

# **DARIEN PUBLIC SCHOOLS**

## **CURRICULUM GUIDE**

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### **American History 300**

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**Draft**

**March 2007**

# **DARIEN PUBLIC SCHOOLS**

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## **DATES**

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**DARIEN PUBLIC SCHOOLS**  
**CURRICULUM GUIDE**

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**American History**  
**300**

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**Approved by the Board of Education on May 22, 2007**

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# DARIEN PUBLIC SCHOOLS

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## DATES

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## **SECTION I - COURSE INFORMATION**

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### **STATEMENT OF PHILOSOPHY**

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Social Studies concerns the study of mankind – human relationships and institutions. More specifically, this study can help students understand how people govern themselves, how societies function to meet economic and social needs, and how culture, art, literature, and human behavior develop in society. We are committed to transmitting knowledge of Western Civilization, the political heritage of the American experience, and an understanding of other world cultures and traditions. Our goal is to help prepare students for active, informed, participatory citizenship in this country and in an interdependent world.

The History and Social Studies Department shares the responsibility in teaching research and writing skills. Students will complete formal and informal writing assignments, perfect research skills, and employ the broad range of information resources available today.

### **PROGRAM GOALS**

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To acquaint students with the people, forces, events and institutions that shaped the development of American history and culture.

American History 300 emphasizes such important concepts as the development of democratic institutions, industrialization, urbanization, territorial expansion, and reform. In addition to political and economic influences, social and cultural factors are treated: the role of women, minorities, immigration, and the implications of major movements in art, architecture and literature.

### **OVERVIEW**

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The 300 level sections will approach U.S. history from an interdisciplinary perspective. Students will integrate concepts and specifics from history, literature, and culture. Each section will be scheduled with an American literature section so that a team of Social Studies and English teachers can coordinate content, flexibly share class time and jointly reinforce thinking and writing skills. Students will read and write extensively. Close reading of texts including primary and secondary sources is required. Emphasis will be on developing levels of abstract thinking with particular attention to synthesizing material from various aspects of American culture. In addition to history essays, quizzes and unit tests, a major interdisciplinary paper per quarter will be evaluated by both the English and Social Studies teachers. Through oral presentations, essays, formal research papers, and examinations the student will demonstrate comprehension of the course readings and classroom work.

## ESSENTIAL QUESTIONS FOR COURSE

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### 1<sup>st</sup> Quarter

1. How are the following competing values reflected in American life: freedom / authority, spiritual / material, individual / community?
2. When is disobedience to authority just?
3. How did rationalist thought dominate the early American experience?
4. What is good for the community? What are the implications for individuals?
5. What connections in our world do you see between art, music, literature, and history?

### 2<sup>nd</sup> Quarter

1. How did rationalist thought dominate the early American experience?
2. What forces undermine rationalism?
3. What forces are required to hold a nation or people together?
4. What connections in our world do you see between art, music, literature, and history?

### 3<sup>rd</sup> Quarter

1. What is required in becoming an ideal nation?
2. What are the forces that are shaping Americans' lives?
3. How do people deal with the realities of the growing nation?
4. What were the different perspectives of what America should be, and how do these perspectives emerge?
5. What connections in our world do you see between art, music, literature, and history?

### 4<sup>th</sup> Quarter

1. What is new? What is modern?
2. What are the tensions in modern America?
3. Reflect on competing values again: freedom / authority, spiritual / material, individual / community.
4. What connections in our world do you see between art, music, literature, and history?

## PROCESS SKILLS

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Reading (Comprehending)  
Reading (Analyzing)  
Reading (Appreciating)  
Writing and Language Mechanics  
Listening  
Viewing  
Using Maps and Globes  
Studying  
Researching  
Reasoning and Reflecting  
Technology  
Appreciating Art and Music  
Independent Study  
Cooperative Learning  
Public Speaking  
Debating

## STUDENT PERFORMANCE SUMMARY

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- Essay on Competing Values in Early American Life
- Essay on Rationalism/Rationalism (comparing two eras: 1750-1815 v. 1815 – 1860)
- Short Story: Historical fiction based upon family research
- Essay that makes connections between 20<sup>th</sup> century history, literature and the arts
- Journal kept throughout the year
- Debate on the unity of the patriots in the American Revolution
- Debate on the Civil War
- Debate on the Gilded Age
- Field trips
- Class discussions
- Tests and quizzes

## GRADING GUIDELINES

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Evaluation of the students' work in this course will be based on the following:

- Complete and thorough writing of journal responses.
- Thorough completion of homework assessments.
- Self, group, and teacher assessments of papers, class and small group discussions, editing sessions, tests, quizzes, and visual presentations.
- Participation in class and small group discussions.
- Teacher assessment of quarter, semester and final interdisciplinary projects and essays.

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	<u>Expectations of Students</u>	<u>% of Report Card Grade</u>
Homework	On time and complete	15%
Tests	On time or made up	35%
Quizzes	Student has done nightly reading	10%
Essays, journals	On time and complete	30%
Participation	Attentive, Respectful and Engaged	10%
Mid-Year Exams	Counts 20% of semester grade. Each quarter grade counts 40%.	
Final Exams		

Comment [DPS1]: Check with Kathleen about summary

### NOTE:

*Based on the discretion of the teacher these percentages may fluctuate or change. These percentages can change to reflect types of assignments given in different quarters and emphasis placed on various tasks. Papers will count for both American History and American Literature.*

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## **SECTION II – UNITS OF STUDY**

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### **SUMMARY OF UNITS**

The time allocated for each unit is a general guideline.

<b><u>Unit Title</u></b>	<b><u>Duration (Weeks)</u></b>
Unit 1: Colonial Life in America	2-4 weeks
Unit 2: American Revolution and Independence	4 weeks
Unit 3: Early Republic	4 weeks
Unit 4: Reform and Expansion	4 weeks
Unit 5: Sectionalism and Conflict	5 weeks
Unit 6: Transformation and Industrialization	5 weeks
Unit 7: Progressivism	3 weeks
Unit 8: America's Entrance to the World Scene	2 weeks
Unit 9: Prosperity and Crisis 1919-1945	5 weeks
Unit 10: Title Post-War America	4-6 weeks

## UNIT 1: COLONIAL LIFE IN AMERICA

### ESSENTIAL QUESTIONS

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1. How was the North American landscape changed by the arrival of the settlers to the New World?
2. What were the sources of conflict among the settlers and the Native Americans?
3. How did democracy take root in the New World?
4. In what ways does society today reflect political and social features that characterized colonial America?

### CONTENT KNOWLEDGE OBJECTIVES

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#### Initial Understanding:

1. **State** the motivations for settlers traveling to the New World.
2. **Identify** the benefits of a joint stock company founding a colony.
3. **List** the major differences between the northern and southern colonies.

#### Developing an Interpretation:

1. **Explain** the causes of the Salem Witch Hunt.
2. **Describe** how the following competing values were manifested in colonial life: freedom v. authority, the individual v. the community, and spiritualism v. materialism? Why did these competing values exist.
3. **Describe** the early religious, economic, and racial tensions in the colonies.
4. **Explain** how the colonies changed politically, economically, religiously, and socially throughout the 17<sup>th</sup> and first half of the 18<sup>th</sup> centuries.

#### Making Connections:

1. **Analyze** how political, economic, religious, and social tensions from the colonial era are still evident in the United States today.

#### Taking a Critical Stance:

1. **Defend** the contention that Puritanism has had a positive or negative effect on America.
2. **Evaluate** the extent to which the dream of life in the New World corresponds with the reality.

## VOCABULARY

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Beringia	St. Augustine
Roanoke	Jamestown
Joint-stock company	Protestant Reformation
Predestination	Puritanism
Separatists	Plymouth
Congregationalists	Presbyterians
Mayflower Compact	Massachusetts Bay
Theocracy	John Winthrop
Anne Hutchinson	Roger Williams
William Penn	Thomas Hooker
13 original colonies	Pequot War
King Philip War	Bacon's rebellion
Cash crop	Salem Witch Hunt
Heretic	Mercantilism
Triangular trade	Middle Passage
Indentured servant	Enlightenment
Rationalism	Social contract
Popular sovereignty	Deism
Great Awakening	

## ACTIVITIES

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Class discussion / group work on artifacts of contemporary America  
Reading and discussion of text and additional resources  
Videos  
Cooperative learning activities  
Review and analyses of still images  
Free writing and Journal writing

## PERFORMANCE ASSESSMENT

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Discussion  
Quiz / test  
Essays: Observing Life Today, Puritans, Competing Values (applies to units 1&2)  
Journal  
Participation in Debate and Group Discussion  
Journal Responses  
Interdisciplinary Writing Prompts  
Analytical Essays  
Interdisciplinary Second Quarter--First Semester Essay

## CAREER AWARENESS

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Politician  
Journalist  
Teacher  
Lawyer  
Economist  
Cartographer  
Farmer  
Business Manger  
Accountant  
Auditor

## CORE TEXT FOR STUDENTS

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Boyer, Paul. The American Nation. Holt Rinehart, Winston, 1998.

## ADDITIONAL TEXTS/RESOURCES FOR USE BY STUDENTS

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A History of the United States: : Primary Sources: Our Land Our Time. San Diego: Coronado, 1986.

Davidson, James & Lytle, Mark. After the Fact: The Art of Historical Detection. McGraw Hill, 1992.

Morgan, Edmund. The Puritan Dilemma. Illinois: Scott Foresman, 1958.

Facts on File – On-line Database.

### Videos:

Captives or A& E Biography Pocahantas,  
The Crucible, Salem Witch Trial

Handouts and readings developed by instructor

## MATERIALS AND SUPPLIES

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Textbook, handouts, videos, maps

## INTEGRATED TECHNOLOGY

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Technology will be used in this unit to enhance student understanding and student work.

- Writing and editing
- Creating presentations
- Research
- Statistical analysis
- Web Page Design

## NATIONAL STANDARDS ADDRESSED IN THIS UNIT

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### **Era 2: Colonization and Settlement (1585-1763)**

Standard 1: The early arrival of Europeans and Africans in the Americas, and how these people interacted with Native Americans

Standard 2: How political institutions and religious freedom emerged in the North American colonies

Standard 3: How the values and institutions of European economic life took root in the colonies; how slavery reshaped European and African life in the Americas

## UNIT 2: AMERICAN REVOLUTION AND INDEPENDENCE

### ESSENTIAL QUESTIONS

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1. Was the American Revolution a “Revolution”?
2. How did our concept of democracy evolve?
3. What forces contributed to the colonist’s movement for independence?
4. What were the advantages and disadvantages in creating a new nation?

### CONTENT KNOWLEDGE OBJECTIVES

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#### Initial Understanding

1. **Identify** the main causes and effects of the French and Indian War.
2. **Summarize** the political, economic, and religious causes of the American Revolution.
3. **List** the steps leading to the writing of the Declaration of Independence.
4. **Describe** what factors led the Americans to be ultimately victorious over the British.

#### Developing an Interpretation

1. **Explain** the main cause of the American Revolution.
2. **Describe** how the following competing values were evident during the Revolutionary period: freedom v. authority, the individual v. the community, and spiritualism v. materialism.

#### Making Connections

1. **Analyze** how political, economic, religious, and social tensions from the revolutionary era are still evident in the United States today.
2. **Assess** the degree to which the Declaration of Independence is an illustration of rationalist thought.

#### Taking a Critical Stance

1. **Evaluate** the leadership qualities of the following men: George Washington, John Adams, Ben Franklin, Sam Adams, and Thomas Jefferson.
2. **Defend** the idea that the American Revolution was/ was not a “Revolution”.

## VOCABULARY

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French & Indian War	New France
Frontier	Six Nations
Treaty of Paris	Albany Plan of Union
Benjamin Franklin	Proclamation of 1763
Thomas Jefferson	Declaration of Independence
Sugar Act	Stamp Act
Tea Act	Townshend Acts
Intolerable Acts	Writs of Assistance
Non-Importation Agreement	Boston Massacre
Sons of Liberty	Sam Adams
John Adams	First Continental Congress
Second Continental Congress	Olive Branch Petition
King George III	Guerrilla warfare
Lexington & Concord	Bunker & Breed's Hill
Continental Army	George Washington
Battle of Trenton	Battle of Saratoga
Battle of Yorktown	Valley Forge
Tories	Patriots
Green Mountain Boys	
Benedict Arnold	
Ethan Allen	

## ACTIVITIES

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Reading and discussion of text and additional resources  
Videos  
Debate on cause of the Revolution  
Create a political cartoon  
Recruiting a spy for King George III  
Listening and analysis of music of the era  
Local history paper and presentation

## PERFORMANCE ASSESSMENT

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Discussion  
Debate  
Quiz / test  
Essays: Competing Values (applies to units 1&2)  
Journal Writing

## CAREER AWARENESS

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Politician	Economist	Accountant
Journalist	Cartographer	Auditor
Teacher	Farmer	Diplomat
Lawyer	Business Manger	
Military		

## CORE TEXT FOR STUDENTS

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Boyer, Paul. The American Nation. Holt Rinehart, Winston, 1998.

## ADDITIONAL TEXTS/RESOURCES FOR USE BY STUDENTS

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A History of the United States: : Primary Sources: Our Land Our Time. San Diego: Coronodo, 1986.

Davidson, James & Lytle, Mark. After the Fact: The Art of Historical Detection. McGraw Hill, 1992.

Feder, Bernard. Viewpoints USA. New York: American, 1967.

McCullough, David. John Adams.

### Videos:

Africans in America. PBS video series.

The American Revolution: the Conflict Ignites

The American Revolution: Washington and Arnold.

Handouts and readings developed by instructor.

## MATERIALS AND SUPPLIES

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Textbook, handouts, videos, maps

## **INTEGRATED TECHNOLOGY**

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Technology will be used in this unit to enhance student understanding and student work.

- Writing and editing
- Creating presentations
- Research
- Statistical analysis
- Web Page Design

## **NATIONAL STANDARDS ADDRESSED IN THIS UNIT**

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### **Era 3: Revolution and the New Nation (1754-1820s)**

Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory

Standard 2: How the American Revolution involved multiple movements among the new nation's many groups to reform American society

## UNIT 3: EARLY REPUBLIC

### ESSENTIAL QUESTIONS

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1. How did American society change during the era of national expansion?
2. How did freedom evolve in the period after the Revolution?
3. How were individual and sectional interests resolved in America?
4. How are the forces of rationalism evident in the shaping of the early American nation?

### CONTENT KNOWLEDGE OBJECTIVES

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#### Initial Understanding

1. **State** the problems with the Articles of Confederation.
2. **List** how the Constitution addresses the weaknesses of the Articles.

#### Developing an Interpretation

- Explain** how the two-party system in American politics developed.
- Explain** how some events from early 19<sup>th</sup> century were reflective of nationalism and sectionalism.
- Explain** how colonial experiences influence the actions of the framers of the Constitution.
- Summarize** the weaknesses of the Articles of Confederation.
- Compare and Contrast** the Federalist and the Anti federalist position on the Constitution.

#### Making Connections

1. **Assess** the degree to which the United States Constitution is an illustration of rationalist thought.
2. **Connect** how Washington's farewell address reflected the state of affairs in the United States during this era.

#### Taking a Critical Stance

1. **Discuss** how the Constitution had both limitations and revolutionary implications?
2. **Rate** the influence of American leaders in the early republic.
3. **Defend** how the Constitution can be seen as a "living" document.

## VOCABULARY

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Democracy	Bill of Rights
Republic	George Washington
Secular	Washington's Farewell Address
Anarchy	Whiskey Rebellion
Tyranny	Alexander Hamilton
Confederation	National Bank
Federalism	Jay and Pinckney's Treaties
Delegated / reserved / concurrent powers	Election of 1796
Compromise	XYZ Affair
Inflation	Alien and Sedition Act
Economic depression	Kentucky and Virginia Resolutions
Capitalism	Marbury vs. Madison
Loose vs. strict construction of Constitution	Election of 1800
Nationalism	Louisiana Purchase
Sectionalism	Impressment
Secession	Embargo Act
Rationalism	Non-Intercourse Act
Articles of Confederation	War of 1812
Constitution	William Henry Harrison
Supremacy clause	Tecumseh
Separation of powers	Tippecanoe
Checks and balances	Democratic Republicans
Civil liberties	War Hawks
Habeas Corpus	Fort McHenry
	Battle of New Orleans

## ACTIVITIES

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Reading and discussion of text and additional resources  
Videos  
Debate Federalists vs. Antifederalists  
Create a political campaign for early elections  
Debate on early presidents  
Field trip to Old Sturbridge Village  
Presentation by local law enforcement on application of Constitution  
Creating a monument to an early American figure

## PERFORMANCE ASSESSMENT

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Discussion  
Debate  
Quiz / test  
Journal

## CAREER AWARENESS

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Politician	Economist	Auditor
Journalist	Cartographer	Diplomat
Teacher	Farmer	Military Career
Lawyer	Business Manger	

## CORE TEXT FOR STUDENTS

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Boyer, Paul. The American Nation. Holt Rinehart, Winston, 1998.

## ADDITIONAL TEXTS/RESOURCES FOR USE BY STUDENTS

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---

A History of the United States: : Primary Sources: Our Land Our Time. San Diego: Coronado, 1986.

Ambrose, Stephen. Undaunted Courage.

Davidson, James & Lytle, Mark. After the Fact: The Art of Historical Detection. McGraw Hill, 1992.

Feder, Bernard. Viewpoints USA. New York: American, 1967.

### Documents:

Jefferson, Thomas. A Little Rebellion Now and Then.

Washington, George. Farewell Address.

Videos: Robert Hughes's American Vision – The Wilderness and the West

Handouts and readings developed by instructor

## MATERIALS AND SUPPLIES

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Textbook, handouts, videos, maps

## **INTEGRATED TECHNOLOGY**

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Technology will be used in this unit to enhance student understanding and student work.

Writing and editing

Creating presentations

Research

Statistical analysis

Web Page Design

## **NATIONAL STANDARDS ADDRESSED IN THIS UNIT**

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### **Era 3: Revolution and the New Nation (1754-1820s)**

Standard 3: The institutions and practices of government created during the revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system

### **Era 4: Expansion and Reform (1801-1861)**

Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

## ASSESSMENT EXAMPLE – UNIT 3

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### American History

#### The Early Presidents Debate

You will be assigned to one of four teams. Each team will take and defend either an affirmative or negative position on one of the following theses:

- A. **The administrations of George Washington and John Adams provided for effective leadership in the early years of the United States.**
- B. **The administrations of Thomas Jefferson and James Madison provided for effective leadership in the early years of the United States.**

The pieces of your argument must come from facts and opinions molded in your mind to address your position. You should plan to use any and all sources you can find (i.e. in the library – both books and videos, the internet, your textbook, and our classroom source *Our Land, Our Time*). There is a lot of room for creativity in pulling facts and ideas together and presenting them in an interesting way. Your job is to work with your teammates to prepare an effective argument supporting the thesis or attacking it.

Written: Each team will hand in one extensively detailed and typed outline of reasons and examples/quotes/stats to support its argument. Include a typed bibliography.

Oral: Two teams at a time will face off against each other. Each team should choose a captain to begin with who can help coordinate discussion and preparation. All members are expected to participate either as chief presenters, as questioners, as answerers, as secretaries, and/or as researchers. Individuals, as well as teams, will receive a grade on participation as well as input from the team and team captains.

Due date: Ready to debate and hand in \_\_\_\_\_

Getting started:

- A. Brainstorm the topic. What do you already know for sure?
- B. Decide what kinds of information would help your case.
- C. Decide how each team member could contribute effectively. Assign tasks.
- D. Research, share, ~~collaborate~~ and collaborate.

Here are a few questions to get you started:

- A. Which qualities does an effective leader possess?
- B. What were some of the challenges in the first two decades of the United States after the Constitution was drafted?
- C. How would an effective leader respond to these challenges?

## Debate Rubric

	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Weak</b>
<b>Command of Topic</b>	<ul style="list-style-type: none"> <li>■ Outline/presentation address the assignment, demonstrating both familiarity with pertinent issues and independent thought</li> </ul>	<ul style="list-style-type: none"> <li>■ Outline/presentation address the topic</li> </ul>	<ul style="list-style-type: none"> <li>■ Subject is clear, although outline/presentation miss some element(s) of topic</li> </ul>	<ul style="list-style-type: none"> <li>■ Subject is not fully clear, and outline/presentation miss several elements of topic</li> </ul>
<b>Argumentative Development and Organization</b>	<ul style="list-style-type: none"> <li>■ Especially careful development of related ideas in a coherent, sequential outline/presentation</li> <li>■ Ideas are presented in a forceful, clear and logical way</li> </ul>	<ul style="list-style-type: none"> <li>■ Careful development of related ideas in a coherent, sequential outline/presentation</li> <li>■ Some tangential ideas, unassimilated quotations, needless summary</li> </ul>	<ul style="list-style-type: none"> <li>■ Sequence of ideas is traceable, although structure is faulty</li> <li>■ Excess summary, unassimilated ideas and accessory information</li> <li>■ Absence of support, transitions, flow</li> </ul>	<ul style="list-style-type: none"> <li>■ Little development of or relationship among ideas</li> <li>■ Flawed sequence of ideas</li> </ul>
<b>Public Speaking</b>	<ul style="list-style-type: none"> <li>■ Controls voice expertly (pitch, inflection, volume, pace, articulation, tone, and rarely, if ever uses fillers (“um”, “like”))</li> <li>■ Presents in a lively and interesting manner</li> <li>■ Maintains eye contact with audience</li> <li>■ Uses sophisticated rhetorical devices</li> </ul>	<ul style="list-style-type: none"> <li>■ Controls voice and only occasionally uses fillers</li> <li>■ Presents in an interesting manner</li> <li>■ Maintains eye contact with many members of the audience</li> <li>■ Uses rhetorical devices</li> </ul>	<ul style="list-style-type: none"> <li>■ Controls voice occasionally often uses fillers</li> <li>■ Sometimes presents in an interesting manner</li> <li>■ Maintains eye contact with several members of audience</li> <li>■ Occasionally uses rhetorical devices</li> </ul>	<ul style="list-style-type: none"> <li>■ Rarely controls voice and uses fillers consistently</li> <li>■ Rarely presents in an interesting manner</li> <li>■ Maintains eye contact with few, if any, members of audience</li> <li>■ Rarely uses rhetorical devices</li> </ul>

## UNIT 4: EXPANSION AND REFORM

### ESSENTIAL QUESTIONS

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1. What were the consequences of American expansion?
2. What were the results of changing conceptions of democracy?
3. What forces unify or divide people?

### CONTENT KNOWLEDGE OBJECTIVES

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#### Initial Understanding

1. **Identify** events which illustrate growing sectionalism during the 1820's and 1830's.
2. **Explain** the factors that encouraged the growth of reform movements during the 1820's-1840s.

#### Developing an Interpretation

1. **Describe** how Andrew Jackson expanded the notion of democracy.
2. **Explain** how 19<sup>th</sup> century Americans renewed their enthusiasm for religion.
3. **Describe** the consequences of American expansion during the 19<sup>th</sup> century.

#### Making Connections

1. **Analyze** the implications of America's 19<sup>th</sup> century expansion for contemporary Mexican and American relations.
2. **Examine** how Romanticism is reflected in the following: The Jacksonian Period, the reform movements of the 1820's-1840's, and westward expansion.

#### Taking a Critical Stance

1. **Judge** whether or not Andrew Jackson should be portrayed as a hero or as a flawed leader?
2. **Evaluate** the degree to which events and/ or artifacts of the 19<sup>th</sup> century are representative of the first 100 years of the United States.

## VOCABULARY

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Sectionalism	Lowell Mills
Spoils system	Nativism
The common man	Immigration
Secession	Lucretia Mott
Reform	Elizabeth Cady Stanton
Suffrage	Susan B. Anthony
Abolition	Grimke Sisters
Temperance	Suffrage
Rehabilitation	Declaration of Sentiments
Dorothea Dix	Seneca Falls Convention
Utopian	Horace Mann
Religious revival	Gold Rush
American System	Westward Expansion
Monroe Doctrine	Manifest Destiny
Henry Clay	John O’Sullivan
John C. Calhoun	Transcontinental Railroad
Missouri Compromise	Texas Annexation
1824 Election	Mexican Cession
1828 Election	Mexican American War
Andrew Jackson	Oregon Trail
Indian Removal Act	Donner Party
Trail of Tears	Homestead Act
Nullification Crisis	Pacific Railway Act
National Bank	US Dept of Agriculture
Industrial Revolution	Bureau of Indian Affairs
Urbanization	
Labor	

## ACTIVITIES

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Reading and discussion of text and additional resources  
Videos  
“The Plight of the Pioneer” role-play  
Listening and analysis of music of the Romantic era  
Debating whether Jackson should be on the twenty-dollar bill  
Mapping the expansion of the United States

## PERFORMANCE ASSESSMENT

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Discussion  
Debate  
Quiz / test  
Journal

## CAREER AWARENESS

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Politician	Cartographer	Auditor
Journalist	Farmer	Diplomat
Teacher	Business Manger	
Lawyer	Factory worker	
Economist	Accountant	

## CORE TEXT FOR STUDENTS

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Boyer, Paul. The American Nation. Holt Rinehart, Winston, 1998.

## ADDITIONAL TEXTS/RESOURCES FOR USE BY STUDENTS

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A History of the United States: : Primary Sources: Our Land Our Time. San Diego: Coronado, 1986.

Davidson, James & Lytle, Mark. After the Fact: The Art of Historical Detection. McGraw Hill, 1992.

### Documents:

Blevins, Winfred. Rendezvous, from the book Give Your Heart to the Hawks. 1995

Boller, Robert. Presidential Anecdotes. New York: Oxford, 1996.

Mann, Horace. The Case for the Public Schools.

Thoreau, Henry David. Civil Disobedience.

Stanton, Elizabeth Cady. The Declaration of Rights and Sentiments.

### Videos:

Burns, Robert. The West. PBS video series.

Hughes, Robert. American Visions. PBS video series.

Not for Ourselves Alone. PBS video series.

Amistad. PBS video series.

Handouts and readings developed by instructor

## **MATERIALS AND SUPPLIES**

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Textbook, handouts, videos, maps

### **INTEGRATED TECHNOLOGY**

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Technology will be used in this unit to enhance student understanding and student work.

Writing and editing  
Creating presentations  
Research  
Statistical analysis  
Web Page Design

## **NATIONAL STANDARDS ADDRESSED IN THIS UNIT**

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### **Era 4: Expansion and Reform (1801-1861)**

- Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans
- Standard 2: How the industrial revolution, the rapid expansion of slavery and the westward movement changed the lives of Americans and led toward regional tensions
- Standard 3: The extension, restriction, and reorganization of political democracy after 1800
- Standard 4: The sources and character of reform movements in the antebellum period and what the reforms accomplished or failed to accomplish

## UNIT 5: SECTIONALISM AND CONFLICT

### ESSENTIAL QUESTIONS

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1. What factors cause a divide in a country?
2. How does the evolution of science and technology impact war?
3. What role does the government play in daily lives of Americans?

### CONTENT KNOWLEDGE OBJECTIVES

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#### Initial Understanding

1. **List** the strengths and weaknesses of the North and South at the outset of the war.
2. **Identify** the strategies each side used in mobilizing for war.
3. **Describe** the economic and social conditions in the South after the war.

#### Developing an Interpretation

1. **Explain** the most important factor causing the North to win the war.
2. **Explain** the moral, economic, and political causes of the war.
3. **Compare and contrast** moderate to radical approaches to Reconstruction.

#### Making Connections

1. **Describe** some issues that divide different regions of the country today.
2. **Connect** Reconstruction and the African American civil rights movement.

#### Taking a Critical Stance

1. **Assess** to what degree Reconstruction was successful in accomplishing its goals.
2. **Evaluate** the political, military and social leadership qualities exhibited by influential people of the period.

## VOCABULARY

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Sectionalism	Abraham Lincoln
States' rights	Gettysburg Address
Moderates	Emancipation Proclamation
Radicals	Secession
Secession	Jefferson Davis
Total war	Fort Sumter
War of attrition	Antietam
Guerilla warfare	Vicksburg
Conscription	Gettysburg
Emancipation	Bull Run
Slavery and Southern economy	Clara Barton
Cotton Gin	Appomattox
Abolitionism	Robert E. Lee
Frederick Douglas	Ulysses S. Grant
William Lloyd Garrison	Reconstruction
Dred Scott Court Case	Radical Republicans
Roger Taney	Andrew Johnson
Kansas-Nebraska Act	Compromise of 1877
Popular sovereignty	Rutherford B. Hayes
Stephen Douglass	Jim Crow laws
Freeport Doctrine	Sharecropping
Bleeding Kansas	Ku Klux Klan
John Brown	13 <sup>th</sup> , 14 <sup>th</sup> , 15 <sup>th</sup> amendments
Harper's Ferry	Carpetbaggers
Uncle Tom's Cabin – Harriet Beecher Stowe	Scalawags
1860 Election	Freedman's Bureau

## ACTIVITIES

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Reading and discussion of text and additional resources  
Debate on Civil War  
Civil War battle strategy simulation  
Reconstruction role-play

## PERFORMANCE ASSESSMENT

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Discussion  
Debate  
Quiz / test  
Journal

## CAREER AWARENESS

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Politician	Economist	Factory worker
Journalist	Cartographer	Accountant
Teacher	Farmer	Auditor
Lawyer	Business Manger	Diplomat
Engineer		
Military Career		

## CORE TEXT FOR STUDENTS

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Boyer, Paul. The American Nation. Holt Rinehart, Winston, 1998.

## ADDITIONAL TEXTS/RESOURCES FOR USE BY STUDENTS

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A History of the United States: : Primary Sources: Our Land Our Time. San Diego: Coronado, 1986.

Davidson, James & Lytle, Mark. After the Fact: The Art of Historical Detection. McGraw Hill, 1992.

Feder, Bernard. *Viewpoints USA*. New York: American, 1967.

### Videos:

Burns, Ken. The Civil War. PBS series.  
Glory.  
Gettysburg.

Handouts and readings developed by instructor

## MATERIALS AND SUPPLIES

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---

Textbook, handouts, videos, maps

## **INTEGRATED TECHNOLOGY**

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Technology will be used in this unit to enhance student understanding and student work.

Writing and editing  
Creating presentations  
Research  
Statistical analysis  
Web Page Design

## **NATIONAL STANDARDS ADDRESSED IN THIS UNIT**

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### **Era 5: Civil War and Reconstruction (1850-1877)**

Standard 1: The causes of the Civil War

Standard 2: The course and character of the Civil War and its effects on the American people

Standard 3: How various reconstruction plans succeeded or failed

## UNIT 6: TRANSFORMATION AND INDUSTRIALIZATION

### ESSENTIAL QUESTIONS

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1. In what ways could the United States be considered a world power?
2. How did developing industrialism impact the nation?
3. What was and has been the impact of immigration to American Society?

### CONTENT KNOWLEDGE OBJECTIVES

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#### Initial Understanding

1. **Identify** examples of government corruption after the Civil War.
2. **List** response to corruption.
3. **Illustrate** examples of difficult working and living conditions for the lower class.

#### Developing an Interpretation

1. **Compare and contrast** the impact of industrialism on different social classes of Americans in the late 19<sup>th</sup> century.
2. **Describe** how industrialization impacted Native Americans, cowboys, farmers, and miners.
3. **Discuss** business and government response to labor activism in the late 1800's.

#### Making Connections

1. **Examine** how the immigrant experience of today is similar to and different from the 19<sup>th</sup> century immigrant experience.
2. **Compare** the economic system of the 19<sup>th</sup> century to the system of today.

#### Taking a Critical Stance

1. **Evaluate** the United States government Native American reservation policy.
2. **Conclude** whether industrialist of the 19<sup>th</sup> century should be viewed as “captains of industry” or “robber barons”?

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## VOCABULARY

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Boss Tweed	John D. Rockefeller
Tweed Ring	J.P. Morgan
Credit Mobilier Scandal	Cornelius Vanderbilt
Political Machine	Robber Barron
Tammany Hall	Vertical / horizontal integration
Morrill Act	competition
U.S. Department of Agriculture	Monopoly
Wounded Knee	Trust
Little Big Horn	Tenement
Sand Creek	Conspicuous Consumption
Treaty of Fort Laramie	Anarchist
General George Custer	Haymarket Riot
Bureau of Indian Affairs	Gilded Age
Dawes Act	Nouveau riche
Industrialization	Sherman Antitrust Act
Urbanization	Laissez-faire
Hamlin Garland	Corporations
Reservations	Civil service reform
Assimilation	Social Darwinism
Bonanza farms	<i>Gospel of Wealth</i>
Vaqueros	Chinese Exclusion Act
Open range	Xenophobia
Mass production	New immigrants
Assembly line	Nativism
Division of labor	Americanization
Andrew Carnegie	

## ACTIVITIES

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Reading and discussion of text and additional resources  
Videos  
Debate  
Farming Game  
Assembly line simulation  
Immigration Simulation  
Field Trip to Ellis Island/New York City Tenement Museum

## PERFORMANCE ASSESSMENT

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Discussion  
Quiz / test  
Debate  
Historical Fiction Story (applies to units 6-7)  
Journal

## CAREER AWARENESS

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Politician	Economist	Factory worker
Journalist	Transportation	Accountant
Teacher	Farmer	Auditor
Lawyer	Business Manager	
Banker		
Engineer		

## CORE TEXT FOR STUDENTS

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Boyer, Paul. The American Nation. Holt Rinehart, Winston, 1998.

## ADDITIONAL TEXTS/RESOURCES FOR USE BY STUDENTS

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A History of the United States: : Primary Sources: Our Land Our Time. San Diego: Coronado, 1986.

Davidson, James & Lytle, Mark. After the Fact: The Art of Historical Detection. McGraw Hill, 1992.

Feder, Bernard. Viewpoints USA. New York: American, 1967.

### Documents:

“American City 1865-1900” from Firsthand America: A History of the United States

### Videos:

The Wild West: Cowboys

The Wild West: Indians

New York City. PBS Video

Handouts and readings developed by instructor

## **MATERIALS AND SUPPLIES**

---

Textbook, handouts, videos, maps, library resources

## **INTEGRATED TECHNOLOGY**

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Technology will be used in this unit to enhance student understanding and student work.

Writing and editing  
Creating presentations  
Research  
Statistical analysis  
Web Page Design

## **NATIONAL STANDARDS ADDRESSED IN THIS UNIT**

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### **Era 6: The Development of the Industrial United States (1870-1900)**

- Standard 1: How the rise of big business, heavy industry, and mechanized farming transformed the American peoples
- Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity
- Standard 3: The rise of the American labor movement, and how political issues reflected social and economic changes
- Standard 4: Federal Indian policy and United States foreign policy after the Civil War

## UNIT 7: PROGRESSIVISM

### ESSENTIAL QUESTIONS

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1. In what ways can individuals influence change in American society?
2. How can societal ills be remedied?
3. Was the Progressive era “Progressive”?

### CONTENT KNOWLEDGE OBJECTIVES

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#### **Initial Understanding**

1. **List** the political, social and economic areas of concern during this era.
2. **Detail** legislative, economic and social responses to these concerns.

#### **Developing an Interpretation**

1. **Explain** the key principals of progressivism.
2. **Compare** and contrast the goals of the Populists and Progressives.
3. **Explain** the progressive beliefs of the leaders of the period.

#### **Making Connections**

1. **Describe** how issues of concern are identified in today’s society.
2. **Compare and contrast** the role of the media in American life.

#### **Taking a Critical Stance**

1. **Create** an original short story that connects a personal or community experience to historical events.
2. **Evaluate** the legacy of Progressivism

## VOCABULARY

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Progressivism	Samuel “Golden Rule” Jones
Muckrakers	16 <sup>th</sup> Amendment
The Grange Movement	17 <sup>th</sup> Amendment
The National Grange	18 <sup>th</sup> Amendment
Farmers Alliance	19 <sup>th</sup> Amendment
Interstate Commerce Act	20 <sup>th</sup> Amendment
Sherman Silver Purchase Act	<i>The Jungle</i>
Populist Party	Lewis Hines
Populism	Jacob Riis
William McKinley	Tenement Reforms
Ida Tarbell	Jane Adams
<i>Lochner v. New York</i>	Margaret Sanger
<i>Muller v. Oregon</i>	Open shop
Labor Unions	Square Deal
American Federation of Labor	Hepburn Act
The Industrial Workers of the World	Pure Food and Drug Act
Samuel Gompers	Meat Inspection Act
Florence Kelley	Newlands Reclamation Act
“Big Bill” Haywood	Theodore Roosevelt
Lawrence Veiller	William Howard Taft
Woman’s Christian Temperance	Woodrow Wilson
Movement	New Nationalism
NAACP	Square Deal
W.E.B. Dubois	New Freedom
Booker T. Washington	Federal Trade Commission
Society of American Indians	Clayton Antitrust Act
William Jennings Bryan	Federal Farm Loan Act
Referendum	Keating-Owen Child Labor Act
Recall	Federal Reserve Act
Direct primaries	Federal Workman’s Compensation Act
Initiative	Trust-busting
Closed shop	Women’s suffrage

## ACTIVITIES

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Reading and discussion of text and additional materials  
Videos  
Local history paper and presentation

## PERFORMANCE ASSESSMENT

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Discussion  
Quiz / test  
Journal  
Historical Fiction Story (applies to units 6 & 7)  
Student Presentations on Progressive Movements  
Comparative assignment on modern progressivism

## CAREER AWARENESS

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Politician	Economist	Lobbyist
Journalist	Transportation	Factory worker
Teacher	Social Worker	Accountant
Lawyer	Business Manager	Auditor
Banker		
Engineer		

## CORE TEXT FOR STUDENTS

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Boyer, Paul. The American Nation. Holt Rinehart, Winston, 1998.

### **Additional Texts/Resources for Use by Students:**

A History of the United States: : Primary Sources: Our Land Our Time. San Diego: Coronado, 1986.

Davidson, James & Lytle, Mark. After the Fact: The Art of Historical Detection. McGraw Hill, 1992.

### **Videos:**

Teddy Roosevelt: From Rough Rider to Rushmore. A&E Biography

### **Documents:**

Sinclair, Upton. Selections from The Jungle.

Riis, Jacob. Selections from How the Other Half Lives.

Hines, Lewis. Selected Photographs

Handouts and readings developed by instructor

## **MATERIALS AND SUPPLIES**

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Textbook, handouts, videos, maps

## **INTEGRATED TECHNOLOGY**

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Technology will be used in this unit to enhance student understanding and student work.

Writing and editing

Creating presentations

Research

Statistical analysis

Web Page Design

## **NATIONAL STANDARDS ADDRESSED IN THIS UNIT**

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### **Era 7: The Emergence of Modern America (1890-1930)**

Standard 1: How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption

## UNIT 8: AMERICA’S ENTRANCE TO THE WORLD SCENE

### ESSENTIAL QUESTIONS

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1. What was the result of increased American interaction in world affairs?
2. How did international events impact American society?

### CONTENT KNOWLEDGE OBJECTIVES

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#### Initial Understanding

1. **State** the reasons for American imperialism.
2. **Identify** the consequences of America’s imperialist policies.
3. **List** the factors that led to American involvement in WWI.

#### Developing an Interpretation

1. **Describe** America’s role in WWI.
2. **Explain** American mobilization for war.
3. **Discuss** the American political debate regarding ratification of the Treaty of Versailles.

#### Making Connections

1. **Apply** isolationists and interventionist theories to contemporary world issues.
2. **Analyze** the role modern media plays in shaping public opinion?

#### Taking a Critical Stance

1. **Prepare** a justification for United States imperialism?
2. **Conduct** a cost benefit analysis of American imperialism.
3. **Create** a political cartoon illustrating a feature of American foreign policy.

## VOCABULARY

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Imperialism	Reparations
Annexation	Self determination
Spheres of influence	No man's land
Protectorate	Sussex Pledge
Yellow journalism	General Pershing
Panama Canal	National Defense Act
Spanish American War	<i>Lusitania</i>
Rough Riders	Zimmerman Note
The Teller Amendment	Committee on Public Information
Platt Amendment	Propaganda
The Philippine Government Act	Liberty Bonds
Open Door Policy	American Expeditionary Force
The Jones Act of 1917	Woodrow Wilson
Hay-Bunau-Varilla Treaty	Armistice
Queen Liliuokalani	League of Nations
Seward's Folly	Paris Peace Conference
Boxer Rebellion	The Big Four
Willam Randolph Hearst	Great Migration
Joseph Pullitzer	Espionage Act
Dollar Diplomacy	Sedition Act
Moral Diplomacy	Fourteen Points
Big Stick Diplomacy	Reparations
Francisco "Pancho" Villa	Ratification
<i>The Maine</i>	Isolationism
Roosevelt Corollary	Interventionism
Trench warfare	Neutrality
Stalemate	Unrestricted submarine warfare
Selective Service Act	Homefront

## ACTIVITIES

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Reading and discussion of text and additional material  
Videos  
Creating political cartoons  
Political Cartoon Analysis

## PERFORMANCE ASSESSMENT

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Discussion  
Quiz / test  
Journal

## CAREER AWARENESS

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Politician	Economist	Factory worker
Journalist	Transportation	Accountant
Teacher	Business Manager	Auditor
Lawyer	Lobbyist	
Military Career		
Engineer		

## CORE TEXT FOR STUDENTS

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Boyer, Paul. The American Nation. Holt Rinehart, Winston, 1998.

### **Additional Texts/Resources for Use by Students:**

A History of the United States: : Primary Sources: Our Land Our Time. San Diego: Coronado, 1986.

Davidson, James & Lytle, Mark. After the Fact: The Art of Historical Detection. McGraw Hill, 1992.

### **Videos:**

The Great War.

Teddy Roosevelt: From Rough Rider to Rushmore. A&E Biography.

Handouts and readings developed by instructor

## MATERIALS AND SUPPLIES

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---

Textbook, handouts, videos, maps

## **INTEGRATED TECHNOLOGY**

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Technology will be used in this unit to enhance student understanding and student work.

Writing and editing

Creating presentations

Research

Statistical analysis

Web Page Design

## **NATIONAL STANDARDS ADDRESSED IN THIS UNIT**

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**Era 7: The Emergence of Modern America (1890-1930)**

Standard 1: The changing role of the United States in world affairs through World War I

## UNIT 9: PROSPERITY AND CRISIS--1919-1945

### ESSENTIAL QUESTIONS

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1. What constitutes the notion of modern America?
2. How do Americans respond to crisis?
3. How has the role of American government changed?

### CONTENT KNOWLEDGE OBJECTIVES

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#### Initial Understanding

1. **List** the short and long term causes of the Great Depression.
2. **Identify** the factors that led to American involvement in WWII.

#### Developing an Interpretation

1. **Discuss** how the 1920's can be considered a "roaring" decade.
2. **Evaluate** Franklin Delano Roosevelt as a leader.
3. **Compare and Contrast** Hoover and Roosevelt's approach to dealing with the Great Depression.
4. **Discuss** criticisms of the New Deal from the perspective of the left and the right.
5. **Explain** the role the United States government played in preparing for involvement in World War II?

#### Making Connections

1. **Assess** the degree to which FDR's New Deal programs have changed the role of government.
2. **Describe** how the American domestic response is similar to or different than other responses during a military conflict.

#### Taking a Critical Stance

1. **Evaluate** the justification for using military force in WWII.
2. **Analyze** the influence of print, video, photography and audio on shaping public perception.

## VOCABULARY:

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Red Scare	Harry Truman
Sacco and Vanzetti	Winston Churchill
Ku Klux Klan	Benito Mussolini
Ethnocentrism	Adolf Hitler
19 <sup>th</sup> Amendment	Joseph Stalin
Women's Rights Movement	Nazis
18 <sup>th</sup> Amendment	Lend Lease Act
Demobilization	Atlantic Charter
Prohibition	Non Aggression
Flappers/Vamps	Facism
Speakeasies	Isolationism
Spirit of St. Louis	Rosie the Riveter
Charles Lindberg	Rationing
Jazz	Zoot Suit Riots
Organized crime	Unilateralism
Scopes Trial	Conservatism
Harlem Renaissance	Individualism
Marcus Garvey	Manhattan Project
Herbert Hoover	Nagasaki
Margin buying	Hiroshima
Overproduction	Enola Gay
Underconsumption	Pearl Harbor
Bull/bear market	D-Day
Black Thursday	Dwight Eisenhower
Black Tuesday	Operation Overlord
Bonus Army	Battle of Bulge
Franklin D. Roosevelt	Midway
Bank Holiday	Bataan Death March
The Great Depression	Yalta Conference
The New Deal	Neutrality
Hooverilles	Island hopping
The Dust Bowl	Executive Order 9066
Huey Long	Japanese American internment
Social Security	VE Day
Relief	VJ Day
Reform	Unconditional surrender
Recovery	
America First	
Appeasement	
Axis Powers	
Allied Powers	

## ACTIVITIES

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Reading and discussion of text and additional material  
Videos  
Depression era slides / photographs  
Evaluation of the New Deal graphing and chart activity  
Analyzing graphs showing American economic change  
Analyze political cartoons  
Writing personal letters to the homefront  
Evaluate music from the era.

## PERFORMANCE ASSESSMENT

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Discussion  
Quiz / test  
Journal

## CAREER AWARENESS

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Politician	Economist	Factory worker
Journalist	Transportation	Accountant
Teacher	Business Manager	Auditor
Lawyer	Lobbyist	
Military Career		
Engineer		

## CORE TEXT FOR STUDENTS

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Boyer, Paul. The American Nation. Holt Rinehart, Winston, 1998.

### **Additional Texts/Resources for Use by Students:**

A History of the United States: : Primary Sources: Our Land Our Time. San Diego: Coronado, 1986.

Davidson, James & Lytle, Mark. After the Fact: The Art of Historical Detection. McGraw Hill, 1992.

### **Videos:**

American Experience: The 20<sup>th</sup> Century. The Democrat and the Dictator.

The Century: The Best of Times.

The Band of Brothers.

Patton.

Jazz. PBS Series

The Dustbowl. PBS Series

Handouts and readings developed by instructor

## **MATERIALS AND SUPPLIES**

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Textbook, handouts, videos, maps

## **INTEGRATED TECHNOLOGY**

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Technology will be used in this unit to enhance student understanding and student work.

Writing and editing

Creating presentations

Research

Statistical analysis

Web Page Design

## NATIONAL STANDARDS ADDRESSED IN THIS UNIT

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### **Era 7: The Emergence of Modern America (1890-1930)**

Standard 3: How the United States changed from the end of World War I to the eve of the Great Depression

### **Era 8: The Great Depression and World War II (1929-1945)**

Standard 1: The causes of the Great Depression and how it affected American society

Standard 2: How the New Deal addressed the Great Depression, transformed American Federalism, and initiated the welfare state

Standard 3: The origins and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

## UNIT 10: POST WAR AMERICA

### ESSENTIAL QUESTIONS

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1. How has technology influenced American society?
2. How did American Foreign policy in the post war era influence American life?
3. How has America dealt with challenges to the status quo?

### CONTENT KNOWLEDGE OBJECTIVES

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#### **Initial Understanding**

1. **List** the American policies and approach to the spread of communism.
2. **Identify** American attempts to stop the spread of communism.

#### **Developing an Interpretation**

1. **Discuss** the issues of concern in the 1948 election.
2. **Evaluate** American responses to poverty in the 1930's and 1960's.
3. **Explain** the significance of the Space Race and the Arms Race.
4. **Compare and Contrast** the strategies and philosophies of Malcolm X and Martin Luther King

**Comment [DPS2]:** Add more domestic policy questions

#### **Making Connections**

1. **Assess** the degree to which Presidents were successful in the fighting the war on poverty.
2. **Analyze** how American leaders have used the power of the Office of the Presidency in times of crisis.

#### **Taking a Critical Stance**

1. **Evaluate** the effectiveness of the Civil Rights legislation passed in the post war years.
2. **Create** a Power Point Presentation showing the influence of the anti-war movement in America during the Cold War.

## VOCABULARY:

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Cold War	Rosa Parks
United Nations	Malcom X
Berlin Airlift	John F. Kennedy
Marshall Plan	New Frontier
NATO	Bay of Pigs
McCarthyism	Cuban Missile Crisis
Truman Doctrine	Equal Pay Act
CIA	Lee Harvey Oswald
Red Scare	Warren Commission
Arms Race	Lyndon B. Johnson
Space Race	War on Poverty
Neil Armstrong	Medicaid
Buzz Aldrin	Dwight Eisenhower
Blacklists	War on Poverty
Rosenbergs	38 <sup>th</sup> Parallel
Communism	Korean War
Spheres of Influence	Rock n' Roll
Domino Theory	Home front
Suez Crisis	United Farm Workers
U-2 incident	American Indian Movement
Suburbs	Silent Generation
Baby Boom	Counterculture
Materialism	Hippies
Television	Andy Warhol
Urban Renewal	Pop Art
Thurgood Marshall	British Invasion
Brown v. Board of Education	Woodstock
Civil Rights Acts	Tonkin Gulf Resolution
Voting Rights Act	Escalation
Black Panthers	Operation Rolling Thunder
Black Power	Ho Chi Minh Trail
Martin Luther King	26 <sup>th</sup> Amendment
Kent State Riots	Richard Nixon
March on Washington	Saigon
Little Rock Nine	Hawks
Great Society	Doves
Freedom Rides	Robert McNamara
Sit-ins	Tet Offensive
Student Nonviolent Coordination	OPEC
Committee	Watergate
Counterculture	Saturday Night Massacre
Vietnamization	Gerald Ford
Montgomery Bus Boycott	Jimmy Carter

Human Rights  
Panama Canal Treaties  
Camp David Accords  
Iranian hostage Crisis  
Social Change

American Indian Movement  
Roe vs. Wade  
Equal Rights Amendment  
SALT I and SALT II  
Beatniks

## ACTIVITIES

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Reading and discussion of text and additional material  
Videos  
Vietnam War News Reels  
Little Rock Nine Video

## PERFORMANCE ASSESSMENT

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Discussion  
Quiz / test  
Journal  
Power Point Presentation

## CAREER AWARENESS

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Politician	Economist	Factory worker
Journalist	Transportation	Accountant
Teacher	Business Manager	Auditor
Lawyer	Lobbyist	
Military Career		
Engineer		

## CORE TEXT FOR STUDENTS

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Boyer, Paul. The American Nation. Holt Rinehart, Winston, 1998.

### **Additional Texts/Resources for Use by Students:**

A History of the United States: : Primary Sources: Our Land Our Time. San Diego: Coronado, 1986.

Davidson, James & Lytle, Mark. After the Fact: The Art of Historical Detection.  
McGraw Hill, 1992.

Handouts and readings developed by instructor

### **MATERIALS AND SUPPLIES**

---

Textbook, handouts, videos, maps

### **INTEGRATED TECHNOLOGY**

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Technology will be used in this unit to enhance student understanding and student work.

Writing and editing

Creating presentations

Research

Statistical analysis

Web Page Design

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American History/ American Literature

### **First Quarter Interdisciplinary Essay Exam**

#### **Content**

Write an essay exploring and explaining what early American literature and history reveal about the relationship between one set of competing values.

First choose one set of the competing values that we have discussed in the study of early America this quarter: freedom/authority; spiritual/material; individual/community; wild/tame.

Next, collect specific examples of the set of competing values from your study of all sources in both history and literature. (See the attached list of sources.) Initially, you should consider all possible sources, but the assignment requires you to examine two literary and two historical sources.

Then, write a 4-6 page thesis-based (typed, double-spaced) essay in which you

- State a thesis presenting an arguable point about the relationship between the competing values in early America
- Explain/define your set of competing values
- Explore/analyze how the tension between the values is developed in and connects to at least two different pieces of literature and two historical events.

Note: A strong essay will go beyond simply listing where the set of competing values is evident. It will integrate and compare/contrast the nature of the tension in the various sources you have chosen to explore.

#### **Process Deadlines:**

Choose your competing values and identify the two sources (any combination of literature and history) by October 3<sup>rd</sup>.

Final copy: turned in at the beginning of class on October 19<sup>th</sup>.

Note: Because this counts for 2 exam grades, no late papers will be accepted after this time. If you are absent on that day, contact teachers before class period and make arrangements to turn it in by 2:30. You still should submit it to turnitin.com

Also submit your final copy of the essay to [www.turnitin.com](http://www.turnitin.com) no later than 11:59 pm on the 19<sup>th</sup> of October.

American History/ American Literature

**Rubric – Competing Values Essay**

Standards:	Excellent	Good	Fair	Poor
<b>CONTENT</b>				
Identification/Explanation of Competing Value				
Analysis of tension between values is well developed				
Supporting evidence is developed through examples from : <ul style="list-style-type: none"> <li>- 2 Pieces of Literature</li> <li>1)</li> <li>2)</li> <li>- 2 pieces of History</li> <li>1)</li> <li>2)</li> </ul>				
Integration of compare/contrast of sources				
<b>FORM</b>				
Introduction				
Thesis is arguable and clearly defines relationship between values				
Paragraph Organization				
Transitions				
<b>DETAILS</b>				
Turnitin.com	(YES)			(NO)
Length 4-7 pages, typed, double-spaced	(YES)			(NO)
Citations are correctly formatted				
Grammar, spelling and punctuation are correct.				

## Quarter 1 Project

### Quarter Project One: The Crisis

“These are the times that try men’s souls,” said Thomas Paine about the crisis that was the Revolutionary War. Engaging in this war was not an easy decision for all people in the colonies, as you will see in your reading. Your first Quarter Project asks you to use the literary excerpts and historical documents you have been studying to take your own position on the always controversial issue of going to war. *The project is worth TWO test grades for both courses, American History and American Literature.*

#### **Part I—Persuasive Speech (4 to 5 pages)**

Two months after the outbreak of fighting at Lexington and Concord, going to war with England seems like the only topic in the pubs, churches, and town squares. What is your opinion on the topic? After choosing a persona below, you will draft a 4- to 5-page speech designed to persuade others of the appropriateness of your side of the argument. In doing so, you may be as creative as possible, but in the end, you will be evaluated on how well you use your understanding of your reading to make a persuasive argument. Your speech must feature a clear, arguable, and specific thesis (your position on the topic), well-evidenced and clearly written supporting paragraphs, and rhetorical (if not poetic) techniques.

One more thing. You must make your argument through the persona of one of the following colonial types (circa 1775):

1. Wife of a Minister (in Hartford, Connecticut)
2. African-American House Servant (in Macon, Georgia)
3. Wealthy Lawyer (in Trenton, New Jersey)
4. Plantation Owner (in Richmond, Virginia)
5. Quaker Farmer (in Lancaster, Pennsylvania)
6. Native Iroquois Interpreter (in Westfield, Massachusetts)
7. Female Poet (in Concord, Massachusetts)
8. Schoolteacher and Businessperson (in Boston, Massachusetts)

From this list of personae, it should be clear that occupation, location, religion, gender, and ethnicity will play a large role in determining your response to this assignment.

This is worth 65% of the project grade and is due on \_\_\_\_\_.

#### **Part II—Written Defense (2-4 pages)**

For this assignment you must clarify how you chose your position and your strategy for weighing evidence in arriving at that position. You should also address the following:

- What are the most persuasive counterarguments to your position? How exactly did you address these counterarguments in your speech?
- Which of the writers studied in class influenced your style? In what ways does your writing resemble the writing studied in class?
- Think of all of your chosen persona’s political, social, economic, religious, moral, and philosophical motivations. How might these personal motivations clash with each other when such a person is faced with this issue of going to war?
- Is it possible for someone *not* to experience inner conflict over an issue as important and complicated as going to war?
- Who are some types of people in America today who may encounter similar inner conflicts over a decision to go to war?

- Explain how such inner conflicts are reflected in at least two of the texts studied this quarter.

This is worth 35% of the project grade and is due on \_\_\_\_\_ .

**Process Work**

In order to be successful in completing these projects, you will need to prepare for them by completing several smaller assignments. *These assignments will constitute your process work, and together they will add up to ONE test grade that will count for both classes (thus your project—worth TWO test grades—plus the required process is altogether worth THREE test grades in BOTH classes).*

Date	Process Assignment	Points	Teacher's Initials
_____	Freewrite (5 points).....	_____	_____
_____	Persona Choice (5 points).....	_____	_____
_____	Outline (30 points).....	_____	_____
_____	Research Notes (30 points).....	_____	_____
_____	In-Class Speech (30 points).....	_____	_____
	TOTAL POINTS .....	_____	_____

Q1QP: “The Crisis”/ Speech Defense

<b>KEY: If the essay meets standards in every category, it earns an overall 83 score. If it exceeds or falls below the standard in any category, points will be added or deducted from that overall 83 score.</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
<b>Title:</b> Is the title of your defense provocative and descriptive? (1)			
<b>Introduction:</b> Does your defense feature a powerful opening that is more than merely a preview of what is to come? (2)			
<b>Thesis:</b> At the close of the introduction, does the writer draft a thesis that includes at least three ways in which <i>the speech</i> was designed to persuade? (2)			
<b>Counterargument Analysis:</b> Does your defense include an analysis of the counterargument section in your speech? How insightful is this analysis? (2)			
<b>Writing Style Analysis:</b> Does your defense include an insightful analysis of your speech’s writing style? How well do you use studied examples in order to clarify your analysis? (2)			
<b>Rhetorical Strategies Analysis:</b> Does your defense identify and accurately explain the effect of the rhetorical strategies used in the speech? (2)			
<b>Persona Analysis:</b> Does your defense include an analysis of your persona and his/her motivations and inner conflicts? How effective is this analysis? (2)			
<b>“Conflict” Analysis:</b> Does your defense identify class documents in which characters, historical figures, or speakers experience inner conflict? Are these inner conflicts connected in a meaningful way to the experiences of your speech persona? How insightful is this analysis? (2)			
<b>Conclusion:</b> Does the defense feature a powerful conclusion that is NOT merely a summary of previous points? (2)			
<b>Deadline:</b> Has the writer submitted both the hard copy and electronic version of the defense on time? (10 points per day)			
<b>MLA Style:</b> How well has the writer adhered to MLA Style? (2)			
<b>Mechanics:</b> How well does the writer adhere to conventions of spelling, grammar, diction, and syntax? (2)			
<b>TOTAL:</b>			

Notes:

## Semester Project One: The Representative Story

As his adventures draw to a close, Huck Finn makes an announcement about his future: "I reckon I got to light out for the Territory ahead of the rest, because Aunt Sally she's going to adopt me and sivilize me, and I can't stand it. I been there before." In 1876, the year Mark Twain began writing *The Adventures of Huckleberry Finn* (and the year he wrote much of the novel), Philadelphia played host to a celebration of American "sivilization," the sort of stately event that would have repelled the rough-and-tumble Huck.

The Centennial Exhibition, designed to commemorate the first one hundred years of the American republic and promote its achievements to the world, tells us one story of America. Huck Finn, as he and Jim drift along the Mississippi, tells us another one. Though each of these stories features themes that are still present in contemporary America, they also contain a number of possible contradictions, embellishments, omissions, and misrepresentations. Our culture is complicated, so any true story about American culture will be complicated as well.

### The Semester Project

As you know, this semester project will serve as your mid-term exam, and thus will count as 20% of your grade for the semester in both American History and American Literature.

Your semester project will take the form of a thesis-based essay.

The final draft of this essay must be between 8 to 12 pages (2000-3000 words) in length, and you will spend much of the second week of January composing it in a writing lab. Though the lab sessions will be designed to guide your brainstorming, researching, drafting, and revising, you are expected to complete the project by the deadline date regardless of how productive you make your lab sessions.

### Deadline

**Your completed semester project essay must be submitted electronically by the beginning of class on Friday, January 12, 2007.**

### Thesis

**In your paper, you are required to take an arguable position and support that position with reasons and evidence. In the name of arriving at an arguable thesis, it is recommended that you begin by drafting responses to the following question:**

***Which of the two stories—the Centennial Exhibition or The Adventures of Huckleberry Finn—better represents significant aspects of a developing American identity in the years leading up to 1876?***

**You may or may not arrive at a firm conclusion simply by trying to answer this question. Regardless, the question should serve as your starting point for your analysis of the era, and you will choose and use class readings from the semester to support your ideas.**

Counterargument

In the name of making your argument more credible, you are required to smoothly integrate a counterargument section into your essay. In this section, you should acknowledge points of view – and sources – that *oppose* your thesis (main argument) and attempt to refute these points of view with reasons and evidence. In other words, in this section of your essay you need to focus on the assignment’s other “story,” not the one you selected as your main focus.

### **Sources**

Though your thesis does not necessarily need to pit one of the two stories against the other, it does need to effectively craft a debate around your understanding of the era (1776-1876). Focusing on these two stories will allow you to see differing representations of a “united” culture; just as there is disagreement about what America represents today, so too did eighteenth- and nineteenth-century Americans hold differing opinions about the meaning of their emerging culture. Through this assignment, you will argue on behalf of a representative story of America in 1876, and you will support that argument through:

- the effective use of at least two (2) American literature sources (in addition to *Huck Finn*);
  - at least one of these sources must represent pre-1820 America;
  - at least one of these sources must represent post-1820 America;
- the effective use of at least two (2) American history sources;
  - at least one of these sources must represent pre-1828 America;
  - at least one of these sources must represent post-1828 America;
- the effective use of one (1) additional source from history or literature of your choosing
- the effective use of at least one (1) art sources from either period.

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### **American Literature Sources: Pre-1820**

- excerpt from “The Journal of Madame Knight” (Sarah Kemble Knight)
- excerpt from “The Interesting Narrative” (Olaudah Equiano)
- excerpts from “Sinners in the Hands of an Angry God” (Jonathan Edwards)
- excerpts from *The Autobiography* (Benjamin Franklin)
- excerpts from “The Crisis” (Thomas Paine)
- excerpts from “The Hasty Pudding” (Joel Barlow)
- “To His Excellency General Washington” (Phillis Wheatley)

### **American History Sources: Pre-1828**

- “Deborah Sampson”; “Zane, Elizabeth”; “Molly Pitcher” (Women of the Revolutionary War)
- “Declaration of the Stamp Act Congress” (Stamp Act Congress; October 19, 1765)
- “The Gaspee Incident” broadside (Joseph Wanton; 1772)
- “The Boston Massacre” broadside (Isaiah Thomas; 1772)
- “The Boston Tea Party/Tea Destroyed by Indians” broadside (1773)
- “Give Me Liberty or Give Me Death” (Patrick Henry; March 23, 1775)
- “The Battle of Lexington and Concord” broadside (British account; 1775)
- “A View of the South Part of Lexington” and “The Battle of Lexington” (Amos Doolittle; 1775)

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- “Federalist paper no. 15” (Alexander Hamilton; December 1, 1787)
- “Paris peace treaty” (Thomas Jefferson, Ben Franklin, John Adams, Hartley)
- Articles of confederation (handout)
- Constitution (Constitutional Convention; 1787)
- Bill of Rights (Constitutional Convention; 1787)
- “The Battle of Bunker Hill” letter (Ann Hulton; June 20 1775)
- The Declaration of Independence and “Notes on the State of Virginia” (Thomas Jefferson; 1776/1784)
- “Forum: Thomas Jefferson” (*Time*; June 27, 2004)
- Alien and sedition acts (Congress; 1796)
- “Farewell Address” (George Washington; Sep 17, 1796)
- “War of 1812 Sentiments” (Representative Felix Grandy; December, 1811)
- “War of 1812 Sentiments” (William Coleman; April 21, 1812)

#### **American Literature Sources: Post-1820**

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- “The Devil and Tom Walker” (Washington Irving)
- “To a Waterfowl” and “Thanatopsis” (William Cullen Bryant)
- “The Sleeper”; “The Fall of the House of Usher”; “Ligeia” (Edgar Allan Poe)
- *The Scarlet Letter* (Nathaniel Hawthorne)
- “The Lone Indian” (Lydia Marie Child)
- excerpt from “Self-Reliance” (Ralph Waldo Emerson)
- excerpts from “Civil Disobedience” and *Walden* (Henry David Thoreau)
- excerpts from *The Narrative of Frederick Douglass* (Frederick Douglass)
- “Bartleby the Scrivener” (Herman Melville)
- selected poetry of Walt Whitman
- selected poetry of Emily Dickinson

#### **American History Sources: Post-1828**

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- “We are Destined to be a Great Manufacturing People” (Henry A. Miles; 1846)
- “Factory Life—Romance and Reality” (Voice of Industry; December 3, 1847)
- Excerpt from *Andrew Jackson* (James M. McPherson, 2004)
- “Trail of Tears” (*Maine Newspaper*; 1838)
- “Speech to Congress” concerning Lewis and Clark (Thomas Jefferson; January 18, 1803)
- “Declaration of the Rights of Sentiments” (Elizabeth Cady Stanton; 1889)
- “Education is the Great Equalizer of the Condition of Men” (Horace Mann; 1848)
- Excerpt from “Youth’s Temperance Lecturer” (Charles Jewett; 1841)
- “Happy and Absentious Family” and “Woes of Liquor” (Robert Peckham; 1830)

# S1SP: The Representative Story

KEY: If the essay meets standards in every category, it earns an overall 76 score. If it exceeds or falls below the standard in any category, points will be added or deducted from the 76 score. For every component omitted, 5 points will be deducted from the score.	Below Standard	Meets Standard	Exceeds Standard	Tops in Both Sections
<b>Title:</b> Does the essay begin with a provocative and aptly descriptive title?	-1		+1	+2
<b>Introduction:</b> Does the introduction provide necessary context and introduce the ideas contained in the thesis?	-1		+1	+2
<b>Thesis:</b> Does the essay feature an identifiable thesis, one that is specific and arguable, that includes reasons?	-1 / -2		+1	+2
<b>Huckleberry Finn:</b> How accurate, developed, and pertinent are the examples taken from this novel?			+1 / +2	+3
<b>Centennial Exhibition:</b> How accurate, developed, and pertinent are the examples taken from this event?			+1 / +2	+3
<b>Literature:</b> How accurate, developed, and pertinent are the examples taken from literature sources?			+1 / +2	+3
<b>History:</b> How accurate, developed, and pertinent are the examples taken from history sources?			+1 / +2	+3
<b>Art:</b> How accurate, developed, and pertinent are the examples taken from an art source from the studied eras?			+1	+2
<b>Counterargument:</b> How well executed is the counter-argument? How effectively are its ideas refuted?			+1	+2
<b>Conclusion:</b> Do the writer's ideas add up to something meaningful? Is it clear why one should care about them?	-1		+1	+2
<b>Persuasiveness:</b> How plausible are the reasons for taking this position? How well are they supported by evidence?	-1 / -2		+1	+2
<b>Quoted Material:</b> How well has the writer located, introduced, embedded, and discussed quotes from chosen literature/sources to support her claims?	-1 / -2		+1	+2
<b>Paragraphing:</b> Does the body of the essay feature sections that reveal, through proper paragraphing, development and exploration of ideas?	-1		+1	
<b>Clarity and Style:</b> How clearly and deftly does the writer articulate her ideas?	-1		+1	+2
<b>Mechanics:</b> How well does the writer adhere to the rules of spelling, grammar, and punctuation?	-1		+1	
<b>MLA Style:</b> How well do the writer's format, citations, and Works Cited page adhere to MLA rules?	-1 / -2 / -3			
<b>Instructions:</b> Does the essay adhere to the assignment requirements? Does it have the proper number and type of sources?	-1 / -2			
<b>Deadline:</b> Was the essay completed and submitted (the hard copy and the electronic one) on time?				

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### **Q3QP: The History within the Story**

On January 6, 1897, the *New York Press* published Stephen Crane's first-person account of an illegal arms shipment to Cuba gone awry ("Stephen Crane's Own Story"). At the conclusion of that account, Crane describes the sinking of the USS Commodore and how he and several crew members made the perilous journey by life boat to the Florida shore. He writes:

"The history of life in an open boat for thirty hours would no doubt be instructive for the young, but none is to be told here and now. For my part I would prefer to tell the story at once ... but let it suffice at this time to say that when we were swamped in the surf and making the best of our way toward the shore the captain gave orders amid the wildness of the breakers as clearly as if he had been on the quarter deck of a battleship."

Later on, of course, Crane does "tell the story." This account, entitled "The Open Boat," dramatizes the "history of life in an open boat," describing Crane's first-hand experience as a naturalist battle between man and sea.

For this project, you will emulate Crane. Though you will not rely on any personal first-hand experience of the past, you will, like Crane, use a newspaper account of a historical episode as the basis for a piece of short fiction.

#### **Project Summary**

For your quarter project, you will write a piece of historical fiction, between 7 to 10 pages in length, and it will count as two test grades in both your American History class and your American Literature class. In drafting your story, your goal is to bring to life a historical episode—captured within a newspaper article—from American history between the years 1877 and 1939.

#### **Process Pieces**

As is the case with all of our major projects, you will be required to complete a series of process pieces over the next few weeks that will aid you in the creation of your piece of historical fiction. (A list of those process projects is located on the back of this sheet.) Your teachers will supply you with additional directions, advice, and due dates for these process pieces.

#### **Endnotes and Author's Afterword**

Once you have completed all of the process pieces, you will submit the final draft of your piece of historical fiction. In addition to your final draft, you are also required to submit a section of endnotes and an author's afterword. (By adding an endnotes section, you are giving yourself a chance to demonstrate the breadth and depth of your historical research. The afterword gives you a chance to explain and to analyze your writing process as well as your finished product.) Later on, your teachers will provide you with a detailed explanation of the requirements for these two additional components.

#### **Deadline**

The final draft of your story, your endnotes section, and your author’s afterword (in both electronic and hard copy form) must be submitted by the beginning of class on Friday, March 23, 2007.

## Q3QP: Process Pieces

### Locating Your Historical Episode

Using keywords supplied by your teachers, you will search online newspaper archives for articles published between the years 1877 and 1939. You will search for articles that intrigue you in some way, eventually selecting three, each of a 2000-word minimum length. After careful consideration and teacher feedback, you will choose one of these articles as the basis for your piece of historical fiction. So that you view your choice critically, you are required to write a paragraph-long rationale in which you explaining why you chose 1 article over the other 2.

**Step 1** Three Annotated Hard Copies of Newspaper Articles/Rationale (10 points) .....

### Becoming Familiar with Your Historical Episode

Once you have selected your article, you will draft a one-page summary of the article that identifies its crucial information and main ideas. Shortly thereafter, you will reflect on the article, responding to your teacher’s list of questions. By completing each of these writing exercises, you will gain a deeper understanding of your chosen article, and you will identify aspects of the article that you do not understand. This will be important for generating research questions.

**Step 2** One-Page Summary of Newspaper Article (5 points).....

**Step 3** Two-Page Reflection on Newspaper Article (10 points) .....

### Researching Your Piece of Historical Fiction

If you are to craft a piece of fiction rooted in your chosen historical episode, you must develop a degree of expertise on this episode. To achieve this, you will complete three rounds of library research. You will begin by brainstorming a list of 15 questions raised by your chosen article. These questions will guide your initial research, which should be aimed at obtaining the answers to your questions. Next, you will conduct a research session on secondary sources based on a list of questions provided by your teacher. Finally, once you have identified basic elements of your story, you will conduct a round of story-specific research.

**Step 4** Student-Generated Initial Research Questions/Answers (15 points) .....

**Step 5** Teacher-Generated Research Questions/Answers (15 points) .....

**Step 6** Story Development Worksheets #1-5 (10 points) .....

**Step 7** Story-Specific Research Questions/Answers (10 points).....

### Citing Your Sources – Due, Wednesday March 14th

Once you have conducted your research, you must draft a works cited page which must include at least two primary sources, two newspaper articles, and three additional print sources.

**Step 8** Works Cited Page (10 points) .....

### “Workshopping” Your Story – Due Monday, March 19th

Before you submit the final manuscript of your story, you will have one opportunity to receive feedback on it. (You will also be expected to give feedback to others on their work.) Your teachers will explain the steps and the expectations for this writing workshop session. For full credit, you will need to arrive on time, have with you a typed draft of your story, and participate fully.

**Step 9** Story Draft/Writing Workshop Participation (15 points).....

## Q3QP: Your Historical Fiction

<i>Note – you may lose 5 points from any rubric element that is missing from your project.</i>	Does not meet standard	Meets standard	Exceeds standard
<b>Story's Historical Elements</b>			
Does the story use historical references to reflect the larger historical events / movements of the time period?	-1 / -2		+1 / +2
Does the story accurately use the above historical references?			X
Does the story have a clear and specific historical context (time period and setting) that impacts the story?	-1		+1
Is historical information smoothly integrated into the story?	-1		+1 / +2
Do the <b>endnotes</b> elaborate on the story's historical context and background?	-1 / -2		+1 / +2
Do the endnotes provide evidence of sufficient depth and breadth of research? (should be evident in citations and content)	-1		+1
<b>Story's Literary Elements</b>			
Does the story have a provocative title that reflects at least one major element of the story?	-1		+1
Does the story have a purposeful opening?	-1		+1
Does the story use narrative elements that convey historical/cultural references and details that reflect larger historical events / movements?	-1 / -2		+1 / +2
Does the story have an identifiable and concrete setting which is achieved through the use of description and specific details?	-1 / -2		+1 / +2
Are the characters realistic, complex, and differentiated?	-1 / -2		+1 / +2
Is the dialogue realistic and essential to the story?	-1		+1
Is the conflict identifiable and does it have an effect on story's character and plot?	-1 / -2		+1 / +2
Does the story have identifiable and purposeful literary style, and techniques?	-1		+1
<b>Additional Project Elements</b>			
Is the paper submitted to turnitin.com?	-1		X
Does the paper uses proper grammar, spelling, and does it reflect proofreading?	-1		X
Does the paper adhere to length requirements?	-1		X
Is the binder submitted with all necessary work in a neat and organized manner?	-1		X
Are the works cited included and formatted correctly?	-1		X

<b>Possible Scores:</b>		<b>80</b>	<b>100</b>
<b>YOUR SCORE FOR STORY</b>			

<b>Afterword</b>			
<i>*If this is not included you will lose 10 points toward the total <b>project grade</b>.</i>	Does not meet standard	Meets standard	Exceeds standard
Do you explain how your understanding of the time period has grown or changed?	-.5		+.5
Do you identify fiction vs. fact in the story and provide a rationale for why you fictionalized parts of the story?	-.5		+.5
Do you identify literary periods or techniques or elements?	-.5		+.5
Do you discuss challenges and successes related to integrating history in story?	-.5		+.5
<b>Meets Standard</b>		<b>8</b>	
<b>YOUR SCORE</b>			

NOTES:

How your final project grade will be calculated:

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Take the story score and multiply by .9.

To that score add the author's afterward.

That's your final grade on this project.

## Semester Two Project/Final Exam

Directions: For each of the following essay prompts, draft a 10- to 12-page essay using MLA style. You should support your essay's thesis, reasons, and ideas using well-selected evidence from your selected sources.

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1. The notion of "The American Dream" continues to be a powerful and attractive idea for our nation's citizens—the citizens of the past, the present, and those future Americans currently residing in distant lands. Certainly you are aware of the existence of this "national dream," regardless of how you view it and regardless of how much you value it. Moreover, though your conception of this dream may be different than your neighbor's, you recognize that for a collective dream to be meaningful it must reflect certain identifiable desires shared by many.

So, considering that you have spent the school year studying the foundation, the development, and the cultural traditions of your nation, you are now asked to investigate the foundation, development, and traditions of your nation's "dream."

After drafting an introduction that features a comprehensive definition of The American Dream, use your selected historical event, novel, and artwork (as well as examples from your studies in this interdisciplinary program) to support your response to the following question:

How have events in our nation's history—as well as our traditions in both literature and in art—strengthened, contradicted, reflected, or produced this notion of "The American Dream"?

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2. In 1630, as the freedom-seeking Puritans neared the shores of New England aboard the *Arbella*, John Winthrop drafted "A Modell of Christian Charity," from which we remember the lines, "For we must consider that we shall be as a city upon a hill...the eyes of all people are upon us."

In declaring this, Winthrop was setting the stakes very high; his words served as a challenge to his people to "be knit together" in creating a model community deserving of God's blessing. If they failed to do so, if they "[dealt] falsely with [their] God" with the eyes of the world upon them, they would, according to Winthrop, bring themselves great shame.

With this as your context, use your selected historical event, novel, and artwork (as well as examples from your studies in this interdisciplinary program) to support your response to the following question:

How successfully has our nation developed and maintained attributes that would qualify it as a model society, a "city upon a hill"?

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3. At the outset of your study of American history and American literature, you encountered examples of values that were not held by all Americans. You studied historical movements and literary texts that featured, at their core, the quest for spiritual rewards. At the same time, you studied movements and texts in which the quest for material riches was the primary concern.

Certainly you remember identifying other examples of such “competing values” (tame/wild; freedom/authority; individual/community). Here, you are asked to select one pair of “competing values” that you deem as useful in examining the development of your nation, one for which examples can be found within your selected sources.

**Then, using your selected historical event, novel, and artwork (as well as examples from your studies in this interdisciplinary program) as supporting evidence, draft a response to the following question:**

What does the clash of your chosen competing values reveal about twentieth-century America?

## S2SP Rubric: In-class Writing Assignment

	Does Not Meet Standard	Meets Standard	Exceeds Standard
<b>Introduction</b>			
Attention grabbing first sentence	-1		X
Introduces time period(s) and appropriate background context	-1		X
Defines American Dream, discusses City Upon a Hill, or explains competing values	-1		+1
<b>Thesis</b>			
Thesis is specific	-1		+1
Thesis is arguable	-1		+1
Thesis contains plausible reasons to prove argument	-1		+1 / +2
<b>History</b>			
Historical event is accurately identified and described	-1		X
The significance of historical event is explained and interpreted	-1 / -2		+1 / +2
Specific evidence from historical event is used to support explanation and interpretation (cites at least 2 secondary sources and 1 primary source)	-1 / -2		+1 / +2
Discussion of historical event supports thesis	-1		+1
<b>Literature</b>			
Major aspects of the novel are introduced and summarized	-1		X
Significant themes and ideas of novel are identified and explained	-1 / -2		+1 / +2
Specific evidence from novel is used to support explanation and interpretation (uses at least one secondary source)	-1 / -2		+1 / +2
Discussion of aspects of novel supports thesis	-1		+1
<b>Art</b>			
Art source(s) are identified and described	-1		X
Significant themes and ideas of art source(s) are interpreted and explained	-1		+1
Specific evidence from art source(s) are used to support explanation(s) and interpretation(s) (uses at least one secondary source)	-1		+1
Discussion of art source supports thesis	-1		+1
<b>General Requirements</b>			
Paper effectively introduces well chosen quotations and explains their significance and relates them to the thesis	-1 / -2		+1 / +2
Paper uses proper mechanics and is well organized in order to communicate its ideas clearly	-1		X
Paper contains no generic or unnecessary information	-1 / -2		X
Paper uses proper MLA formatting (including citations)	-1		X
Works cited and outline are submitted with final paper	-1 / -2		X
<b>Any un-addressed standard will lose 5 points</b>	<b>50 (variable)</b>	<b>80</b>	<b>100</b>

## SECTION III - GOALS AND STANDARDS

### RELATED GOALS AND STANDARDS

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#### Expectations from Darien High School Mission Statement Addressed in this Course:

The DHS Student:

##### Academic

1. Read actively and critically for a variety of purposes.
2. Write effectively.
3. Speak effectively.
4. Listen actively and critically.
5. Access and evaluate multi-media and print information efficiently and critically.
6. Reason effectively and solves problems.
- ~~10.7.~~ Analyze problems from multiple perspectives by understanding past and present cultures.

##### Social

1. Develop positive interpersonal skills.
2. Demonstrate self-advocacy.
3. Demonstrate emotional maturity by seeking support and responding constructively without violence, intimidation and aggression.
4. Participate effectively and efficiently in groups to pursue and generate information.

##### Ethical

1. Act responsibly and respectfully toward him/herself and others.
2. Follow the established rules, guidelines and laws of the school community.
3. Explore, discuss, and question the moral issues that arise within the context of his/her day.
4. Demonstrate sensitivity to, and respect for, the perspectives, opinions, needs and customs of others

#### [The Connecticut Framework – K-12 Curriculum Goals and Standards:](#)

##### [Content Standard 1: Historical Thinking](#)

[Students will develop historical thinking, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation understanding competing narratives and interpretation; and constructing narratives and interpretations.](#)

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*Content Standard 2: Local, United States and World History*

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

*Content Standard 3: Historical Themes*

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions, conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

*Content Standard 4: Applying History*

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

*Content Standard 6: Rights and Responsibilities of Students*

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

*Content Standard 7: Political Systems*

Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

*Content Standard 8: International Relations*

Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well-being of their community, state and nation.

*Content Standard 9: Places and Regions*

Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

*Content Standard 10: Physical System*

Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems.

*Content Standard 11: Human System*

Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.

*Content Standard 12: Human and Environmental Interaction*

Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

Content Standard 13: Limited Resources

Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.

Content Standard 14: Economic Systems

Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

Content Standard 15: Economic Interdependence

Students will demonstrate how the exchange of goods and services by individuals, groups and nations, creates economic interdependence and how trade results in change.

**National Standards**

Standard 1: Chronological Thinking

- E. Interpret data presented in time lines.
- F. Reconstruct patterns of historical succession and duration.
- G. Compare alternative models for periodizations.

Standard 2: Historical Comprehension

- C. Read historical narratives imaginatively.
- D. Evidence historical perspectives.
- E. Draw upon data in historical maps.
- F. Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
- G. Draw upon visual data, literary, and musical sources.

Standard 3: Historical Analysis and Interpretation

- A. Identify the author or source of the historical document or narrative.
- B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- C. Differentiate between historical facts and historical interpretations.
- D. Consider multiple perspectives.
- E. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- F. Challenge arguments of historical inevitability.
- G. Compare competing historical narratives.
- H. Hold interpretations of history as tentative.
- I. Evaluate major debates among historians.
- J. Hypothesize the influence of the past.

Standard 4: Historical Research Capabilities

- A. Formulate historical questions.
- B. Obtain historical data.

C. Interrogate historical data.

D. Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.

*Standard 5: Historical Issues-Analysis and Decision-Making*

A. Identify issues and problems in the past.

B. Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.

C. Identify relevant historical antecedents.

D. Evaluate alternative courses of action.

E. Formulate a position or course of action on an issue.

F. Evaluate the implementation of a decision.

## STATE STANDARDS ADDRESSED IN THIS COURSE

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### Content Standard 1: Historical Thinking

Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.

### Content Standard 2: Local, United States and World History

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

### Content Standard 3: Historical Themes

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

### Content Standard 4: Applying History

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

### Content Standard 5: United States Constitution and Government

Students will apply knowledge of the U.S. Constitution, how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on individual, local, state and national decisions.

### Content Standard 6: Rights and Responsibilities of Citizens

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

### Content Standard 7: Political Systems

Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

### Content Standard 11: Human Systems

Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.

**Content Standard 13: Limited Resources**

Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.

**Content Standard 14: Economic Systems**

Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

## **SECTION IV - LEARNING RESOURCES**

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### **SUPPLEMENTAL RESOURCES**

See the resources listed in each of the individual units.

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