

Liam Concannon

7/24/17

DURATION: 5 classes each consisting of 47 minutes

CLASS: Unit 3 Lesson Plan 5: Nipo Strongheart and the Influence of Media

GRADE LEVEL: 8th Grade

NUMBER OF STUDENTS: 18

LOCATION: Saint Martin de Porres Academy, New Haven CT 06519

KEY VOCABULARY:

Student Vocabulary-

Media: The way in which a message is presented to a large audience.

Just and Unjust: An action or response based on what is morally right or fair.

Citizenship: Being a member of a country and accepting the rights, duties, and benefits that come with that membership.

Identity: The way in which a person envisions or describes who they are.

Scribe: A student that records information for his or her group.

Lesson Plan Vocabulary-

Packets: Each day every student is given a packet that consists of all activities and primary sources for that particular class.

Do Now: A “Do Now” is a question given at the beginning of class. This question is placed on the first page of a student’s packet. Do Now’s set the tone of the class, along with reviewing past information or stimulating student’s prior knowledge.

LP5 Day 1: LP5 stands for Lesson Plan 5. It indicates to the student what lesson plan we are covering in the current Unit. The day labels what content is being covered for that particular class.

Cornell Notes: Cornell Notes is a style of note taking that was created by Walter Pauk, an education professor at Cornell University. Essentially, students are asked to copy down information during a class. To the left of their notes, students write down relevant questions in order to assist with their review of the material at a later point. Finally, to complete the activity students need to summarize the notes in the own words at the bottom of the page.

Class Recap: A class recap is an activity at the end of a class period in which the teacher reviews the main ideas of the lesson. This enables students to hone the ability to identify the main ideas and objectives for the class.

PA: PA stands for Performance Assessment. A Performance Assessment is a holistic unit assessment that is graded by a rubric. The rubric assesses the student’s ability to use the unit concept in a holistic performance or to produce an argument or explanation.

INSTRUCTIONAL MATERIALS:

As a middle school social studies teacher, I find it imperative to teach both study skills and content knowledge. One of the most valuable skills learned during middle school is organization. It is for this reason that I have utilized a packet system. At the beginning of each class, a student is handed a packet. This packet is specifically labeled by unit number, lesson plan number, and day. Inside these packets are all activities, primary sources, and homework assignments for each particular day. Each of these packets are three hole punched, and expected to be placed inside a student's binder in proper order. To aid with student organization, packets are consistently labeled in the same format.

In the top left-hand corner of the packet, students are asked to write their name, date, and the learning objective. In between the date and objective is the unique coding of the packet. For the first day of this particular lesson, it reads *Unit 3: LP5 Day 1*. This means it is the third unit of the year, the fifth lesson plan covered in that unit, and the first day of the fifth unit. To the right-hand side of the page is a picture of the school's mascot, an eagle. This is used as a clear way of identifying misfiled social studies papers in other class binders or folders, as well as identifying other classes papers misfiled in the social studies binder. At the end of each unit, a checklist is handed out with the title and identification code of every packet given to students throughout the unit. Students are given a grade on the number and order of completed packets that are handed back in. I realize that this information is not necessary when teaching the lesson, but I felt it was import to explain the intent of the packet structure.

Aside from organizational procedures, a teacher will need a computer, speakers, and projector to present the PowerPoint. Each student must have access to at least 2 different color highlighters, and personal writing utensils. There is also a homework assignment in which students will need access to the internet.

ENDURING UNDERSTANDING (BIG IDEA)

"Media has been a driving force behind American political and social change since the founding of the United States."

ESSENTIAL QUESTION/S

"Can media have an influence on political and social change in the United States?"

LEARNING OBJECTIVES

This lesson is one of five in a unit that culminates with a performance assessment. This lesson has its own learning objective, but also connects to the unit's learning objective. In order to give a clear perspective on both the lesson presented and the unit it is encompassed by, I will list out each of the unit's lesson plan learning objectives, as well as the unit objective.

Unit 3 Objective: Students will be able to infer whether or not different forms of media can have an influence on political and social change in the United States.

LP1 Objective: Students will be able to identify what criteria makes a journalist a Muckraker.

LP2 Objective: Students will be able to explain a political cartoon's commentary on immigration and citizenship.

LP3 Objective: Students will be able to calculate the effects of Yellow Journalism on American imperialism.

LP4 Objective: Students will be able to distinguish New Orleans Jazz music's influence on society when compared to other types of music at the time.

LP5 Objective: Students will be able to investigate whether or not Strongheart aided in political change through his lecture circuit.

STANDARDS: This lesson meets the following Common Core Standards

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Students cite specific textual evidence throughout all 5 days to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Throughout all 5 days students determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Students identify key steps in a text's description of a process related to history/social studies specifically in the progress of voting rights in the US during LP5 Day 1.

Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8.4

Students determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies, specifically in LP5 Day 2.

CCSS.ELA-LITERACY.RH.6-8.5

Students describe how a text presents information (e.g., sequentially, comparatively, causally) throughout all 5 days.

CCSS.ELA-LITERACY.RH.6-8.6

Students identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts) specifically during LP5 Day 2, LP5 Day 3, LP5 Day 4, and the Performance Assessment.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Students integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with

other information in print and digital texts during their Jigsaw activity in LP5 Day 3, LP5 Day 4 and the Performance Assessment.

CCSS.ELA-LITERACY.RH.6-8.8

Students distinguish among fact, opinion, and reasoned judgment in a text throughout all 5 days of the lesson.

CCSS.ELA-LITERACY.RH.6-8.9

Students analyze the relationship between a primary and secondary source on the same topic specifically in LP5 Day 4.

Grade 8 Writing Standards

Text Types and Purposes:

CCSS.ELA-LITERACY.WHST.6-8.1

Students write arguments focused on *discipline-specific content* in all 5 days.

CCSS.ELA-LITERACY.WHST.6-8.1.A

Students introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in LP5 Day 1, LP5 Day 2, LP5 Day 4, and the Performance assessment

CCSS.ELA-LITERACY.WHST.6-8.1.B

Students support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources in LP5 Day 1, LP5 Day 2, LP5 Day 4, and the Performance assessment

CCSS.ELA-LITERACY.WHST.6-8.1.C

Students use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence throughout all 5 days of the lesson

CCSS.ELA-LITERACY.WHST.6-8.1.D

Students establish and maintain a formal style throughout all 5 days of the lesson.

CCSS.ELA-LITERACY.WHST.6-8.1.E

Students provide a concluding statement or section that follows from and supports the argument presented in their Performance Assessment

CCSS.ELA-LITERACY.WHST.6-8.2

Students write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes throughout all 5 days of the lesson

CCSS.ELA-LITERACY.WHST.6-8.2.B

Students develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples in all 5 days of the lesson

CCSS.ELA-LITERACY.WHST.6-8.2.C

Students use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts in all 5 days of the lesson.

CCSS.ELA-LITERACY.WHST.6-8.2.D

Students use precise language and domain-specific vocabulary to inform about or explain the topic in all 5 days of the lesson.

CCSS.ELA-LITERACY.WHST.6-8.2.F

Students provide a concluding statement or section that follows from and supports the information or explanation presented in their Performance assessment.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.WHST.6-8.4

Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience throughout all 5 days of the lesson.

CCSS.ELA-LITERACY.WHST.6-8.6

Students use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.WHST.6-8.7

Students conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration specifically in the Performance assessment.

CCSS.ELA-LITERACY.WHST.6-8.8

Students gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Elements of this are completed in the students Jigsaw worksheet in LP5 Day 4 and LP5 Day 3

CCSS.ELA-LITERACY.WHST.6-8.9

Students raw evidence from informational texts to support analysis, reflection, and research throughout all 5 days of the lesson.

8th Grade Reading Standards

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.8.1

Students cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text specifically in LP5 Day 2, LP5 Day 3 and the Performance Assessment.

CCSS.ELA-LITERACY.RI.8.2

Students determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text specifically in LP5 Day 2, LP5 Day 3 and the Performance Assessment

Craft and Structure:

CCSS.ELA-LITERACY.RI.8.4

Students determine the meaning of words and phrases as they are used in a text, including

figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts specifically in LP5 Day 2

CCSS.ELA-LITERACY.RI.8.6

Students determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints specifically in LP5 Day 3 and 4.

CCSS.ELA-LITERACY.RI.8.8

Students delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced in LP5 Day 3 and 4.

CCSS.ELA-LITERACY.RI.8.9

Students can analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation specifically in LP5 Day 3, 4 and the Performance Assessment.

8th Grade Speaking and listening Standards

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.8.1

Student engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly in LP5 Day 2 and LP5 Day 3.

CCSS.ELA-LITERACY.SL.8.1.A

Students come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion in LP5 Day 4.

CCSS.ELA-LITERACY.SL.8.1.B

Students follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed in LP5 Day 2 and LP5 Day 3.

CCSS.ELA-LITERACY.SL.8.1.C

Students pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas in LP5 Day 3 and 4.

CCSS.ELA-LITERACY.SL.8.1.D

Students acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented in LP5 Day 3 and 4.

CCSS.ELA-LITERACY.SL.8.2

Students analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation in LP5 Day 3 and 4 as well as the Performance Assessment.

CCSS.ELA-LITERACY.SL.8.3

Students delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced in LP5 Day 4.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.8.4

Students present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation in LP5 Day 2, 3 and 4.

8th Grade Language Standards

Conventions of Standard English:

CCSS.ELA-LITERACY.L.8.1

Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking throughout all days in the lesson.

CCSS.ELA-LITERACY.L.8.2

Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing throughout all days in the lesson.

CCSS.ELA-LITERACY.L.8.2.A

Students use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCSS.ELA-LITERACY.L.8.2.C

Students spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.8.3

Students use knowledge of language and its conventions when writing, speaking, reading, or listening through all lesson plans.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.8.4

Students determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.8.4.A

Students use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase in LP5 Day 2 and 3.

CCSS.ELA-LITERACY.L.8.5.A

Students interpret figures of speech (e.g. verbal irony, puns) in context in LP5 Day 4.

CCSS.ELA-LITERACY.L.8.5.B

Use the relationship between particular words to better understand each of the words.

BACKGROUND-

This lesson is the fifth and final installment of the third unit of the school year. The concept of media has been covered four times prior during previous lessons. If a teacher is choosing to only teach this section of the unit, it is important to spend extra time explaining media in all its possible forms. Teachers also need to practice the logistics of the jigsaw activity prior to class. Strong central authority is critical for a class to successfully participate in a jigsaw

activity for the first time. Finally, it is important for teachers to know that the concept of identity is extremely poignant with middle schoolers. Teachers must direct the identity exercise into empathy for Strongheart. Learning about conundrum of Strongheart's dual identities is critical to the lesson plan and WHA theme of "against the grain." It is very possible for the Frida Kahlo exercise to monopolize time or derail the lesson towards personal reflection. Personal reflection is encouraged, but needs to be directed towards Strongheart's experience.

Prior to this unit, students have covered the topics of the Civil War and Manifest Destiny. They would have a previous knowledge of the civil legislation involved with African American emancipation and voting rights, as well as the failure to uphold these rights throughout the decades. Students would know the treatment of Native Americans throughout the 1800's, as well as the use of the Reservation system, formation of the Bureau of Indian Affairs, and the decimation of Native groups by disease and war.

Unit three covers roughly the Gilded Age to the Progressive era. Students would be familiar with the concept of media and its different forms. They would have knowledge of muckraking, political cartoons (specifically on citizenship and immigration), Yellow Journalism, and Jazz. Finally, students will be familiar with the classroom procedures such as the packet system, the jigsaw activity, and performance assessment.

SUGGESTED PROCEDURE

Attached you will find an excel sheet with a detailed description of student and teacher activities. This sheet will give indicators for time allotment per activity, potential opportunities for differentiation, and an explanation of learning techniques.

EVALUATIONS (ASSESSMENT)

This lesson includes a formal and informal assessment.

The informal assessment occurs during LP5 Day 4. In an evidence based response students will infer in a written statement whether or not they believe Strongheart's lectures helped cause political and social change in the United States. Students will then self-assess their answers using the provided rubric. When completing this assessment students must first answer the question, "Do you feel that Nipo Strongheart had an influence on the Indian Citizenship act? Why or why not?" In their response, the student must provide two sources as evidence for their claim. The second question states "Does Strongheart's background have any influence on his impact in the Indian Citizenship Act?" This answer requires only one source as evidence. Finally, for homework students self-assess their answers by rereading their work and comparing it to the provided rubric. When reviewing students are asked to look at three criteria. Does their answer show the impact of Strongheart's background on his accomplishments? Does their answer have a clear understanding of the impact of media? Lastly, does the student provide a quality evidence based response?

This informal assessment enables students to investigate the evidence surrounding Strongheart and create a personal claim. Likewise, students are able to familiarize themselves with a similar structured rubric and prepare for the formal assessment i.e. the performance assessment. Below is the rubric found in LP5 Day 4. This informal assessment will be checked for complete before the PA the following day.

Social Studies Personal Rubric: Nipo Strongheart

Your score is based on the following criteria:

	(5)	(4-3)	(2)	(1)
Investigated Evidence Based Response	The student performed exemplarily when appropriately utilizing two sources in question one and one sources in question two, as evidence for their answers.	The student performed proficiently when utilizing the appropriate number and quality of sources in question one and question two.	The student is developing the skills to utilize the appropriate number and quality of sources in question one and question two.	The student is at the beginning of grasping how to provide sources in their answers.
Understanding the Impact of Media	The student performed exemplarily when accurately describing how Strongheart's form of media had an impact on the political and social reform in the United States.	The student performed proficiently when describing how Strongheart's form of media had an influence on the political and social reform in the United States.	The student is developing the skill to describe how Strongheart's form of media had an influence on the political and social reform in the United States.	The student is at the beginning of grasping how Strongheart's form of media had an influence on the political and social reform in the United States.
Impact of Background on Accomplishments	The student performed exemplarily when arguing Nipo Strongheart's background did or did not diminish his impact on the Indian Citizenship Act.	The student performed proficiently when arguing that Nipo Strongheart's background did or did not diminish his impact on the Indian Citizenship Act.	The student is developing the skill to argue that Nipo Strongheart's background did or did not diminish his impact on the Indian Citizenship Act.	The student is at the beginning of grasping Nipo Strongheart's background had any impact on the Indian Citizenship Act.

The formal assessment is a performance assessment. This assessment is a holistic unit assessment that is graded by a rubric. In this assessment students are shown a previously unseen short clip from the television show “The Daily Show with Jon Stewart.” In this clip Jon Stewart makes a few jokes and then explains what he feels are issues with the Zedroga Bill. Once students finish watching the clip they independently read an article that explains the process the Zedroga Bill underwent to become a law. Students then go on to the next page and answer 4 questions. These 4 questions require students to use sources in their answers. Students may use any of their LP5 packets as sources, or simply focus on the Daily show clip and article given. Students are evaluated on the following criteria; How well did they understand the story? Did they provide evidence based responses? Do they understand the impact of Media? Were they able to make a connection between Jon Stewart and the Daily Show to Nipo Strongheart and his lecture circuit? Below is the rubric found on the Unit 3 Performance Assessment.

Social Studies PA Rubric: The Influence of Media

Your score is based on the following criteria:

	(5)	(4-3)	(2)	(1)
Understanding of story	The student performed exemplarily when describing what the Zedroga Bill was and the way Jon Stewart used media and entertainment to influence its passing through Congress in four or more sentences.	The student performed proficiently when describing what the Zedroga Bill was and the way Jon Stewart’s used media and entertainment in order to influence its passing through Congress in less than four sentences.	The student is developing the skills to describe what the Zedroga Bill was the way Jon Stewart’s used media and entertainment in order to influence its passing in Congress	The student is at the beginning of grasping the Zedroga Bill and Jon Stewart’s involvement with its passing in Congress.
Evidence Based Response	The student performed exemplarily when appropriately utilizing four sources in their provided answers.	The student performed proficiently when utilizing the appropriate number and quality of sources in their provided answers.	The student is developing the skills to utilize the appropriate number and quality of sources in their provided answers	The student is at the beginning of grasping how to provide sources in their answers.

Understanding the Impact of Media (3x)	The student performed exemplarily when describing how media has had an influence on the political and social reform in the United States.	The student performed proficiently when describing how media has had an influence on the political and social reform in the United States.	The student is developing the skill to describe how media has had an influence on the political and social reform in the United States.	The student is at the beginning of grasping how media has had an influence on the political and social reform in the United States.
Connection to Historical Content	The student performed exemplarily by accurately connecting Jon Stewart's impact on the Zadroga Bill to Nipo Strongheart's impact on the Indian Citizenship Act	The student performed proficiently when connecting Jon Stewart's impact on the Zadroga Bill to Nipo Strongheart's impact on the Indian Citizenship Act	The student is developing the skill to connected Jon Stewart's impact on the Zadroga Bill to Nipo Strongheart's impact on the Indian Citizenship Act	The student is at the beginning of grasping Jon Stewart's Zadroga Bill to Nipo Strongheart's Indian Citizenship act

EXTENSIONS

Teachers could consider extending the investigation into the quality of the media given. Why was Strongheart successful with his lectures? What made the public open to hearing about Indian Citizenship? An enduring understanding that I have considered would be "In order for media to induce change in the United States it must be entertaining, because only when people are entertained are they more open to hearing a message of change." The essential question would then ask "What qualities does media need to have in order for it to be impactful on political and social change?" This would challenge students to analyze each form of media they come across. This further would reinforce the lesson learned in lesson three on Yellow Journalism and the impact of hysteria. They would need to identify what is message being put forth, identify its validity, and then explain why it succeeded or failed in getting its message across. This analysis of the past could then be applied to today's forms of media. A common song or television show, even a social media post could be used as samples to be analyzed. Students could choose their own media and identify the message, its validity, and the form of entertainment being used. Bill Clinton's saxophone solo on the Arsenio Hall show, Donald Trump's television show the Apprentice, Caitlin Jenner's use of Twitter are all potential examples that are profound, interesting, and content appropriate. This can bring history class to life by connecting the past to the present!

RESOURCES

The following is a list of all artifacts used in this lesson.

Unit 3: LP5 Day 1-

- 1) "Pathways to Citizenship"- diagram of the process a person must undergo to become a citizen
- 2) "Study Materials for the Civics Test"- Review sheet for the 10th step in the citizenship process, demonstrate basic knowledge of US Civics and History.

Unit 3: LP5 Day 2

- 1) "Chief Invades Camp- Strongheart, a Coit-Alber Find, Captivates Audience"- Article written to describe the content of one of Strongheart's lectures that took place in Camp Devens Massachusetts.
- 2) "From Peace Pipe to War Trail"- Article written to describe the background of Strongheart's life.

Unit 3: LP5 Day 3

- 1) "Signature: Calvin Coolidge" -Image of President Calvin Coolidge's signature taken from Strongheart's personal autograph book.
- 2) "Signature: Herbert Hoover"-Image of President Herbert Hoover's signature taken from Strongheart's personal autograph book.
- 3) "Signature: Theodore Roosevelt"- Image of President Theodore Roosevelt's signature taken from Strongheart's personal autograph book.
- 4) "Signature: Congressman M. Clyde Kelly"- Image of Congressman M. Clyde Kelly's signature taken from Strongheart's personal autograph book.
- 5) "Strongheart Speech" – Transcript of a speech given by Nipo Strongheart during one of his lectures.
- 6) "Letters between Strongheart and the Bureau of Indian Affairs." -An exchange of letters between the Bureau of Indian Affairs and the Ellison and White Chautauqua Company, Strongheart's employers, challenging Strongheart's origins.

Unit 3: LP5 Day 4

- 1) "Self Portrait Along the Border Line Between Mexico and the United States by Frida Kahalo"- Self Portrait of the artist Frida Kahalo as she is pulled between two cultures.

Unit 3 Performance Assessment-

- 1) "The Daily Show with Jon Stewart video Clip"- A short video clip in which Jon Stewart explains the need for change regarding the Zedroga Bill
- 2) "Zedroga Article"- Article written explaining the passing of the Zedroga Bill.

LP5 PowerPoint Day's 1-4-

The following is a bibliography of all Images and documents used in the Powerpoint Presentation.

**All Strongheart images and Indian Film posters were taken from Andy Fisher's TPS PowerPoint Presentation*

Buffalo Bill's Wild West Show Advertisement. Digital image. N.p., n.d. Web. 30 June 2017.

<[*Citizenship.* Digital image. N.p., n.d. Web. 30 June 2017.](https://www.google.com/search?q=us+passport&rlz=1C1NDCM_enUS700US701&source=Inms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#tbm=isch&q=buffalo+bill+wild+west+show&imgsrc=CZviU8IzIqW1HM:>.></p></div><div data-bbox=)

<[*Clip Art Fall off Horse.* Digital image. N.p., n.d. Web. 30 June 2017.](https://www.google.com/search?q=us+passport&rlz=1C1NDCM_enUS700US701&source=Inms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#tbm=isch&q=citizenship&imgsrc=7824uQxrSAoSFM:>.></p></div><div data-bbox=)

<[*Clip Art Test.* Digital image. N.p., n.d. Web. 30 June 2017.](https://www.google.com/search?q=us+passport&rlz=1C1NDCM_enUS700US701&source=Inms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#tbm=isch&q=fall+off+horse+cartoon&imgsrc=99QR3UZDjgsvQM:>.></p></div><div data-bbox=)

<[*Cornell Notes Sample.* Digital image. N.p., n.d. Web. 30 June 2017.](https://www.google.com/search?q=us+passport&rlz=1C1NDCM_enUS700US701&source=Inms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#tbm=isch&q=test&imgsrc=nbV5Q3e351F1EM:>.></p></div><div data-bbox=)

<[*Highlighting.* Digital image. N.p., n.d. Web. 30 June 2017.](https://www.google.com/search?q=us+passport&rlz=1C1NDCM_enUS700US701&source=Inms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#tbm=isch&q=cornell+notes&imgsrc=9uVa_h3cJo-WSM:>.></p></div><div data-bbox=)

<[*"History of Voting Rights."* History of Voting Rights. Web. 18 Oct. 2015.](https://www.google.com/search?q=us+passport&rlz=1C1NDCM_enUS700US701&source=Inms&tbm=isch&sa=X&ved=0ahUKEwj_9aOv2uXUAhWDyT4KHUXeCk4Q_AUICigB&biw=1500&bih=895#tbm=isch&q=highlighting&imgsrc=4LxtL6oTQTFnsM:>.></p></div><div data-bbox=)

<[*Jigsaw Puzzel.* Digital image. N.p., n.d. Web. 30 June 2017.](http://massvote.org/voterinfo/history-of-voting-rights/>.></p></div><div data-bbox=)

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