

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for Fifth Grade Social Studies

## UNIT #6 – “Ups and Downs: World War I, the Jazz Age, & the Great Depression”

### Elaborated Unit Focus

In this unit, students will understand the involvement of the United States in World War I, the impact of the Great Depression, and the cultural developments of the early 20<sup>th</sup> century. Students will explore the connecting themes of *beliefs and ideals; conflict and change; individuals, groups, and institutions; location; movement and migration; scarcity; and technological innovations*. These themes will enable students to make connections to a broader understanding of patterns that continue to occur over time.

### Standards/Elements

#### **SS5H4 The student will describe U.S. involvement in World War I and post-World War I America.**

- a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships.
- b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh).

#### **SS5H5 The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.**

- a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.
- b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.
- c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

#### **SS5G2 The student will explain the reasons for the spatial patterns of economic activities.**

- b. Define, map, and explain the dispersion of the primary economic activities within the United States since the turn of the century.
- c. Map and explain how the dispersion of global economic activities contributed to the United States emerging from World War I as a world power.

#### **SS5CG3 The student will explain how amendments to the U. S. Constitution have maintained a representative democracy.**

- b. Explain how voting rights were protected by the 15th, 19th, 23rd, 24th, and 26th amendments.

**SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.**

- b. Describe how specialization improves standards of living, (such as how specific economies in the north and south developed at the beginning of the 20th century).
- e. Give examples of technological advancements and their impact on business productivity during the development of the United States.

**SS5E2 The student will describe the functions of the three major institutions in the U. S. economy in each era of United States history.**

- b. Describe the bank function in providing checking accounts, savings accounts, and loans.
- c. Describe the government function in taxation and providing certain goods and services.

### **Enduring Understandings/Essential Questions**

**Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

***K-5 EU: The student will understand that people's ideas and feelings influence their decisions.***

- Why were women given the right to vote?
- What impact did baseball and baseball stars like Babe Ruth have on American society?
- How did Americans help the poor during the Great Depression?

**Conflict and Change:** The student will understand that when there is conflict between or within societies, change is the result.

***K-5 EU: The student will understand that conflict causes change.***

- Why did America choose to remain neutral for so long?
- How did German attacks on US shipping change America's policy of neutrality?
- Why is the period from 1918 to 1929 called the "Jazz Age"?
- How did the Jazz Age change America?

**Individuals, Groups, Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

***K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.***

- How did individuals such as Louis Armstrong, Langston Hughes, Babe Ruth, Duke Ellington, Margaret Mitchell, and Jesse Owens influence American culture?
- How did individuals such as Henry Ford and Charles Lindbergh change the face of American transportation?
- How did Herbert Hoover and Franklin D. Roosevelt handle the problems facing Americans during the Great Depression?
- How did groups like the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority help to improve the country while putting unemployed Americans back to work?
- What role did institutions such as banks play in the Great Depression?

**Location:** The student will understand that location affects a society's economy, culture, and

development.

**K-5 EU: The student will understand that where people live matters.**

- How did the location of the “fighting zone” of WWI affect how the United States used their resources (money, food, weapons)?
- How does a business choose the best location to build its factories or shops?
- Why is choosing a good location important in distributing goods and services among the United States and other countries?

**Movement/Migration:** The student will understand that the movement or migration of people and ideas affects all societies involved.

**K-5 EU: The student will understand that moving to new places changes the people, land, and culture of the new place, as well as the place that was left.**

- How did the ideas of the artists, musicians, and writers of the Harlem Renaissance impact the rest of American society?
- How did ideas from Harlem, New York spread to other parts of the United States?
- Why did farmers living in the Dust Bowl move to other regions of the United States?
- How did areas change when farmers from the Dust Bowl moved in?

**Scarcity:** The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

**K-5 EU: The student will understand that because people cannot have everything they want, they have to make choices.**

- What is the stock market?
- How did life change for Americans during the Great Depression?
- How did the stock market crash of 1929 affect American’s economic choices?
- How did price incentives help Americans to get out of debt during the Great Depression?

**Technological Innovation:** The student will understand that technological innovations have consequences, both intended and unintended, for a society.

**K-5 EU: The student will understand that new technology has many types of different consequences, depending on how people use that technology.**

- How did the greater availability of the automobile and airplane transportation affect American society?
- What new technologies were created during the 1920s and 1930s?
- How did these technological advancements change the lives of Americans?
- How did technological advancements change American business?

\*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

**Balanced Assessment Plan**

Description of Assessment	Standard/ Element	Type of Assessment
<p>Students should research the events leading up to and following the sinking of the Lusitania using print and online resources (see resource list below for suggested links). Explain that the United States had to make the difficult decision whether to enter World War I or remain neutral after this attack. Students will break into groups of 8 students and these students will then separate into two teams to debate the issue of entering the war. One team will take the side of remaining neutral and the other will take the side of entering the war. Each team will need to review the available materials to find information that supports their side in the debate. Students should then use the “Debate Outline” attached below to prepare their debate. This debate format and schedule are simplified for elementary students; however, teachers may choose to differentiate this lesson for advanced students by providing additional instruction in the format of debates which would include rebuttal statements and closing statements.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Provide access to information sources on a variety of reading levels</li> <li>• Have students use a research guide or graphic organizer (see links)</li> </ul> <p><a href="http://www.eduplace.com/graphicorganizer/pdf/flow.pdf">http://www.eduplace.com/graphicorganizer/pdf/flow.pdf</a>  <a href="http://www.eduplace.com/graphicorganizer/pdf/timeorder.pdf">http://www.eduplace.com/graphicorganizer/pdf/timeorder.pdf</a>  <a href="http://www.eduplace.com/graphicorganizer/pdf/timeorder.pdf">http://www.eduplace.com/graphicorganizer/pdf/timeorder.pdf</a></p> <ul style="list-style-type: none"> <li>• Assign peer partners</li> <li>• Have students organize their debate points on a t-chart both for and against. This might be done as a whole group prior to students deciding on their position (see link)</li> </ul> <p><a href="http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf">http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf</a></p>	SS5H4a	Dialogue and Discussion  Constructed Response  Observation
<p>Students will select one of the following figures: Louis Armstrong, Langston Hughes, Babe Ruth, Henry Ford, Charles Lindbergh, Duke Ellington, Margaret Mitchell, or Jesse Owens. Using online biography websites or picture book biographies, students will research the person they selected addressing the specific contribution listed in the standard and the impact they had on America. The teacher should work in guided reading groups with students who may have a difficult time identifying the most important contributions. Students should write a letter to the editors of TIME magazine nominating the individual they researched for Person of the Year. Students will include the year that would be most appropriate. Within the letter, students must convince the editors that this individual has had a tremendous and lasting impact on American society.</p>	SS5H4b SS5H5c  ELA5R1  ELA5W2	Constructed Response

<p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Provide a research guide (see mod attachment 1)</li> <li>• Provide access to information sources on a variety of reading levels</li> <li>• Have students use a graphic organizer to plan their letter to TIME (see link)  <a href="http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf">http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf</a></li> </ul>		
<p>Set up several stations in the classroom featuring copies of letters written by children to Eleanor Roosevelt during the Great Depression (link to letters provided in resources section below). Students should rotate among the stations and read each letter. After visiting each station, students should participate in a small group or class discussion about the impact of the Great Depression on children and families. Students should discuss how the lives of these children were similar or different from their own. Following the discussion, students will write the transcript for an interview with Eleanor Roosevelt in which she asks the student about the similarities and differences between life in the 1930s and modern day life. Questions might include ideas such as “How is life at school different than it was when my husband was President?” or “How might your birthday wish list be different from a child growing up during the Great Depression?” Students’ responses will demonstrate their understanding of life during the Great Depression.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Assign peer partners</li> <li>• Use graphic organizers for discussions (see links)  <a href="http://www.eduplace.com/graphicorganizer/pdf/venn.pdf">http://www.eduplace.com/graphicorganizer/pdf/venn.pdf</a>  <a href="http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf">http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf</a></li> </ul>	<p>SS5H5            ELA5R1            ELA5LSV1</p>	<p>Dialogue and Discussion            Observation</p>
<p>Using texts or online resources (links listed in resources section below), students should research the problems facing farmers in the Dust Bowl. Provide students with the name of an object that would have been found in the Dust Bowl (examples: tractor, farmer’s hat, kitchen stove, etc.). Students must then speak or write from the point of view of that object, recalling the sights and events it witnessed in the Dust Bowl.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Provide access to information sources on a variety of reading levels</li> <li>• Provide a research guide or graphic organizer(s) (see links)  <a href="http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf">http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf</a>  <a href="http://www.eduplace.com/graphicorganizer/pdf/probsol.pdf">http://www.eduplace.com/graphicorganizer/pdf/probsol.pdf</a></li> </ul>	<p>SS5H5a            ELA5R1            ELA5LSV1</p>	<p>Dialogue and Discussion            Constructed Response            Observation</p>

<p>Complete a Venn diagram comparing the Great Depression policies of Herbert Hoover and Franklin Roosevelt. The comparison should include: Hoover’s initial reaction to the stock market crash (demanding that workers’ wages remain the same and increasing public works projects) and his hands-off policy toward the economy as the Depression worsened, Roosevelt’s first hundred days in office and the major reforms that were passed by Congress during this time, his New Deal work programs, passage of a national minimum wage and the Social Security Act, and price incentives.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Have students use a Venn with lines to write on (see link <a href="http://www.eduplace.com/graphicorganizer/pdf/venn.pdf">http://www.eduplace.com/graphicorganizer/pdf/venn.pdf</a>)</li> <li>• Complete the diagram as a whole group or teacher-led small group</li> <li>• Refer to visual images from the Great Depression found in textbooks, tradebooks, etc.</li> </ul>	<p>SS5H5a, b</p>	<p>Constructed Response</p>
<p>Research the work projects of the CCC, WPA, and TVA. Students should find an example of a New Deal works project completed by one of these groups, explain what the project did, and where the project occurred. Create a class map of the United States showing locations where work projects occurred and include a caption near each location explaining the works project.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Provide access to information sources on a variety of reading levels</li> <li>• Provide a research guide (see Mod attachment 1)</li> <li>• Assign peer partners</li> <li>• Refer to visual images found in textbooks, library books, etc.</li> </ul>	<p>SS5H5b MS11-12</p>	<p>Dialogue and Discussion Constructed Response</p>
<p>After learning about the work of the CCC, WPA, and TVA, students should select a photograph of people working for one of these organizations (link provided in resource section below) and create a picture postcard using the photograph. The student will take on the role of a young man employed by the organization and write a letter home to his family describing the work he is doing. The letter might include an explanation of the project he is part of, his coworkers, his wages, his living conditions, etc.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Have students plan their postcard writing content on a graphic organizer (see link <a href="http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf">http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf</a>)</li> <li>• Allow students to use a word processor or dictation to write their description</li> </ul>	<p>SS5H5b ELA5W2</p>	<p>Constructed Response</p>

<p>Create a chart of technological advancements that occurred during this era including changes in the production of automobiles, electric power, consumer goods such as vacuums and washing machines, and aviation. Explain how each advancement changed the lives of Americans and/or American business. For example, students may say that changes in automobile production led to a greater number of available cars which made it less expensive to own an automobile. Because more people owned cars, people were able to travel farther and new businesses such as gas stations and repair shops developed. This is an excellent time to work with students on cause and effect.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Have students complete a t-chart showing each advancement discussed and what changes it prompted (see link) <a href="http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf">http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf</a></li> <li>• Complete the activity with teacher-led small groups</li> <li>• Assign peer partners</li> </ul>	SS5E1e	Constructed Response
<p>Read a picture book to the class about women’s fight to gain the right to vote. Compare this to the effort to give voting rights to African American males after the Civil War. This might include a comparison of how long each group had to fight to earn suffrage, the methods that were used to gain suffrage, some of the obstacles each group encountered, and what occurred that finally gave the group the right to vote.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Give students some guide questions based on the book the teacher is reading then go back and answer the questions as a class.</li> <li>• Have students make a list of commonalities between women and African-American males as they fought for their rights</li> </ul>	SS5CG3b	Dialogue and Discussion  Observation
<p>Assess students’ knowledge of these historical events using written tests or quizzes.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Small group presentation</li> <li>• Oral presentation of test</li> <li>• Limit multiple choice answer choices to a. and b.</li> <li>• Provide a study guide in advance and complete the guide as a class or with peer partners</li> </ul>		Selected Response

### Sample Performance Task

#### **Enduring Understanding:**

The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

**Standards:** SS5H4; SS5H5; Informational Texts: ELA5Ra-h; Informational Writing: ELA5W2a-i; Narrative Writing: ELA5W2a-I; ELA5LSV2a, d, e

The radio craze is sweeping the nation, and your partner and you are celebrity radio broadcasters known for bringing the news to your listeners. The National Radio Awards are coming up soon and you need to submit your best broadcast from the year to the judging committee. The competition is tough, so it would be a good idea to listen to some broadcasts from your competitors to hear what you're up against. Tune in by clicking these links <http://www.whro.org/home/1920s/> ; [http://xroads.virginia.edu/~1930s/RADIO/audio\\_archive/radio/radio.html](http://xroads.virginia.edu/~1930s/RADIO/audio_archive/radio/radio.html) (select from several original recordings of radio plays); [http://www.signalalpha.com/html/historical\\_audio\\_video.html](http://www.signalalpha.com/html/historical_audio_video.html) (1920 radio news recording).

Now it's time to go back through the archives to select your best broadcast. It should inform your listeners about events occurring in the United States while also being lively and engaging. You may submit a newscast or a radio play.

Which event will you cover?

- German attacks on US shipping
- Ratification of the 19<sup>th</sup> Amendment
- Automobile Sales Doubled from 1920 to 1929
- Charles Lindbergh completes first transatlantic flight
- Babe Ruth hits 60<sup>th</sup> homerun
- Louis Armstrong wows audiences
- Harlem- Center for African American art, music, and literature
- Black Tuesday- Stock Market Crash
- Unemployed Americans try to survive
- Hooverville appears near Washington D.C.
- Dust Bowl Destroys the Lives of Farmers
- New Deal Changes Lives
- Working for the CCC, WPA, or TVA

Locate the resources you will use to research your topic. You may use appropriate internet sources, your textbook, and other sources available in your media center.

After conducting your research, it's time to write the script for your newscast or radio play. Be sure to include:

- The important facts that will help your listener to understand the topic clearly
- Any individual, group, or institution that may have had an impact, intentional or not, on the event and the effect of their actions
- Interesting details that will keep your listeners attention
- An eyewitness account helping listeners to understand what it was like to live through this event
- Explanation of how this event will impact the future of American society

Record your final broadcast and submit it to the National Radio Awards (represented by your teacher).

**And the award goes to....**

Soon, your hard work may pay off. You've made your way to Pittsburgh, Pennsylvania, home of the world's first radio station broadcast, for the big awards ceremony, but when you arrive, you are surprised to learn that final decisions have not been made yet. You will need to listen to each entry and complete the following judging form. Don't worry though, the entries you have been asked to judge are competing in other categories, so you should be a fair judge.

**National Radio Awards Judging Form**

What will listeners learn about important events from this broadcast? (List as much as you can.)

Is this event important to America? \_\_\_\_\_ How will this event affect the future of America?

Would a listener gain a clear understanding of the event from this broadcast?

What are the highlights?

What needed work?

Good luck! Who knows? A winning broadcast today, may become a podcast in a few decades!

**Modifications:**

- Provide a research guide (see mod attachment 1)
- Have students use a 5W's graphic organizer to plan their broadcast (see link)  
<http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf>
- Provide opportunity for students to practice their broadcasts with small groups before recording. Provide opportunity for students to record their broadcasts at school if no equipment is available at home.

Map and Globe Skills:  
10-12

Information Processing Skills:

### Content Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Standard</u>	<u>Exceeds Standard</u>
<b>Accurately describes the event covered:</b> _____	Broadcast contains numerous errors in content. Student does not understand the topic/event.	Broadcast contains some errors in content. Student shows minimal understanding of most of the facts in the event covered.	All content presented in the broadcast accurately describes the facts of the event covered.	All content presented in the broadcast is accurate. Student shows analysis of the information by discussing the impact the event had on the time period.
<b>Explains the importance of the Topic/Event</b>	Broadcast lacks many/most important pieces of information. The listener would not learn about this topic/event from listening to this broadcast.	Broadcast lacks some important pieces of information providing the listener with an incomplete understanding of the topic/event.	Broadcast contains all information necessary to provide the listener with an understanding of the topic/event.	Broadcast contains all information necessary to provide the listener with an understanding of the topic/event, and analyzes the significance of the event by comparing the event to something that had happened in the past.
<b>Describes the impact of individuals, groups, or institutions on the topic/ event.</b>	Broadcast makes little mention of any impact of individuals, groups, or institutions. Any impact described is inaccurate.	Broadcast addresses the impact of individuals, groups or institutions, but contains some inaccurate information.	Broadcast clearly addresses the impact of individuals, groups, or institutions and correctly explains the intentional or unintentional consequences on the event.	Broadcast clearly addresses the impact of individuals, groups, or institutions. Includes an analysis of how this topic or event may have occurred differently without the effect of the individual, group, or institution.
<b>Eyewitness account provides information about the event from the point of view of one individual.</b>	Student includes an eyewitness account that is unrelated to the broadcast topic or contains incorrect information.	Eyewitness account is present in the broadcast, but does not provide listeners with any additional information about the topic/event.	Eyewitness account adds to the broadcast by providing additional information about the topic.	Eyewitness account adds to the broadcast by providing additional information about the topic. Student creates an eyewitness account that offers an individual perspective. This helps the listener to understand what it must have been like to live through this event.

### Product Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Expectation</u>	<u>Exceeds Expectation</u>
<b>Clear Speaking Voice</b>	Listener cannot understand most parts of the radio broadcast.	Listener has difficulty understanding some parts of the radio broadcast.	Listener can clearly understand all parts of the radio broadcast.	Listener can clearly understand all parts of the radio broadcast. Speaker uses intonation and emphasis to add to the impact of the spoken word.
<b>Appeal to Listeners</b>	Broadcast seems to make no effort to appeal to listeners. Broadcast would be considered dull by most listeners.	Broadcast includes important facts but lacks interesting details that would appeal to listeners.	Broadcast includes important facts and details that appeal to the listener.	Broadcast includes important and interesting facts and details as well as special features such as sound effects that appeal to the listener.
<b>Organized Presentation</b>	Broadcast lacks an organizing structure which makes the information in the broadcast very confusing.	Organizing structure is inconsistent leading to some confusion in the presentation of information.	Student uses appropriate organizing structure that helps to present information clearly.	Student uses an appropriate organizing structure for the information and merges all aspects (eyewitness account, sound effects, etc.) seamlessly.

### Resources for Unit

Unit 4 and Unit 5 Lessons from *United States Economic History*, created by Georgia Council on Economic Education ( [www.gcee.org](http://www.gcee.org) )

#### **World War I Websites**

<http://www.pbs.org/lostliners/lusitania.html> - Provides information on the sinking of the Lusitania

<http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/jazz> - Features an number of short articles for kids about events around the time period of World War I

<http://www.pbs.org/greatwar/timeline/index.html> - Interactive timeline for students interested in learning more about World War I

#### **The Roaring Twenties**

<http://www.learner.org/biographyofamerica/prog20/index.html> - Students can learn about different elements of the 1920s and decide if the decade roared or if it was a big yawn.

<http://165.29.91.7/classes/humanities/amstud/97-98/harren/HARREN.HTM> - Learn about the leaders, writers, and entertainers of the Harlem Renaissance.

#### **Great Depression Websites**

[http://pbskids.org/bigapplehistory/activities/a\\_business/activity7/index.html](http://pbskids.org/bigapplehistory/activities/a_business/activity7/index.html) - Instructions for activity in which students invest \$10,000 in imaginary money in the stock market and track the results of their investments.

<http://newdeal.feri.org/eleanor/index.htm> - Features letters written by children to Eleanor Roosevelt during the Great Depression

<http://newdeal.feri.org/library/default.cfm> - Photo library provides thousands of photographs from the New Deal era.  
<http://www.pbs.org/wgbh/amex/dustbowl/index.html> - Resources including firsthand accounts of life in the Dust Bowl.

This unit was created by Christy Bonds, Doug Carroll, Betsey Kennedy, and Neena Knight and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 8/21/08.

## Debate Outline

**Debate Position:** The United States should enter World War I.  
The United States should stay out of World War I.

### Opening Statement:

Who will present your opening statement? \_\_\_\_\_

Gather the main arguments into an introductory statement. Do not give specific information yet. Just say  
“The United States should \_\_\_\_\_ World War I for these three reasons:

Reason 1: \_\_\_\_\_

Reason 2: \_\_\_\_\_

Reason 3: \_\_\_\_\_

### Topic Presenters:

Each presenter will give specific details that prove Reason 1, 2, or 3.

Reason: \_\_\_\_\_

Details to support this reason: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason: \_\_\_\_\_

Details to support this reason: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason: \_\_\_\_\_

Details to support this reason: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Debate Schedule:

3 minutes: Opening statement from one team

3 minutes: Opening statement from other team

5 minutes: Arguments for one team

5 minutes: Arguments for other team

2 minutes: Closing statements for one team

2 minutes: Closing statements for other team

## Research Report

Topic \_\_\_\_\_

Source (The book I am using to get my information.)

Title \_\_\_\_\_ Author \_\_\_\_\_

Publisher \_\_\_\_\_

Pages (put this only if you are not using the whole book) \_\_\_\_\_

Write down five questions about your topic. Under the question write the answers in words and phrases only. Do not copy the sentences from the book.

Question 1: \_\_\_\_\_

Answer \_\_\_\_\_

Question 2: \_\_\_\_\_

Answer \_\_\_\_\_

Question 3: \_\_\_\_\_

Answer \_\_\_\_\_

Question 4: \_\_\_\_\_

Answer \_\_\_\_\_

Question 5: \_\_\_\_\_

Answer \_\_\_\_\_