intolerable tedium. It has required considerable judgment and forbearance to prevent a collision with Great Britain on several senseless disputes. Now, however, there is employment for every unquiet spirit. The Southerners have within a few hours come to be looked upon as enemies, against whom a crusade is meritorious. Even in New-York, which has been called with some justice a Southern city, where the productions of the South are dealt in more than in the Southern cities themselves, where the Sinetracers are said to congregate, and where the party of Mr. Lincoln was small and weak a few months back, all traditions, all interests, all political feeling are now forgotten, and the whole community demands that justice should be done on the traitors of the South.

Evaluating Mini-Research Reports

Mini-research reports **are not term papers**. They need to be relatively easy to evaluate. For this reason, this model will focus mostly on the research process (and the inherent *higher-order thinking skills--HOTS*), not solely on the traditional criteria of correctness of the ideas, or the mechanics and format of the content. Critical thinking elements are shown in (*red bolded italicized text*). Teachers can create their own system by varying the *Worth* factor or by including additional criteria or excluding existing criteria. Use the model below as a guide, but keep it simple!

Recommended Evaluative Criteria	Worth	Score
1. The essential questions for research were clear, relevant, and purposeful as they related to the question/issue/problem that was assigned. (<i>Brainstorming</i>) OPTIONAL	10	8
2. The search terms related to the essential questions were effective in accessing appropriate information. OPTIONAL (when using a BookCart)	5	5
3. The Summary Document of the researched information provided a variety of viewpoints and was relevant and sufficient to answer the essential questions in step 1. (<i>analyzing</i>)	20	15
4. The report included recommended citation formats for 3-4 sources summarized and approved in the Summary Document	5	5
5. The report used recommended format models correctly	5	5
6. The report demonstrated a high level of use of correct language arts mechanics	10	8
7. The report answered the essential questions effectively (<i>organizing</i>)	10	10
8. The report flowed from an attention-grabbing introduction to development of important details, to a conclusion based on facts/expert opinions presented in the details (<i>synthesizing</i>)	30	25
9. The report is both meaningful and interesting to other readers	5	5
Totals	100	86