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The Authors

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Joe Duellman earned a B.A. in English and History from the University of Wisconsin - Madison and an M.A. in Teaching from Cardinal Stritch University. He has been teaching since 2008 at Ronald Reagan College Preparatory High School, a public International Baccalaureate World School in Milwaukee, Wisconsin. He has taught U.S. History and a variety of English classes in the past. Currently, he teaches English 10 and I.B. Film and is the school's assistant cross country coach. Joe hopes his principal is reading this and will let him teach history again next year.

Craig Berg taught middle and high school science before pursuing an M.S. and Ph.D. in Science Education from the University of Iowa. His daily adventures now include directing the science teacher preparation program at the University of Wisconsin-Milwaukee, working with undergraduates, post-baccalaureates, and M.S. students in pursuit of exemplary science teaching. He is truly blessed with being able to work with many of the outstanding teachers in the area on a variety of grants and projects such as this one. His twenty-four years of work in Milwaukee resulted in the 2011 UW-System Regents Excellence in Teaching Award. He draws inspiration from his wife Kathleen who is an NBCT of science and a creative wizard in the science classroom. Until his battery runs out he plans on continuing to work at something he truly loves doing on a daily basis - pursuing excellence in education.

Introduction

In my thirty plus years as a science teacher and science-teacher educator, I find that the great ideas for teaching stem from researchers studying teaching and learning, and from teachers who have persevered to find ways to reach more children in order to maximize learning in their classroom. Many of these creative and highly effective teaching ideas arise from teachers who are embedded in the most challenging situations, and, as such, are motivated to explore, find, or develop new strategies or materials to use with their students so as to have a greater impact on their learning.

Teachers who embrace these challenges of teaching and learning accumulate a substantial set of teaching tools, combined with a clear framework and rationale for teaching (see section IV), are able to utilize *the appropriate tool for the moment at hand*. Dialogues are another teaching tool; a teaching strategy that will help teachers reach children in ways that other strategies might not. Dialogues involve students in speaking and listening, acting and reacting, tapping into emotional and kinesthetic parts of the brain. The Common Core State Standards for English Language Arts and Literacy in subject areas are very clear in that “students must learn to read, write, speak, listen, and use language effectively in a variety of content areas.” The standards are also very clear in that we must engage our students in learning using strategies that maximize engagement in all aspects of the process. In short, dialogues maximize student’s engagement in the learning process; all students are involved as active participants when dialogues are in play.

Dialogues have been tested from elementary to college levels and in urban, suburban and rural classrooms. You might decide to use them as is, or might modify them and add your own spin or local context to them. You might also craft some from scratch, or have students write dialogues; we have included some suggestions and tips for writing dialogues.

Credit for the germ of this idea and the initial spreading of the seed goes to Donald Cronkite of Hope College, who developed and used dialogues with his college biology students and shared this teaching strategy with high school teachers at a Woodrow Wilson Institute. Greg Bisbee was one of those in attendance, who then grabbed on with both hands and began writing dialogues for his own students in biology classes. Greg, a biology teacher extraordinaire, also began to spread the word and captured the attention and interest of myself and the coauthor of the *Dialogues for the Biology Classroom*, Kathleen Westrich. Westrich began writing dialogues for her students. Seeing the success of Bisbee and Westrich, being a science teacher educator, I quickly connected my future teachers with Bisbee and Westrich in order to learn about dialogues. Gradually we brought many others on board for writing and using dialogues in the classroom - in this case, outstanding history teachers. Now the single seed planted by Professor Cronkite and his colleagues has turned into a blooming field of dialogues.

Dialogues engage learners at high levels, so try them! Your students will enjoy the activity, learn something about the content you are trying to teach them, and learn something about themselves.

Editor - Dr. Craig Berg

Using This Book

There are four major units to this book:

Unit I - Abstracts: This section provides the reader with a quick overview of each dialogue and the history concepts or terms embedded within. Scanning the abstracts helps the reader determine which dialogue might be suitable for the upcoming lesson.

Unit II - Using Dialogues in the Classroom: This section details the key aspects of using dialogues in the classroom - the what, when, and how to, of using and writing dialogues. This section provides examples of how dialogues can target the content goals of a history class. In addition, there are numerous suggestions and tips for implementing dialogues in the classroom, and the benefits thereof, with guidelines on how to write your own dialogues, and how to have students create their own dialogues as a measure of what they learned.

Unit III - The History Dialogues: This section contains the 61 dialogues that cover pre-1492 to 1865. The dialogues are designed to help you teach many of the topics covered in a typical history class.

Unit IV - History Dialogues and Teacher Decision-Making: This unit provides the reader with an overview of how dialogues fit into the big picture of classroom instruction, and how using dialogues connects to, and supports, the goals for students in history classrooms. While this unit is important, the typical reader will probably be more interested in the what and how to, and therefore read section IV last. However, read Section IV to better understand how teacher decision-making is so critically important to success in the classroom, and how dialogues is one of the teaching tools that helps teachers accomplish the difficult task of helping students to develop a better understanding of history. Use this section to help frame one's thoughts about teaching, in preparation for talking with administrators (or parents, or sometimes colleagues) who could benefit from a better understanding about what it takes to effectively teach history.

Section I - Dialogue Abstracts

- 1. Cahokia Mound Builders (pre-1492):** Thorpe and Curtis are driving into a large city. As they approach, they can see a dense layer of smog surrounding the city and they get a whiff of some kind of industrial stench. Thorpe manages to steer the conversation towards the Cahokia Mound Builders.
- 2. Native American Regions (pre-1492):** Becky is in front of her mirror getting ready for a Halloween party, dressed up as the latest teen sensation. George bursts in dressed in what he thinks is a traditional Native American outfit consisting of a huge feather headdress, a turtle necklace, and a handheld totem pole. Becky lets him know that his costume is offensive because he is wearing pieces from multiple Native American tribes and cultural groups.
- 3. Christopher Columbus (1492):** Isabel is heading to the park to hang out on her day off of school, when she runs into Monty. They debate whether they should celebrate Christopher Columbus Day and if he was actually the first person to discover America.
- 4. Cortés and Conquistadors (1519):** Richard and Lisa are studying for chemistry in study hall. Lisa's frustration is about to boil over so Richard changes the subject to Cortés and conquistadors.
- 5. Reasons for Exploration of North American (1580):** The year is 1550 and Francisco (Spanish conquistador) and Jacques (French trader) are approaching each other on a beach somewhere along the coast of what will become North America. A small English boat with a man aboard (John) also approaches the beach from sea. Each man shares his plan for the new world.
- 6. The Jamestown Settlement (1607):** John and Wahun are walking home from school while they discuss how difficult it must have been for the people who lived in the first permanent European settlement in the new world.
- 7. Pueblo Revolt (1680):** Jay and Matt are on their way out of the school cafeteria after a controversial new rule is put into place. They relate the incident to the Pueblo Revolt.
- 8. William Penn (1680):** Charles and Jennie are sitting in the cafeteria doing some history reading in their textbook and eating breakfast. One of the breakfast items on their tray is a bowl of instant oatmeal. Charles wants to know why the guy on the oatmeal bowl is the same guy whose picture is in his textbook.
- 9. Middle Passage and Triangular Slave Trade (1400s-1800s):** Lisa and Evelyn are walking home from school on Friday and talking about their weekend plans. Evelyn has to write a history paper and has chosen the Middle Passage as her topic.
- 10. Salem Witch Trials (1692-3):** Alice and Marilyn are decorating the gym in preparation for their school's Halloween Costume Ball. As they place some Jack O' Lanterns near the entrance, Alice notices the assistant principal dressed up as a witch. Marilyn schools Alice on the history of the Salem Witch Trials.

11. **Zenger Case (1735):** JP and Cosby are walking through a convenience store after school. Jp picks out a tabloid magazine that reminds Cosby of the John Peter Zenger case.
12. **Great Awakening (1740s):** Ed and George are sitting in history class when the bell rings and Ed has to wake George up to get to their next period. Ed fills him in on the lesson he missed, which ironically was about the Great Awakening.
13. **Pontiac's Rebellion (1763):** Fiero and Tempest are at a car show in Detroit looking at classic cars. As they drool over a vintage Pontiac, Tempest gives Fiero an unexpected history lesson.
14. **French and Indian War Consequences (1765):** Marquis and Brad are sitting in a study hall in the library. With nothing to do Brad grabs a book at random and they refresh their knowledge of the French and Indian War.
15. **Roots of Declaration of Independence (1776):** George and John are making their way through the National Archives in Washington, D.C. during a class trip. As they gaze upon the Declaration of Independence, George asks an important question . . .
16. **Sons of Liberty: Terrorists/Freedom Fighters (1776):** Aly is sitting at a computer during the beginning of study hall. Tim comes in, sits down next to her and asks if she has heard of the latest act of terrorism in the news.
17. **Patriots vs. Loyalists (1776):** The year is 1775 and 17-year-olds Hutch and Pauly are citizens of the New England region in the northeast. They are on the verge of joining the American protests against British rule in the colonies. Pauly has just arrived at Hutch's house and Hutch answers the door.
18. **Valley Forge (1777-8):** Russell and Jerome are on their team's sideline during a high school football game on a Friday night in late October. Jerome relates their football team to an army and coaches Russell on Valley Forge.
19. **Articles of Confederation (1780s):** Steve and Sandy are sitting at the dining room table, studying for their history final exam. Sandy reminds Sam that there was another form of government before the United States Constitution.
20. **Deborah Sampson (1782):** The year is 1782 and Robert Shurtliff (real name = Deborah Sampson) and Paul are fighting alongside each other against the British army during the American Revolutionary War. They are entrenched behind an earthen mound under heavy fire from the British. When Robert gets shot, her secret is out.
21. **3/5 Compromise (1787):** Wilson and Sherman are both candidates at the Constitutional Convention. They are members of the 55 representatives who were selected to create and write America's new government in 1787. As the rest of the members of the convention are heard arguing in a room next door, Wilson and Sherman exit to a small side room and close the door.

22. **Federalist and Anti-Federalist Debate (1787):** Two founding fathers, Patrick and Alexander, discuss the newly-proposed Constitution. Patrick is skeptical about the new ideas, but Alexander is confident that the new government will be effective.
23. **Power of the President (1789):** Marcus is at home watching the news and is starting to get really frustrated. It seems like nothing is going right and he starts looking for someone to blame.
24. **Bill of Rights (1789):** Bryan and Julio are working on a project for history class. They need to create a display for each amendment in the Bill of Rights, but Bryan is starting to get frustrated.
25. **Checks and Balances (1789):** Robin has just been elected student council president at her high school. With victory in hand, she begins to make plans with Victoria, her best friend and “political advisor.” Victoria explains that just because Robin is president, doesn’t mean she gets the final say. (she has ultimate power)
26. **Two Party System (1790s):** Tommy and Al are watching TV, when a nasty campaign ad flashes on the screen. They talk about the origin of political parties forming.
27. **The Cotton Gin (1793):** Mark and Tyrone are waiting outside a movie theatre when a girl at the front of the line pulls out her smart phone. Tyrone explains some of the unintended consequences of technology.
28. **American Neutrality (1790s):** Mark is sitting on the couch reading the paper as his brother Tom walks into the house. Mark is upset about the amount of American deaths in the war overseas and they discuss America’s part in outside conflicts.
29. **Alien and Sedition Acts (1798):** Adam is the President of the United States, and is meeting with his Vice President, Jeff. In this time, the President is the winner of the election, while the Vice President is the individual who takes second place. This means the two are not from the same party, but rivals. They debate a new law that has passed.
30. **Marbury vs. Madison (1803):** James and John are chatting online late at night as news breaks about a controversial court decision.
31. **Louisiana Purchase (1803):** Regina and Connie are sitting down at a chain restaurant, trying to figure out what to eat for lunch. Amazingly, Regina manages to relate her lunch order to the Louisiana Purchase.
32. **Lewis and Clark (1804):** Bill and Meri are on a field trip with a biology class. On the field trip, the teacher rents canoes for the entire class and they take a day trip down a river to explore the ecology. Bill and Meri feel like their experience is similar to what the first explorers must have felt. /they are experiencing things as the first explorers must have.
33. **War of 1812:** Maddie and George are sitting in the auditorium before the school play starts, telling jokes and laughing. George doesn’t get the one about the War of 1812, and Maddie ends up having to explain the whole war to him.

34. **Missouri Compromise (1820):** Rachel and Nicole are shooting hoops at the park and catching up. Nicole is back from her family reunion in Missouri and has ironically missed her history class where they learned about the Missouri Compromise. Rachel fills her in.
35. **The American System (1820s):** Maddy is walking into the cafeteria at school, where she runs into her friend Henrietta. In an attempt to help each other out with some schoolwork, they find themselves discussing an economic plan from the 1800's.
36. **Monroe Doctrine (1823):** Jim is about to pull out of the school parking lot, when his friend Quinn hops in the back seat. Quinn is so excited to share what he has learned in history class that he won't let Jim leave until he has said every last bit.
37. **Corrupt Bargain (1824):** Quincy and Andy are hanging out after school, when Quincy finds some disturbing news about some politicians while surfing the web. Andy lets him know that political scandals have been around for a long time and gives an example.
38. **Transcendentalists (1830s):** Max and Juan are getting off the city bus at a stop near their neighborhood. Juan is sick of living in the crowded, smelly city and wants to leave it all behind. Max teaches him about a group of people who felt the same way.
39. **Nullification Crisis (1832):** John is over at Clay's house. Both are studying for different tests coming up. John is having trouble understanding his subject and asks Clay to help him get a better grasp.
40. **Whig Party (1833):** Dan and Rob are watching TV on election night and discussing the results. Rob thinks it would be more interesting if more than two parties were involved. Dan reminds him that there are already a lot of minor political parties and talks about one from the past.
41. **Lowell Factory Girls (1834):** Marta and Ellie are heading for the bus stop after the last day of school and begin to discuss their summer plans. Little do they know that they will be visited by a figure from the past . . .
42. **Oregon Trail (1836):** Paula and Maria are in charge of organizing a spring break road trip to take with their friends from their hometown of St. Louis, but they are having a little bit of trouble agreeing on a destination.
43. **Horace Mann and the Public School Reform Movement (1837):** Jenna is sitting at her desk in her room when her cell phone rings. When she picks it up, she tells her friend Tracy that she is skipping school the next day to play a video game. Tracy explains why Jenna is being unpatriotic.
44. **Texan Revolution (1835-6):** Austin and Sam are driving on the highway to a concert, when Sam spots something on the car in front of them. Austin explains the history around the saying "Don't Mess with Texas."

45. **Trail of Tears (1830s):** Marshall is working behind the counter at the school store, when Jack walks in looking depressed. He is feeling down after his history class discussed a particularly sad event today.
46. **Hudson River School (mid 1800s):** Bert has invited his friend Tommie over to his house to see the new television that Bert's parents have just purchased for their home. Tommie has managed to ruin the moment for him by saying he prefers paintings over TV.
47. **Sojourner Truth (1843):** Hannah and Sue are walking out of the door after history class when Sue starts to vent some of her frustrations with the curriculum. Hannah inspires Sue to take charge and do something about her problem.
48. **Manifest Destiny (1845):** It is the end of class and the teacher is assigning homework. Friends John and Sullivan meet together to walk down the hallway after class and discuss the question given as homework.
49. **Mexican-American War (1846):** Mariano and Antonio are sitting in the library during study hall, chatting. Antonio grabs the daily newspaper from the counter and begins to page through it, when one of the headlines catches his eye. He finds the new immigration laws to be pretty funny considering that a quarter of America was once owned by Mexico.
50. **Seneca Falls (1848):** Cady and Lizzie come storming out of a classroom into the hallway. They can't believe that after all the women's rights advancements in the past, that they could still be treated unfairly based on their gender.
51. **Underground Railroad (1800-1860):** Molly finds Mitch in trouble again waiting outside the principal's office. Mitch's misunderstanding in history got him kicked out of class and Molly tries to get him up to speed.
52. **Compromise of 1850:** Doug and Henry are walking down the street, when Doug's stomach starts rumbling. They compromise on what they want to eat and talk about a famous historical compromise.
53. **Bleeding Kansas (1856):** Two friends, Steve and John meet in the park and catch up after not seeing each other in about a week. Steve is back from a family reunion in Kansas and John wants to tell him what he missed in class.
54. **Preston Brooks Beating Charles Sumner in the Senate (1856):** Austin and Victoria are sitting on computers in the library during study hall. Both are working, until Victoria stumbles onto an amusing video on YouTube.
55. **Dred Scott Decision (1857):** Heather calls up her friend Doug, who just got back from a long vacation. They have been assigned an essay to write and Doug has no idea what the subject is. Heather shares what she knows.
56. **John Brown and Harper's Ferry (1859):** Jay and Bill are hanging out in Bill's basement when Jay's conscience speaks up and he sparks a debate. Who is right: Jay or Bill?

57. **Carolinas and Secession (1861):** Brooks and Cal have just finished watching a video in their history class that explained the beginning of the Civil War. They discuss why the Carolinas wanted their independence so badly.
58. **Emancipation Proclamation (1863):** The year is 1862 and President Abraham Lincoln is considering a new strategy to win the Civil War. He is joined in the Oval Office with the Secretary of War, Edwin Stanton.
59. **Sherman's March to the Sea (1864-5):** Pat and Mark are visiting their grandparents in Atlanta and are headed to the stadium for a football game. The winner of the game wins the division and the loser misses the playoffs. Marks smack talk gets him an unexpected history lesson.
60. **Sand Creek Massacre (1864):** It's a Friday evening and Justin arrives at Taylor's house to pick her up for a date. He carries a small, wrapped box with him. After Taylor opens her gift, they both end up getting a surprise.
61. **Reasons for Immigration (past to present):** The bell rings to end class and Angel and Ellis walk out of the classroom together. The class had been talking about immigration laws, especially those relating to modern immigration in America.
62. **Martin Luther King Jr. and Malcolm X Discuss the Civil Rights Movement:** In this first example of a student-written dialogue, Malcolm X is argueing for separation while Martin Luther King Jr. is argueing for integration.
63. **Captains of Industry or Robber Barons?:** In this second example of a student-written dialogue, one historian is suggesting that Carnagie is a leader of industry and a positive factor for american, while historian two believes that Carnagie was a "robber barron" who made is wealth on the backs of poor workers.