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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 science 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 sixty-one dialogues that cover 1865 to the present time. 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. **Reconstruction Plans (1865-1877):** Andy, the president of the United States, is meeting with Congressman Thaddeus. They are discussing how to repair the broken nation following the bloody and bitter Civil War.
2. **Transcontinental Railroad (1869):** Jane stops by her friend Jim's house and sees clothes and suitcases scattered everywhere. He is packing for another one of his father's "U.S. History trips, and is having trouble getting excited about it.
3. **Robber Barons (1800's):** Andrew and John are talking after a Student Council meeting about fundraising ideas for a big end-of-the-year dance that their organization is trying to put on. John suggests some unconventional ways of making money and getting rid of the competition.
4. **Political Machines (late 1800's):** John returns to a student council meeting with yet another dastardly plan to share with his friend Andrew. Andrew is shocked to learn John will not be running for reelection on the student council, until he realizes he has found a way to harness even more power.
5. **Ku Klux Klan (1860's):** Mina is on her way downtown to visit her friend Chong. She is making her way through a maze of shouting protesters and seemingly hundreds of police officers. When she finally arrives, she has a few questions for her friend.
6. **Protest Music (1800's):** Marcy strolls outside after a long day at school and sees her friend Sid strumming on a guitar in the park across the street. She decides to head over and see what he's working on.
7. **Interventionism vs. Isolationism (1898+):** Randolph and Henry David are at an electronics store watching the thirty televisions that are on display. A news channel is playing on one of the TVs and it begins to discuss a violent revolt on the verge of becoming an all out civil war in a foreign country.
8. **Eugene Debs (1900):** Angie inspires Marta with tales of a great American rebel.
9. **The Jungle (1906):** Frankie and Nathan are sitting at a lunch table with their lunch trays in front of them. Today's main course was a hot dog. This prompts a discussion on the unsightly history of hot dogs and health safety.
10. **1912 Presidential Election (1912):** Debbie is walking down the hallway at school, and runs into her friend Rosie. Still absorbed in her history class, Rosie discusses the significance of having more than two parties in presidential election and its possible outcomes.
11. **Ludlow Massacre (1914):** Rocky and Debby are sitting in a car outside of a fast food restaurant, waiting for their friend, Louis, to get out of work. Louis comes out to the car, slamming the door as he gets in. He is frustrated due to the lack of respect he gets at his job and contemplates starting a union.

12. **US Entry in WW1 (1917):** Willy and Johnny are eating lunch in the school cafeteria, talking about their day so far. Willy has his world war history mixed up and needs some clarification.
13. **Espionage & Sedition Acts (1917):** The president, Wil, is meeting with one of his opponents, Gene. Both disagree with how the government will deal with the homefront during the US involvement in World War I.
14. **Failure of the Treaty of Versailles (1919):** Woody and Henry are sitting in study hall, catching up after not speaking in a while. Woody had been in Paris for a whole month but seems to have missed out on all of the fascinating history there was to take in. Henry tells him what they have been learning in class.
15. **Prohibition (1919):** Adrian and Hans are lounging on the couch watching the big football game on Sunday when Adrian makes an observation during a commercial break . . .
16. **Harlem Renaissance (1920s):** Jay is working on his English homework under a tree in the school courtyard when Aaron strolls up looking for somebody to hang out with. Jay doesn't have time to play, but takes a moment to explain a very important cultural movement.
17. **Progressive Era (1920):** Teddy runs into his friend Bob in the locker room before football practice. Bob looks stressed out because of the amount of homework he has, so Teddy decides to share something he learned last year to give him a head start.
18. **Scopes Trial (1925):** John has a history paper due tomorrow and he just can't seem to come up with a good topic to write about. He went to the zoo to help him relax and think, and he stumbled across the primate house, which has potentially inspired him to write about the Scopes Monkey Trial.
19. **Causes of the Great Depression (1929):** Frank is walking through the hallway at the end of the school day as Herbie sprints up from behind him and grabs his arm. Herbie can barely catch his breath, as he shouts that the stock market has crashed again causing another Great Depression.
20. **John Steinbeck (1930s):** Michael storms into the cafeteria ready to rant as Josh is just sitting down to enjoy his lunch. Micheal believes his history teacher is being unjust by having them read a fiction novel for class.
21. **Dust Bowl (1930s):** Elizabeth and Jacob miss the bus after school and have to walk home in the rain. Unfortunately, neither of them brought an umbrella causing Jacob to wish it would never rain again. Elizabeth reminds him that he should be careful what you wish for.
22. **New Deal (1930s):** Rosie and Herb are two leaders trying to decide how to tackle an economic crisis that has struck America in the late 1920s, the Great Depression.

23. **American Isolationism (1930s):** Lindy and Frank are getting onto the bus after the end of a long day of school. Frank is having a hard time understanding why the US stayed out of foreign conflicts for so long.
24. **Japanese & German Internment Camps (1941):** Apolo and Kristi are sitting in the back of History class watching a video about the World War Two. The video covers the barbaric treatment and death that the Nazis put their victims through.
25. **Bracero Program (1942):** Cesar and Ana are hanging out in Cesar's living room doing some reading for class. The TV is on in the background and the daily national news is on. The telecast is explaining new laws to limit some immigrants, deport others, and build a bigger wall between America and Mexico.
26. **Bataan Death March (1942):** Joe and Hideki are in gym class. They are outside on the track and are being graded on how fast they can run the mile. Joe naively compares having to run to being in a prison camp and Hideki sets him straight.
27. **Atomic Bomb (1945):** President Harry Truman is seated at his desk writing in his diary when two time traveling dudes suddenly appear before him. The President has just decided to use a new top-secret technology.
28. **GI Bill (1945):** Flint and Duke are seniors in high school. Flint has decided to go off to college next year, while Duke has just walked in the door of their favorite pizza place, having just signed up for the army.
29. **How the Cold War Began (1945):** Joey and George are just walking into school to start the day. It is a frigid late autumn day and the weather is changing between rain, sleet, and snow. The weather battle prompts a battle of their own, as they argue over who started the Cold War.
30. **United Nations (1946):** Kofi and Dag are sitting in class before the bell rings. Kofi is playing a game on his phone, while Dag is reading an article in his newspaper. Dag struggles to understand how the UN works while reading about another world conflict.
31. **Containment (1947):** There was no setting on dialogue. Harriet is at Ken's house doing homework after school. They discuss the how the US tried to control the influence of the Soviet Union after the end of WWII.
32. **Berlin Airlift (1948):** It is a weekend night and Wayne and Garth are sitting on the front hood of Garth's car in the observation area of their local airport. They are slurping giant sodas and watching the aircraft fly directly overhead. The preciseness of the airplanes' schedule reminds Wayne of another time in history that the US had to have a very strict flight plan.
33. **Suburbia/White Flight/Baby Boom (1950s):** Spock and Levitt are driving to a concert downtown, but have taken a wrong turn and are lost. They discuss the origin of the segregation of cities.

- 34. Pop Art (1950s & 1960s):** Andrew and Roy are on a field trip to the art museum and have been given some time to wander off on their own and explore the museum. Roy discovers a form of art that he can actually appreciate.
- Teacher Note - To really make this Dialogue interactive, print off or display on an overhead projector, the pieces of art that are mentioned in the discussion so that listeners can understand what Andrew and Roy are talking about.*
- 35. McCarthyism (1950):** Andrew returns to John with another pressing political and, perhaps, psychological matter to deal with. His new strategy for student council reminds John of a strategy from the past.
- 36. Korean War (1950-53):** Mac is sitting in the food court at the mall, when his friend Kim sits down and joins him. Kim is confused about some writing on a hat that she just saw and asks for an explanation.
- 37. Brown vs. Board of Education (1954):** The year is 1954 and Stanley Reed, an associate justice for the Supreme Court of the United States, is sitting in his office behind his desk reading some legal papers. He hears a knock at the door, who we know to be the Chief Justice of the Supreme Court, Earl Warren.
- 38. Interstate Highway System (1956):** Dwight and Wilson are sitting around in Dwight's home at the beginning of summer vacation. They decide to take a road trip and debate their route.
- 39. Great Society (1960s):** Riley walks into the library, and sees his friend Felipe sitting at a table reading a book. Felipe is reading a biography on Lyndon B. Johnson and shares one of his best accomplishments with Riley.
- 40. Malcolm X vs. Martin Luther King, Jr. (1960s):** Two leaders of the African American Civil Rights movement sit down and discuss their differences.
- 41. Presidential Debates (1960):** Ken is sitting in his first period class five minutes before the bell rings, when Nic slides into his desk right next to him. They both cant wait to talk about the Presidential debate that was on TV last night.
- 42. Mapp vs. Ohio (1961):** Dolly is visiting her friend Warren at his house. They are supposed to be studying for their upcoming test. She enters the room and walks in on Warren paging through the swimsuit issue of a popular magazine. Dolly decides to teach him a lesson is respecting women and history.
- 43. Peace Corps (1961):** Erica and Mia have just graduated from college and Mia is having trouble deciding what to do next. Erica meets Mia at a coffee shop to try to help her figure it out.
- 44. Cuban Missile Crisis (1962):** Johnny and Robbie are at Johnny's house, getting ready to start studying for a history test. They start by reviewing the Cuban Missile Crisis.

45. **Environmentalism/EPA/Rachel Carson (1962):** Nelson and Jane are walking through a local pharmacy before purchasing tasty beverages. They walk down the paper products aisle and Nelson picks up a package of toilet paper that has an environmentally friendly tag on it. She doesn't understand the sudden popularity of the Green Movement.
46. **Tinker vs. Des Moines (1965):** John and Mary Beth are sitting at home discussing a law that the federal government is currently debating on passing.
47. **March on the Pentagon (1967):** Tanya and Robyn solve a moral dilemma with the help of a magical phone and a disgruntled literary figure from the past.
48. **1968 Olympics (1968):** Peter and Norman are sitting at home during summer vacation in an Olympic year. They are watching the daily broadcast of daytime Olympic coverage and discuss how politics have influenced the games in the past.
49. **My Lai (1968):** Ronnie and Calley are sitting on a couch playing a shoot 'em up war video game. Ronnie is glad that the video game makers have some sense of decency, at least when it comes to naming the missions in the game.
50. **Stonewall Riots (1969):** Danielle and Nicole walk up to their favorite restaurant, only to see that it is closed. They are glad that their situation isn't as bad as what they learned in history class earlier that day.
51. **Foreign Policy: Nixon vs. Carter (1970s):** Two leaders, Jimmy and Richard, discuss their different perspectives on how the US should direct its foreign policy during the tumultuous 1970s.
52. **Equal Rights Amendment (1970s):** Amy and Andrea discuss women's rights and try to revive an Amendment nearly a century old.
53. **Pentagon Papers (1971):** Lucy is relaxing in her family's living room when she is startled by her friend Peter frantically pounding on the door. In his hand is a manila folder filled with papers that he claims hold photocopies of private documents from his work.
54. **The Watergate Scandal (1972):** Luke meets Leia at her locker before lunch as usual. However, today he seems troubled by something and Leia tries to get him to open up about it.
55. **Iran Hostage Crisis (1979):** Ryan and Sam are sitting in the detention room on a Saturday. The teacher has not arrived yet. Ryan feels that they are unfairly being held and Sam reminds him what a real hostage situation is like.
56. **Reaganomics (1980s):** Two leaders, Ron and Frank, have two very different visions for the economic future of the United States. The two men discuss their differing opinions.
57. **Iran-Contra Affair (1986):** Olly, Ron and Caspar are eating lunch in the cafeteria. Ron is busy throwing food at the girls at the next table trying to get their attention. The swapping of food for sufficient ammo leads to a conversation on the Iran-Contra Affair.

58. **NAFTA (1994):** Willy and Jorge are in the cafeteria. They sit down at a lunch table and eye up their undesirable lunches in front of them. They decide that the rule about not trading lunches is unfair and that they should be able to do it without any restrictions.
59. **2000 Election (2000):** George and Al are friends walking down the street on Election Day. George isn't planning on voting so Al reminds him why every vote counts.
60. **War on Terror (2001):** Colin and Condy are two leaders debating what the government's policy should be during the War on Terror. They disagree on how the United States should respond to the attack.
61. **Citizen's United (2010):** Russ is reading the news on his tablet, when Mitch walks into the room. They discuss the history of campaign finance laws and the new decision the Supreme Court has reached.
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 arguing for separation while Martin Luther King Jr. is arguing for integration.
63. **Captains of Industry or Robber Barons?:** In this second example of a student-written dialogue, one historian is suggesting that Carnegie is a leader of industry and a positive factor for American, while historian two believes that Carnegie was a "robber baron" who made his wealth on the backs of poor workers.