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Teacher Contact

* **First Name:** Karen

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* **Was this course Previously Approved by UC?** No

* **Course Title:** English 11: Connections to American History

* **Transcript Title /Abbreviation:** a-g English 11: Americas Past
a-g English 11: Connections to American History

* **Seeking "Honors" Distinction:** No

* **Subject Area:** English

* **Category:** English

* **Grade Level for which this course has been designed:** 9 10 11 12

* **Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

* **Is this course, or any separate section of this course, taught in an online learning environment:**

No

*** Is this course classified as a Career Technical Education:** No

*** Brief Course Description**

This course recognizes the new Common Core literacy standards by combining the content areas of English and Social Studies. It is organized chronologically and across themes, focusing on America’s journey from its origins to the new century. Students will be exposed to reading, writing, critical thinking, working collaboratively, listening and speaking. They will be immersed in America’s history through primary source documents, textbooks, research, and literature; fiction, non-fiction, and poetry, making connections to their own experiences and current events. Through directed reading and writing assignments, students will focus on the mechanics of language, punctuation, and vocabulary development. They will demonstrate critical analysis as they evaluate patterns and connections, discuss and present ideas and observations, and write narrative, expository, and persuasive essays using organization, research, drafting, editing, and revising. Students will often work in small groups to complete assignments, making statements and expressing opinions supported with facts while listening respectively and discussing with other students whose ideas may differ from their own.

Pre-Requisites

Co-Requisites

**Context for Course
(optional)**

**History of Course Development
(optional)**

Textbooks

TEXTBOOK 1

*** Title:** When the Emperor was Divine

*** Edition:** first

Publication
Date:** 2003

Publisher: Anchor Books

Author(s): Julie Otsuka

**URL
Resource:**

*** Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 2

*** Title:** Farewell to Manzanar

*** Edition:** 2007

Publication
Date:** 2007

Publisher:** Random House

Author(s):** Jeanne Wakatsuki Houston and James D. Houston

**URL
Resource:**

*** Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 3

*** Title:** Black Like Me

*** Edition:** 1996

Publication
Date:** 1996

Publisher:** Signet

Author(s):** John Howard Griffin

**URL
Resource:**

Resource:

*** Usage:**

Primary Text

Read in entirety or near entirety

TEXTBOOK 4

*** Title:**

The Grapes of Wrath

*** Edition:**

2006

**Publication
Date:**

2006

Publisher:

Penguin Classics

Author(s):

John Steinbeck

**URL
Resource:**

*** Usage:**

Primary Text

Read in entirety or near entirety

TEXTBOOK 5

*** Title:**

The Crucible and Related Readings

*** Edition:**

2002

**Publication
Date:**

2002

Publisher:

McDougal Littell

Author(s):

Arthur Miller

**URL
Resource:**

*** Usage:**

Primary Text

Read in entirety or near entirety

TEXTBOOK 6

* **Title:** The Adventures of Huckleberry Finn

* **Edition:** 2013

*
Publication Date: January 7, 2013

*
Publisher: not stated

*
Author(s): Mark Twain

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

Supplemental Instructional Materials

"Speech to the Virginia Convention" 1775 by Patrick Henry- excerpt

Common Sense by Thomas Paine- excerpt

"Declaration of Independence" by Thomas Jefferson

"Talking Dust Bowl" and "Pastures of Plenty" by Woody Guthrie

"What the Black Man Wants" by Frederick Douglass

"What the American Woman Wants" by Elizabeth Cady Stanton

"Yankee Doodle"

Poor Richard's Almanac by Benjamin Franklin- excerpt

"Ballad of Birmingham" by Dudley Randall

"The Gettysburg Address" by Abraham Lincoln- excerpt

"Emancipation Proclamation" by Abraham Lincoln
<http://www.uaine.org/wmsuta.htm>

YouTube "Anti Communist Propaganda" www.youtube.com/watch?v=g_DaMKUP3Og

YouTube "Murrow vs. McCarthy" www.youtube.com/watch?v=FQQaX2h1plo

YouTube "How to Spot a Communist" www.youtube.com/watch?v=SkYI_AH-qyk

Medieval Sourcebook- Christopher Columbus: Extracts from
Journal. <http://www.fordham.edu/halsall/source/columbus1.asp>

YouTube "Historical Wife Swap: Puritans vs.
Restoration" <http://www.youtube.com/watch?v=W5qccfcQCz0>

"The Suppressed Speech of Wamsutta (Frank B.) James, Wampanoag"
<http://www.uaine.org/wmsuta.htm>

"Join or Die" www.loc.gov/pictures/resource/cph.3g05315

"Poor Old England" www.loc.gov/pictures/resource/cph.3a35347

Excerpts from the writings of John Locke

"Articles of Confederation"

YouTube. HBO Documentary "Unchained Memories- part 1"
<http://www.youtube.com/watch?v=l7o6b7McLOI>

The Americans: Reconstruction to the 21st Century. McDougall Littell. 2006

"Letter from a Birmingham Jail" by Martin Luther King, Jr.

The Center for Learning Curriculum Guides: Farewell to Manzanar, Black Like Me, The Crucible, The Adventures of Huckleberry Finn, The Grapes of Wrath, American Literature 1, and Participating in a Poem

Wilson's "Fourteen Point Plan"

What Everyone Should Know About Communism" booklet by Channing L. Bete Co, 1962

"Ballad of Birmingham" by Dudley Randall

"Nikki-Rosa" by Nikki Giovanni

"In Response to Executive Order 9066: All Americans of Japanese Descent Must Report to Relocation Centers" by Dwight Okita

* **Course Purpose**

The purpose of this 11th grade English course is to expose students to reading, writing, listening and speaking in preparation for the rigors of university coursework. It will expose students to multiple perspectives, nurturing inquiry and critical thinking as they ponder, contemplate, and discuss complex issues relating to American History and Literature, aligning with the seven goals defined in the ICAS Academic Literacy Statement of Competencies and the Common Core State Standards for English Language Arts and Literacy. Students will pose questions, analyze complex texts of varying genre, generate hypotheses based on factual evidence, and use appropriate English language conventions to respond orally and in writing. Students will learn to use technology and digital media to enhance their understanding and to create thought provoking presentations. They will learn to vary their responses with attention to audience, task, and purpose, adapting their communication as appropriate. Students will be engaged in discussions that evoke controversial conversations. This course will align to the students' study of U.S. history, encouraging a breadth and depth of understanding across the curriculum. They will be involved in "real" tasks, experiences that will aid them in transitioning to college and the workplace.

* **Course Outline**

Students will read five full-length works of literature and a selection of poetry,

literature and textbook excerpts, speeches, essays, and key historical documents. They will participate in deep philosophical discussions, forming and presenting ideas utilizing critical thinking skills and supporting evidence from readings and research. They will work in small groups to analyze readings, make connections, synthesize multiple sources, and create and deliver presentations. Students will write multi-paragraph essays that directly tie to their history study and reading assignments. Written work will be short responses to essential questions, in-class essays, and a research paper and essays written over time using the writing process. Students will develop speaking and listening skills, respectively presenting and hearing opposing opinions.

Students will complete bell-ringer activities that will increase in rigor as the year progresses: combining sentences and editing for correct use of English language conventions.

Module 1- An American Dream

This module will focus on the theme of the American dream. The guiding questions are: *Did Columbus "discover" America? What is the American dream? Has it been achieved? What is the meaning of democracy? Do the English have a different perspective of the American Revolution?*

Reading- primary documents: Students will read and analyze historical documents, including but not limited to

- "Speech to the Virginia Convention"
- excerpts from Common Sense
- "The Declaration of Independence"
- "Yankee Doodle"
- excerpts from *Poor Richard's Almanac*
- excerpts from the journal of Christopher Columbus
- "The Suppressed Speech of Wamsutta (Frank B.) James, Wampanoag".
- "Join or Die" and "Poor Old England"

Research: Students will use the Internet to research the English perspective towards the American Revolution.

Listening and Speaking- discussion: Using the knowledge gained during reading and research, students will engage in small group and whole class discussions based on the guiding questions, learning to present and listen to ideas different from their own.

Writing- letter to the editor: Students will write a letter to the editor using business letter format, promoting a freedom they have identified as part of the American dream.

Technology- Power Point: In small groups, they will create Power Point presentations to illustrate how today's American culture does or does not represent this dream.

Presentation- commercial: Students will learn about the difference between colonies through text reading, research, and lecture. They will then work in small groups to create and present a 60-second commercial for one of the colonies.

Writing Conventions: Students will combine 2-4 sentences each class without changing meaning. They will explain the conventions used and why. When students are unable to complete this activity, direct instruction will occur. They will also edit a sentence for capitalization, apostrophe, abbreviations, and comma use in a series. As the year progresses, sentence combination and editing will be more difficult.

Module 2- Equality for all?

This module will focus on the underlying theme of equality. The guiding questions are: *Did our forefathers intend equality for all? Does our country have that intention today?*

Primary Sources: In small groups, students will read and analyze speeches by Frederick Douglass and Elizabeth Cady Stanton: "What the Black Man Wants", and "What the American Woman Wants". They will be given guiding questions to help them link these speeches to history and literature. Following the discussion, each student must write a short statement in opposition to Douglass or Stanton. These will be used in the *Eyewitness to History* assignment.

Presentation: Students will create an *Eyewitness to History* television program that reenacts the feeling of a national convention. The classroom will be set up to represent a convention, including a decorated podium and banners and posters endorsing the right of Negroes (nineteenth-century terminology) and women to vote. Appropriate background music can be played as the speeches of Douglass

vote. Appropriate background music can be played as the speeches of Douglass and Stanton are recreated. Short speeches stating an opposition to Douglas or Stanton will then be given.

Debate: Though extremely controversial topics, students will be guided in a discussion about human rights as they apply to the gay population and abortion. This is a timely topic, and one with often deep-seated opinions. Students will have had some time to develop respectful listening and speaking skills, and this discussion will surely put them to the test. No student will need to state their own stance due to fear of future reprisals from others. All comments will be in the form of "Some believe" statements. Parents will also have the opportunity to dismiss their child from participation.

Fiction: Students will read *The Adventures of Huckleberry Finn* and complete vocabulary and comprehension activities. Through direct instruction, students will gain an understanding of the outdated language of this book, something often found offensive to readers today. They will explore how this adds to the setting. Worksheets on dialect will be taken from *The Center for Learning's Curriculum Unit- The Adventures of Huckleberry Finn*. Students will complete worksheets on inference of word meaning, then looking the words up in a dictionary. They will be expected to use context clues to help identify which dictionary definition is correct when multiple exist. Comprehension questions will be factual, interpretive, and applied, requiring more than recall to successfully answer. Essential questions will be used to encourage discussion, small group and whole class. Many of these questions will help students make connections to history.

Satire, character development, and dialect: The literary focus of *The Adventures of Huckleberry Finn* will be satire, character development, and dialogue and dialect. Students will be introduced to these concepts through lessons 3, 5, 8, and 10 of *The Center for Learning Curriculum Unit: The Adventures of Huckleberry Finn*.

Writing- Business Letter: Students will write a business letter to the school explaining why *The Adventures of Huckleberry Finn* should remain on the school reading list.

Writing Conventions: During this module, students will again combine sentences and edit sentences for capitalization, apostrophe, abbreviations, and punctuation. Skills will be picked based on areas of weakness noted in student writing.

Module 3- Modern America Emerges

This module will focus on research and MLA papers. Students will have completed small research assignments during the previous modules and will now get to hone

those skills. As this class is intended to align with the American History class taken concurrently, papers may be related to the rise of the US as a world power, changes of the 1920's, the Great Depression, or World War I.

Though the majority of class and home work will be related to the research paper, a number of other activities will occur during class to help connect US History and English. We will briefly explore Jim Crow laws, imperialism, and Wilson's 14 Point Plan.

Research: Students will use the Internet to research a pre-approved topic for an MLA formatted research paper. Students will develop a guiding question, find at least six sources of information, annotate and summarize key points, write a rough draft, edit and revise, and create a final paper that incorporates direct quotes, paraphrasing, original thought, and correctly sites all sources.

Writing: Students will write a six-page research paper incorporating direct quotes and paraphrasing. They will also synthesize information from their research and present original thoughts related to their topic. The paper will be in MLA format, including citations and a work cited page.

Writing Conventions: During this module, students will again combine sentences and edit sentences for capitalization, apostrophe, abbreviations, and punctuation. Skills will be picked based on areas of weakness noted in student writing.

Discussion- Jim Crow literacy tests: Students will be divided into two groups symbolizing black and white Americans during the Jim Crow period. Based on color, each group will be given a literacy exam used around 1900 to prevent blacks from voting. Following this activity, each group will report back about their experience, followed by a whole class discussion on the use of these tests. This discussion will revisit the previous questions of equality for all and the American dream.

Discussion- Imperialism: Following a study of imperialism in history, students will examine instances of US expansion that could or could not be considered imperialism. In small groups, they will label each and list key points that support their opinion. A whole class discussion will follow in which students practice articulating and supporting their opinions while maintaining an attitude of respect as others share theirs.

Primary Sources- Paraphrasing- Wilson's 14 Points: In small groups, students will read the 14 points and discuss their meaning. Each student will then be responsible for paraphrasing at least two of the points, and editing at least two written by others. Each small group will then share a few of their favorite summaries with the class.

Module 4- Cultural and Economic Change

This module will focus on the underlying theme of changes, particularly during periods of great social and economic upheaval. The guiding questions are *Is change an inherent part of the human experience? What qualities make some people "shining stars" during difficult times? How do people endure the injustices of life?*

Reading Historical Fiction: Students will read *Grapes of Wrath* and complete vocabulary and comprehension activities similar to those done in Module 2, including vocabulary and comprehension questions. Key concepts will include setting (relating it to history), imagery and word use, activities coming from The Center for Learning's *Curriculum Unit- The Grapes of Wrath*. Work will be done individually and in small groups, culminating in whole class discussions.

Annotating textual reading, research, and integration of information: Students will read pages 244-249 in *The Americans*, taking notes about the development of unions and a number of strikes during this period of economic change. They will do additional independent research about one of these strikes and integrate the information into an essay that will then be used as a speech.

Presentation- informational speech about a strike: Using the essay described above, students will each present a 3-minute speech describing the cause, event, and consequences of one strike from the late 1800's. Students will be expected to use at least one visual and involve their audience in some way.

Literary analysis- Woodie Guthrie songs: Using The Center for Learning's *American Literature 2*, students will complete Lesson 24 in which they explore three Woodie Guthrie songs, "Talking Dust Bowl", "Pastures of Plenty", and "Deportee". They will make connections to the theme of social injustice as it relates to *The Grapes of Wrath*". Present in these poems are metaphorical language, and other examples of imagery. This will not only help students make connections with history, but they will have the opportunity to further explore imagery and word use, key concepts for this module.

Listening and Speaking: Students will discuss key concepts and guiding questions in small groups and whole class. Discussions will often stir student emotions, giving them the opportunity to further practice respectful listening and speaking skills.

Writing- found poem: In pairs, students will find at least 6 descriptive passages from *The Grapes of Wrath*. They will pick key words and phrases and arrange them to create a found poem of 6 stanzas in length. Writing this poem will help students think about the key ideas and images within the text.

Writing- journaling as character from *Grapes of Wrath*: As students read, they will be expected to journal twice weekly as a character in the novel. Because imagery and language is a key concept in this unit, journaling must include descriptive language. Students must also demonstrate an understanding of the character's personality and feelings, and should demonstrate changes in the character over time. Each journal write must be at least 200 words in length.

Writing Conventions: During this module, students will again combine sentences and edit sentences for capitalization, apostrophe, abbreviations, and punctuation. Skills will be picked based on areas of weakness noted in student writing.

Presentation- museum project: In two groups, students will create a museum exhibit of at least 10 artifacts that represent the American culture during the era of the Dust Bowl and Depression. The exhibit can include photographs, food, clothing, recreational activities, music, etc. Each artifact must include a caption similar to those found in museums. At least 4 of the artifacts must also include a direct quote from *The Grapes of Wrath*. Students must create a cite reference for each artifact. Each group project will be displayed for the other group to see and reflect upon. Students will then write a brief individual response, indicating what artifact held the most meaning for them and why.

Module 5: The World at War

This module will focus on the underlying theme of endurance during periods of war. The guiding questions are *What is the meaning of prejudice? How do people survive during times of war? Has America learned from past mistakes? Does might equal right?* We will continue to look at what it takes to live with the injustices of the world, a theme started in module 4.

Autobiography- Students will read either *Farewell to Manzanar* or *When the*

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Emperor was Divine. Both novels demonstrate the living conditions and political experiences of the Japanese American during WWII. The assignments will be the same regardless which novel they are applied to. Students will again complete vocabulary and comprehension activities. They will complete worksheets on inference of word meaning through context, followed by identification of the correct definition in the dictionary. Through the comprehension questions,

students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal. Many of these questions will help students make the connections to history. The key concept of characterization will be explored using The Center for Learning's Curriculum Guide- *Farewell to Manzanar*.

Listening and Speaking: Students will discuss key concepts and guiding questions in small groups and whole class. Discussions will often stir student emotions, giving them the opportunity to further practice respectful listening and speaking skills.

Poetry- "The Enemy": Students will work in small groups to read and analyze the poem "The Enemy" using Handout 11 of The Center for Learning's Curriculum Guide: *Farewell to Manzanar*. They will explore the tone and metaphor, and will make comparisons to the main character of their novel reading.

Writing- newspaper article: Students will write a newspaper article based on one of seven provided headlines. They may take the perspective of a reporter interned at Manzanar or a reporter on "the outside." They will do additional research as needed to write their news article.

Writing- persuasive letter to Roosevelt: In small groups, students will brainstorm ideas or questions an internee might have wanted to discuss with President Roosevelt about their internment. They will then use the business letter format to write individual letters to the president. Letters must include a concrete description of living conditions, the impact of internment upon them and their family, and the changes or help they would like from President Roosevelt. Students will write in 1st person as an internee.

Writing Conventions: During this module, students will again combine sentences and edit sentences for capitalization, apostrophe, abbreviations, and punctuation. Skills will be picked based on areas of weakness noted in student writing.

Primary source examples of propaganda: Students will be introduced to the

meaning and types of propaganda before working in small groups to identify and record examples of propaganda in print ads and commercials, and political election advertisements.

Propaganda- Public Service Announcement and/or posters: In small groups, students will use what they have learned about propaganda to create a public service announcement or poster that calls ALL Americans to help in the war effort. They will present the PSA to the class. The activity will culminate with each student writing a few paragraphs telling how they used propaganda techniques in the PSA.

Module 6: America in Turmoil

This module will focus on the underlying theme of group-think and marginalization. The guiding questions are *How are the Salem Witch Trials and McCarthy Hearing similar? Why are such events able to take hold in a society? Does society marginalize "outsiders" today? Perhaps our local homeless?* Having just completed a novel about the Japanese internment, this study can revisit the idea of America's ability to learn from mistakes. *When else in the history of the United States have people plotted to overthrow the government? How does this relate to the fear of communism?*

Primary Source Documents: Students will read and discuss actual court transcripts and documentation of both the witch trials and McCarthy hearings. This will prepare them for reading *The Crucible*.

Historical Fiction: Students will read *The Crucible* and complete vocabulary and comprehension activities as in previous modules. Key concepts of conflict, allegory, and symbolism will be explored using The Center for Learning's Curriculum Guide-*The Crucible*. Work will be done individually and in small groups. Student will continue to explore characterization development through dialogue, introduced during module 5.

Characterization, Conflict, allegory, and symbolism: Students will complete lessons 2 and 4 in the curriculum guide, exploring characterization development through dialogue and behaviors. They will explore the types of conflicts and identify examples from life and their readings using lesson 5. Lesson 9 compares the witch-hunts to the McCarthy hearings and explores *The Crucible* as an allegory. Other symbols, particularly the novel's title are explored in lesson 10. These activities will be done in small groups with a whole class discussion to follow.

Primary Source Document: To further explore the concept of propaganda, students will read the 1962 pamphlet, "What Everyone Should Know About Communism". They will watch one or more of the YouTube videos, "Anti Communist Propaganda", "How to Spot a Communist", and "Murrow vs. McCarthy". Students will then discuss communism and determine the extent and use of propaganda in each of these sources.

Discussion: The homeless have become an issue in our community and ideas for "handling" them vary greatly. In small groups and whole class, students will share their reactions to the efforts being made locally. This should be a lively discussion and will again encourage listening and speaking behaviors.

Presentation: Students will perform short dramatic readings of *The Crucible*. They will also watch segments of the video. These activities should help bring the play to life and make it more interesting to the students.

Writing: The culminating activity for this unit will be an individual essay of 3 pages in length, addressing the relationship between *The Crucible* and the McCarthy Hearings. Students are expected to use specific examples from the play to demonstrate that it is an allegory for the modern day witch-hunt.

Writing Conventions: During this module, students will again combine sentences and edit sentences for capitalization, apostrophe, abbreviations, and punctuation. Skills will be picked based on areas of weakness noted in student writing.

Listening and Speaking: Students will discuss key concepts and guiding questions in small groups and whole class. Discussions will often stir student emotions, giving them the opportunity to further practice respectful listening and speaking skills.

Module 7: Current issues

This module will focus on the themes of corruption and injustice. The guiding questions are *What progress has been made regarding prejudice?* and *Does the power and prestige of political office encourage corruption?* Much of what is

discussed will flow easily from the past units. Students by this time will have become amazing critical thinkers, listeners and thinkers.

Nonfiction: Students will read *Black Like Me* and complete vocabulary and comprehension activities as in past units. They will discuss the themes of injustice as they apply to this novel, as well as the ongoing trouble with prejudice. They will be encouraged to make connections to their own life experiences. Key concepts will be imagery, and will use activities from The Center for Learning's Curriculum Unit- *Black Like Me*.

Literary elements- imagery: Students will complete lesson 10 of *Black Like Me* Curriculum Unit, identifying and paraphrasing the provided passages of imagery. Students will then create word lists for images and use one list to write a descriptive sketch that paints a picture.

Primary Source Documents: Students will also read and analyze "Letter from a Birmingham Jail" by Martin Luther King, Jr. They will discuss questions and make connections to history. Students will identify how word choice was used to instigate a desired response.

They will also research and read primary documents from recent presidential scandals, such as Watergate, Lawinski and Clinton, etc. These will be discussed in terms of the corruption in politics. Which comes first, the position or the corruption? This is the chicken or the egg argument. By reading speeches and court transcripts, students will become critical and discerning listeners.

Poetry- ballads: Students will read and discuss the "Ballad of Birmingham", exploring the structure and literary elements. They will complete lesson 4 and 5 of The Center for Learning's Curriculum Guide- *Participating in the Poem*. Students will then take an event in history approved by course instructor, writing about it through the ballad form.

Poetry- "Remembering the Past": Students will read "Nikki-Rosa" in The Center for Learning's Curriculum Guide- *Black Like Me*, lesson 8. They will discuss the author's tone and word use, completing the provided questions.

Writing- news articles: Students will read a news article about Rosa Parks, written from an anti-black bias. The language will be analyzed to identify the bias. Students will then rewrite the article twice, once from a black bias and once from an unbiased perspective.

Writing- persuasive essay: Students will write a 3-page persuasive essay on the importance of critical thinking as it applies to propaganda and a democratic society. They will clearly identify why it is essential in a democratic society that young people learn to think independently and come to their own conclusions, but at the same time recognize the rights of others to hold differing opinions.

Listening and Speaking: Students will discuss key concepts and guiding questions in small groups and whole class. Discussions will often stir student emotions, giving them the opportunity to further practice respectful listening and speaking skills.

Writing Conventions: During this module, students will again combine sentences and edit sentences for capitalization, apostrophe, abbreviations, and punctuation. Skills will be picked based on areas of weakness noted in student writing.

* Key Assignments

Reading and discussing primary documents: Students are expected to read and understand informational text in preparation for real life experiences they will encounter in college and the workplace. Therefore, during multiple modules, students will read and analyze historical documents. They will be given discussion questions to address in small groups. Questions will be geared towards eliciting complex critical thinking skills, particularly thinking about ideas that have no one right answer. It is a goal of this course that students will become “thinkers” and not merely followers. Through these discussions, students will learn to present their ideas while listening to the differing ideas presented by others. Issues they will discuss include the meaning of democracy, English vs. American perspective of the American Revolution, human rights, and the rights and responsibilities of power. In addition to reading text, they must be able to discern the meaning of political cartoons, especially as related to propaganda. Therefore, many of the primary sources studies will be political cartoons, print ads, and commercials.

Research: Students will perform Internet research throughout the year. The first assignment in this area will be to find information about the English perspective towards the American Revolution. Prior to researching, students will be instructed on how to discern the reliability of an Internet site. Following this first introductory assignments, students will begin an in depth research assignment to gather

sources and information for a 6-page research paper. Other research throughout the year will be about the strikes of the late 1800’s, the Dust Bowl and Depression eras, the Salem Witch Trials and McCarthy Hearings, and presidential scandals, such as Watergate. Information will be used to complete a variety of different tasks: written, discussion, and presentation.

Writing Conventions: Each time students enter class, they will complete a bell ringer activity to reinforce or learn writing conventions. Students will combine 2-4 sentences without changing meaning, explaining the conventions they used and

sentences without changing meaning, explaining the conventions they used and why. When students are unable to complete this activity, direct instruction will occur. They will also edit a sentence for capitalization, punctuation and spelling. As the year progresses, the sentences will become more complex.

Day one bell-ringer:

* Combine the following sentences as concisely as possible without changing the meaning.

Some believe that Cleopatra may have committed suicide.

She allowed an asp to bite her.

An asp is a poisonous snake.

The proper combining of this sentence recognizes the relationship between events. More than one answer is possible, but students must be able to support their answer.

* Correctly capitalize and punctuate the following sentence.

havent you seen J K rowling in an interview

Letter to the editor: Students will be given a sample business letter and important formatting requirements discussed. As a class, they will brainstorm what freedoms are important to the American Dream. Each will then write a 1-page letter using business letter format, promoting a freedom they feel is especially important. Ideas include timely topics such as the right to bear arms,

the right to marry, or the right to an abortion, or ideas not as "front and center" such as the right to a fair trial or freedom of assembly. Content should identify the right and then use concrete examples to support it. Students will be grade on content, use of writing conventions, and format, but will not be graded on personal viewpoint.

Power Point: In order to compete in the world today, students must have strong technological skills. Therefore, as part of the study of the American dream, student groups will create a 10 slide Power Point presentation to illustrate how today's American culture does or does not represent this dream. Each slide must include at least one picture. Text is not required for this assignment but can be used in a limited way as needed to clarify. Direct instruction will be given as needed, but

groups will be created to include at least one student familiar with the program. In this way, students will be able to learn from one another. Following the completion of this assignment, students will write a brief, informal essay addressing their personal opinion on the current state of the American dream. Has it been achieved? Is it an ongoing process?

Commercial: In small groups, students will create and present a 60-second commercial for one of the original colonies. This will occur after having studied the colonies in History class. Very little instruction will occur as it is assumed the students are familiar with commercials. However, following the presentations, the class will discuss what techniques were used. This will be a first look at propaganda, a topic that will be explored deeply in later modules.

Eyewitness to History: Students will create an *Eyewitness to History* television program that reenacts the feeling of a national convention. Students will decorate the classroom and create posters and signs for and against Frederick Douglass and Elizabeth Cady Stanton. We will have just finished a study of their speeches for the right of blacks and women to vote. Each student will write a short statement of opposition to the speech of Douglass or Stanton. Students will then be assigned roles. One student will give Douglass's speech, and one, Stanton's. Other students will give short oppositional statements. This activity will be followed with a short discussion on the effect the speeches and energy had on them in the hopes they will become critical listeners not easily swayed by theatrics.

Discussion/Debate: By this time, students will have participated in a number of discussions, learning to be respectful listeners and speakers. This activity will focus on intentionally controversial topics related to human rights, such as gay marriage and abortion. This will be introduced to the students at least a week before the activity, giving them time to think about it. Parents will also have time to opt out of this activity. Students will argue their points without using "I" statements. This will not be a debate of personal opinion. All statements must be supported by fact and/or example. If needed, students can be assigned to take one side or the other, not necessarily their own side. Another possibility is assigning a couple of students

to take the less popular side if class demographics seem extremely uneven. The teacher should also be prepared to make points that will generate discussion. Prior to starting the debate, students will be taught the rules of debate, particularly one person speaks at a time and both sides of the issue are heard. Students will be allowed 5 minutes to journal their feelings following this activity in case anyone is left feeling uncomfortable. Journals do not have to be turned in and can simply be the writer's personal "venting".

Reading- *The Adventures of Huckleberry Finn*

Students will read, analyze and respond to *The Adventures of Huckleberry Finn*. The activities below will be used to help students focus their reading. Guiding questions listed in the course outline will be used to guide discussions, in addition to discussions that arise from the activities.

Vocabulary: Students will be given a list of vocabulary words within the context of the novel. They will be asked to infer, in writing, the meaning of the word before looking it up. It is imperative that they learn to use context clues. Furthermore, the dictionary often provides multiple definitions for a single word. Without attention to context, students cannot determine which definition is correct. This will be a worksheet to be done individually.

Comprehension Questions: Students will complete comprehension worksheets as they read the novel. These questions will be designed to test a student's understanding at more than a factual level. Higher order questions will require critical thinking skills and inference. A factual question might be *What information does Huck get from Mrs. Judith Loftus?* A few higher order questions are *What do we know about Huck from the way he talks,* or *Why does Twain change point of view in chapter 22?* Questions should be answered in complete sentences and will range from single sentence to full paragraph responses.

Satire: Students will complete lesson 8 of The Center for Learning's Curriculum Guide: *The Adventures of Huckleberry Finn*. Mark Twain uses satire to point out the ridiculous aspects of people, society, and customs. He gets away with his jibes because he uses Huck Finn to say them with a note of innocence and naivety. We will define satire and discuss how it is often used to inspire change. Using handout 11, students will read nine passages from the novel and identify what failing they are commenting about: feuding, greed, gullibility, sentimentality and literary triteness, curiosity, ceremony, religious hypocrisy, and pseudo-intellectualism.

Close Reading: Students will complete lesson 10 of The Center for Learning's Curriculum Guide: *The Adventures of Huckleberry Finn*. The activities in this lesson are designed to help students understand the relationships, associations, and innuendoes of the text. Students will be taught to annotate a passage of the novel, increasing their awareness of Twain's craft. After studying a passage already notated, they will be given a passage to notate themselves in handout 15. Students will be given a "code sheet" for symbols to use during annotation.

Character development: Students will complete lesson 3 of The Center for Learning's Curriculum Guide: *The Adventures of Huckleberry Finn*. This lesson focuses student attention on the details that mark Twain used to create Pap Finn. Students will examine Pap's description, words, and actions, as well as other's opinions of him. Handouts 4 and 5 will be completed in small groups, followed by a whole class discussion.

Dialect: Students will complete lesson 5 of The Center for Learning's Curriculum Guide: *The Adventures of Huckleberry Finn*. Mark Twain uses a number of different dialects in the book, and the better they are understood, the more meaning and humor students will find. Students will participate in dialects through "translating", listening, speaking, and analyzing the characters' dialogue. Students will discover that Mark Twain uses dialect to develop the hierarchy of social classes. Students will complete handout 8 in small groups, followed by a whole class discussion.

Business Letter: Students will review business letter format. They will then write a one-page business letter to the school explaining why *The Adventures of Huckleberry Finn* should remain on the school reading list.

Research Paper: Students will be instructed on the process of writing a formal MLA research paper. Steps in this assignment will include identifying a topic, developing a guiding question, finding resources, taking notes, organizing and synthesizing notes into a cohesive paper using direct quotes and summarization, crediting sources, using the writing process to edit and revise writing, and culminating in a final paper of at least six pages in length. Because this course is aligning to US History, pre-approved topics will be derived from the history coursework. Some possible topics are the rise of the US as a world power, changes of the 1920's, the Great Depression, and World War I. Students will have completed small research assignments by this time and will not require instruction on researching. However, direct instruction will be given on organization strategies. They will also be instructed on how to properly credit sources within text and in a Works Cited page. This paper is not to be a recitation of facts.

Students must identify a guiding question that lends itself to original thought. For example, students cannot simply write facts about the Great Depression but might write how it influences us today. If they know someone who was a child of the depression, they could include information from that person.

Jim Crow literacy test: Students will be given one of two possible literacy tests used during the Jim Crow period to prevent black voting. They will then discuss their tests and how they were different. Discussion will focus on the recurring question of "equality for all" and the American dream.

Imperialism: Following a study of imperialism in history, students will be given a number of real-life instances of US expansion. In small groups, they will decide if each example is or is not imperialism. Groups will list key points to support their decisions. As a whole class, we will then discuss each example. It is anticipated that groups will not be in agreement as some examples have been chosen due to their complexity. This will be another opportunity for students to practice articulating and supporting their opinions while maintaining an attitude of respect as others share theirs.

Overlapping: In small groups, students will read Wilson's Fourteen Points and

Paraphrasing: In small groups, students will read Wilson's Fourteen Points and discuss their meaning. Each student will be responsible for rewriting at least two of the points and editing two others. Each group will share favorite summaries with the class.

Reading- *The Grapes of Wrath*:

Students will read, analyze and respond to *The Grapes of Wrath*. The activities below will be used to help students focus their reading. Guiding questions listed in the course outline will be used to guide discussions, in addition to discussions that arise from the activities.

Vocabulary: Students will be given a list of vocabulary words within the context of the novel. They will be asked to infer, in writing, the meaning of the word before looking it up. It is imperative that they learn to use context clues. Furthermore, the dictionary often provides multiple definitions for a single word. Without attention to context, students cannot determine which definition is correct. This will be a worksheet to be done individually.

Comprehension Questions: Students will complete comprehension worksheets as they read the novel. These questions will be designed to test a student's understanding at more than a factual level. Higher order questions will require critical thinking skills and inference.

Imagery: Students will complete lesson 2 and 7 of The Center for Learning's Curriculum Guide: *The Grapes of Wrath*. This lesson focuses on Steinbeck's use of language, particularly color and sound. In lesson 2, students will explore how he uses color, sound, and the turtle to create the image of the "monster", his word for the Bank/Company or tractors which drive the farmers from their land. In lesson 7, students will explore Steinbeck's use of religious symbols by completing handout 19: Steinbeck's Use of Biblical Imagery.

Characterization: Students will complete lesson 3 and 10 of The Center for Learning's Curriculum Guide: *The Grapes of Wrath*. In lesson 3, students will discern the philosophy or values of characters from things they said. Students will complete handout 7 of the curriculum guide. In small groups, they will then complete handout 10 in which they pick a color, sound, or flower that represents each of the main characters. Throughout this unit, we will discuss the changes in the characters as they endure new challenges. In lesson 10, students will complete handout 25, identifying events in the novel, which help to change the hearts of the Joads and events that illustrate the changes.

Journaling: As students read, they will journal twice weekly as a character in the novel. Because imagery and language is a key concept in this unit, journaling must include descriptive language. Students must demonstrate an understanding of the characters personality and feelings, and should recognize character changes over time. Initial journal entries might be lacking in depth of understanding but should improve greatly following the completion of lessons 3 and 10 as described above. Each journal entry must be a minimum of 200 words in length.

Connection to History: Using the Curriculum guide, lesson 5, students will make connections to history. Students will explore the concept of the American Dream in the context of this book, a recurring theme within this class. Handouts 14 and 16 will be completed in small groups.

Strikes: Students will read pages 244-249 of their history text and do additional research about one strike from the late 1800's. They will integrate the information into an informative 3-minute speech that describes the cause, event, and consequences. Students must use at least one visual and involve the audience in some way. By this time, students will have spoken in front of the class multiple times, but this assignment will be the first formal individual speech. Students will be assessed for eye contact, voice, posture, preparation, etc., in addition to the content.

Woodie Guthrie songs as literature: Students will complete lesson 24 of The Center for Learning's *American Literature 2*. They will read the words to three songs by Woodie Guthrie: "Talking Dust Bowl", "Pastures of Plenty", and "Deportee". These poems will help them make connections to the theme of social injustice as it relates to *The Grapes of Wrath*. Students will work in small group and whole class to discern the meanings and to analyze the metaphorical language used. This lesson will further explore imagery and word use, key concepts in this module.

Found Poem: In pairs, students will find at least six descriptive passages from *The Grapes of Wrath*. They will work together to identify key words and phrases and then arrange them to create a found poem of at least six four-line stanzas. Students will be guided on defining the over-riding message they wish to deliver in their poem, as this will determine how to use their chosen words and phrases. Students will be given instruction prior to completing this assignment. They will be given a passage and found poem built from that passage, and they will explore how the words and phrases were manipulated to control the tone and message. This process of putting the text into a different genre will help students to develop creative thinking and writing skills.

Museum Project: Students will be divided into two groups. Each group will create a museum exhibit of at least 10 artifacts to represent the American culture during the era of the Dust Bowl and Depression. Artifacts may include photographs, objects, music, video clips- the students are limited only by their own imagination. Students must write a caption for each artifact, explaining its significance. At least four of the artifacts must also include a direct quote from *The Grapes of Wrath*. For example, a picture of a tractor destroying homes during the Dust Bowl could include a caption about machinery and specifically tractors changing the lives of farmers. Not only did the use of tractors change the methods of farming, but they were used to destroy the homes of farmers evicted from their land. A direct quote from the novel might be "Is a tractor bad? Is the power that turns the long furrows wrong? If this tractor were ours, it would be good - not mine, but ours. We could love that tractor then as we have loved this land when it was ours. But this tractor does two things - it turns the land and turns us off the land. There is little difference between this tractor and a tank. The people were driven, intimidated, hurt by both. We must think about this." - John Steinbeck, *The Grapes of Wrath*, Chapter 14. Students will reflect upon the museum exhibits, writing a brief individual response, indicating what artifact held the most meaning for them and why. This reflection must be at least two paragraphs in length.

Reading- *Farewell to Manzanar* or *When the Emperor was Divine*:

Students will read, analyze and respond to *Farewell to Manzanar* or *When the Emperor was Divine*. The activities below will be used to help students focus their reading. Guiding questions listed in the course outline will be used to guide discussions, in addition to discussions that arise from the activities. Because both novels are about life in a Japanese internment camp, the same activities can be used with either novel.

Vocabulary: Students will be given a list of vocabulary words within the context of the novel. They will be asked to infer, in writing, the meaning of the word before looking it up. It is imperative that they learn to use context clues. Furthermore, the dictionary often provides multiple definitions for a single word. Without attention to context, students cannot determine which definition is correct. This will be a worksheet to be done individually.

Comprehension Questions: Students will complete comprehension worksheets as they read the novel. These questions will be designed to test a student's understanding at more than a factual level. Higher order questions will require critical thinking skills and inference.

Prejudice: Students will paraphrase six quotes from different authors, poets, and

Prejudice: Students will paraphrase six quotes from different authors, poets, and politicians, each expressing their attitude towards prejudice. We will then work as a class to look for deeper meanings. Students will then be asked to state how the quotation applies to real life- past, present, and future.

Poetry-“In Response to Executive Order 9066”: Students will read the poem and analyze its meaning. They will make connections between the young girl in the poem and the primary character in the novel. They will also be guided to find the deeper meaning of “love apples” and why they would not grow in an internment camp, and to identify the tone of the poem. Students will answer questions on handout 11 from lesson 4 of The Center For Learning Curriculum Guide: *Farewell to Manzanar*.

Newspaper article: Students will write a newspaper article based on one of seven provided headlines. A few of those headlines are “Japan Bombs Pearl Harbor”, “Japanese Americans Ordered to Evacuate Homes”, and “U.S. Retaliates; Drops Bomb on Hiroshima”. Students will be instructed on writing a newspaper article using an inverted pyramid approach and the five Ws and H. Students will do additional research as needed to gather information for their news article. The news article should be a minimum of 250 words in length. The most difficult part of this assignment will be to identify key points and write succinctly, using the limited word count well. This is a skill that will help students greatly in college and the work place.

Letter to Roosevelt: Students will complete lesson 5 of the Curriculum Guide, brainstorming ideas or questions an internee might have wanted to discuss with President Roosevelt about their internment. They will then use the business letter format already taught in this class to write a letter to Roosevelt that includes a concrete description of living conditions, the impact of internment upon them and their family, and the changes or help they would like from the president. Students will write in 1st person as an internee. Letter must be at least 1 full page in length and will be evaluated for content and writing.

Propaganda- Public Service Announcement or poster: Students will be instructed on the meaning of propaganda and the many types. They will then work in small groups to identify and record examples of propaganda in print ads, commercials, and political election advertisements. Students will attempt to come up with examples from their own experience, but back-up examples will be available if needed. Once students are familiar with the use of propaganda, small groups will create their own public service announcement or poster that calls ALL Americans to help in the war effort. Each student will write a few paragraphs explaining how they used propaganda. Each PSA and poster will then be presented to the class.

Reading Primary Source Documents: Students will research the Salem Witch Trials on the Internet and read actual trial transcripts in preparation for reading *The Crucible*. They will answer the questions on handout 1 of lesson 1 in the Curriculum Guide: *The Crucible*. Students will gain additional background using handout 2, a summary of Puritan beliefs and related questions. Students will also research the McCarthy Hearings.

Students will also further their understanding of propaganda by reading the 1962 pamphlet, "What Everyone Should Know About Communism" and watching the YouTube videos, "Anti Communist Propaganda", "How to Spot a Communist", and "Murrow vs. McCarthy". Students will discuss the extent and use of propaganda in each, recording their findings with their small group.

Reading- *The Crucible*:

Students will read, analyze and respond to *The Crucible*. The activities below will be used to help students focus their reading. Guiding questions listed in the course outline will be used to guide discussions, in addition to discussions that arise from the activities. Students will also perform short dramatic readings of *The Crucible*, bringing the play to life.

Vocabulary: Students will be given a list of vocabulary words within the context of the novel. They will be asked to infer, in writing, the meaning of the word before looking it up. It is imperative that they learn to use context clues. Furthermore, the dictionary often provides multiple definitions for a single word. Without attention to context, students cannot determine which definition is correct. This will be a worksheet to be done individually.

Comprehension Questions: Students will complete comprehension worksheets as they read the novel. These questions will be designed to test a student's understanding at more than a factual level. Higher order questions will require critical thinking skills and inference.

Characterization: Using lesson 2, handout 4 of the curriculum guide, students will identify character traits revealed in a character's own dialogue. Students will need to use critical thinking skills to "dig" for the information "buried" within a brief

statement. Lesson 4, handout 11 will further help students explore the character development. This will be a review of previous knowledge, exploring how characterization is demonstrated through the words and actions of both the character and others within the novel.

Connection to history: Following their research into the Salem Witch Trials and the McCarthy Hearings, students will be guided in a discussion to connect these events. They will then make connections to their own personal life and current significant events, such as the fear following the bombings of the Twin Towers.

Students will discuss if something similar to the hysteria of these trials could happen today.

Conflict: Using The curriculum guide, students will explore conflict within literature. They will understand and identify examples of the different types of conflict, both internal and external. They will find examples within the novel. They will complete lesson 5, handout 13.

Allegory and Symbolism: The meaning of the term allegory will be discussed. Students will then use their knowledge of the Salem Witch Trials and the McCarthy Hearings to complete lesson 9, handout 25 of the curriculum guide. As an allegory, *The Crucible* is more concerned with the events in Washington, D.C., in the 1950s. Students will use the chart on handout 25 to analyze the allegorical elements: social climate, cultural beliefs, cultural fears, experts, trial proceedings, and treatment of victims. While allegory deals with a broad comparison, symbolism is more specific. The title of the play is itself a symbol. Students will explore the many literal meanings of the word crucible to derive a metaphorical meaning. They will complete handout 27 from lesson 10 of the curriculum guide.

Discussion: Students will be guided in a discussion of the treatment of “outsiders” in the U.S. today, particularly the homeless in our community. Students will share their reactions to the efforts being made locally. They will be expected to be critical, yet respectful listeners, a skill they will have been working on all year.

Allegory essay: Students will write a 3-page essay addressing the relationship between *The Crucible* and the Salem Witch Trials. They will use specific examples from the play to demonstrate that it is an allegory for the modern day witch-hunt. Students may include additional outside information from the research, providing they cite sources as previously learned.

Reading- *Black Like Me*:

Students will read, analyze and respond to *Black Like Me*. The activities below will be used to help students focus their reading. Guiding questions listed in the course outline will be used to guide discussions, in addition to discussions that arise from the activities.

Vocabulary: Students will be given a list of vocabulary words within the context of the novel. They will be asked to infer, in writing, the meaning of the word before looking it up. It is imperative that they learn to use context clues. Furthermore, the dictionary often provides multiple definitions for a single word. Without attention to context, students cannot determine which definition is correct. This will be a worksheet to be done individually.

Comprehension Questions: Students will complete comprehension worksheets as they read the novel. These questions will be designed to test a student's understanding at more than a factual level. Higher order questions will require critical thinking skills and inference.

Imagery: Students will continue their exploration of imagery in literature using the curriculum guide, lesson 10. They will identify and paraphrase the provided passages of imagery. They will also examine passages from the novel, recording the images and feelings for each of the seven passages. Students will then create word lists for images and use one list to write a descriptive sketch of at least 75 words that "paints a picture". They will then rewrite the same sketch using 35 words. A class discussion will then examine the difficulty of writing well with fewer words. More is not better, but it certainly can be easier. This is very counter to what most students believe, so this should offer them food for thought.

Perspective: Using lesson 11, handout 32 from the curriculum guide, students will explore literary point of view. They will review an event in the novel and then rewrite the event from the point of view of a different character. For example, the novel tells of Griffin checking into the Georgia Hotel from Griffin's point of view. The student will rewrite the event from the point of view of the hotel clerk.

Letter from Birmingham Jail: Students will read the letter from Martin Luther King, Jr. They will analyze the historical document to develop an understanding of the issues, ideas and values dear to King. They will specifically explore his word choices and how they impact on his meaning and tone. Students will identify

choices and how they impact on his meaning and tone. Students will identify King's perspective on civil disobedience and passive resistance, finding evidence of his emotions while noting the emotions his words elicit within them. Students will be instructed on the meaning of pathos and will then discern how and why King has used it in his letter. This will all occur within small group and whole class discussions. Each group will then identify key points, making lists of those King makes to defend civil disobedience and those about unjust laws.

Presidential Scandals: Students will research and read primary documents from recent presidential scandals. They will then discuss in class the concept of corruption in politics and "the chicken or the egg" debate. Students will be guided to think critically about the behaviors of these presidents and the nature of corruption in politics.

Ballads: Students will read and discuss the "Ballad of Birmingham", exploring the structure and literary elements. They will complete lesson 4 and 5 of *Participating in the Poem*. Students will then create their own ballad based on a significant event in history studied during the second semester. Ballads must be at least 24 lines in length and must adhere to the structure of a ballad.

Poetry- "Nikki-Rosa": Students will read the poem, "Nikki-Rosa" in the curriculum guide for *Black Like Me*. This poem recalls many seemingly negative childhood memories, yet the tone remains happy. Students will explore the tone of the poem, completing handout 24 of lesson 8.

Newspaper articles- bias and unbiased: Students will read the brief newspaper article about Rosa Parks in the curriculum guide for *Black Like Me*. Using the questions in lesson 7, handout 22, they will determine the bias to this article and will discuss the use of loaded words. Students will then rewrite the newspaper article from a black bias and an unbiased perspective. Students will be encouraged to "interview" those present at the event and to include direct quotes in their articles. These quotes will be created by the student but must be appropriate for the person credited. Students will be guided to discover that an unbiased article will always be longer as it must take both sides into consideration. Following completion of this assignment, students will read the newspaper articles they wrote during the previous module, looking for bias and loaded words. Each article must be at least 200 words in length.

Persuasive essay- propaganda and democracy: Students will write a 3-page persuasive essay on the importance of critical thinking as it applies to propaganda

persuasive essay on the importance of critical thinking as it applies to propaganda and a democratic society. They must clearly identify why it is important to think deeply about issues and listen critically to political debates.

* **Instructional Methods and/or Strategies**

Students will be engaged in a variety of activities that will support them in acquiring content knowledge and building academic skills. Methods and strategies will scaffold and increase in complexity as students begin to demonstrate proficiency and become more familiar with the content of each unit. Concepts will be introduced using lecture, video, group discussion, individual and group presentations, and reading. Methods of instruction will include, but are not limited to:

- Independent and small group reading: Students will read all required reading, both primary and supplementary. Multiple genres will be introduced and will include full literature and primary source document excerpts.
- Direct and explicit instruction: Note taking, creating graphic organizers, principles of grammar, and writing strategies will be modeled for the students.
- Discussions: Discussions will be whole class and small group and will focus on analysis and response to central topics in readings.
- Writing: Students will use their writing skills and critical thinking strategies as they respond to literature and discussion topics. Activities vary from short answer to extended essay and will be graded according to rubrics detailing expected content and writing conventions.
- Oral presentation: Students will present information both formally and informally. Presentations will include speeches, news reports, interviews, Power Point, and discussions.
- Technology: Students will use the Internet to gather and disseminate information through research and development of presentation materials. Students will research topics relevant to the reading assignments and give written and oral reports of their findings.
- Structured questions: Student learning will be guided through questions that facilitate deep thought and analysis related to all readings.

*** Assessment Methods and/or Tools**

Exams, quizzes, homework assignments, discussion, oral presentations, and writing assignments will be used to assess student progress. Exams for each unit will consist of multiple choice, matching, and short answer questions. Essays will emphasize critical thinking skills and demonstrate analysis and synthesis of ideas. The research paper will follow a step by step process: asking a question, developing a thesis, gathering information from reliable sources, drafting the paper, editing and revising, and formatting according to MLA guidelines. Writing assignments will be graded with a rubric that assesses clarity, conciseness, content, and writing conventions. Independent reading will be assessed by quizzes and written and oral responses. Students will evaluate themselves and their peers for active participation in small group work. These evaluations will be averaged each module, with the instructor having the right to adjust grades based on observation. The course instructor will correct all work, and prompt feedback will be given. Students revision of written work will be encouraged whenever possible.

*** Reading**

Students will read a wide variety of written material, including fiction, nonfiction, drama, historical primary documents, and poetry. They will be guided to make historical and cultural connections as they analyze readings. Teachers may substitute grade level college preparatory literature when applicable to the key assignments of a unit.

Students will read *The Adventures of Huckleberry Finn*.

Students will read *The Grapes of Wrath*.

Students will read *Farewell to Manzanar* or *When the Emperor Was Divine*.

Students will read *The Crucible*.

Students will read *Black Like Me*.

Students will read informational text on the Internet and in history textbooks.

Students will read and analyze excerpts from primary historical documents, including but not limited to supplementary source list.

Students will read and analyze assorted poetry and song lyrics, including but not limited to those listed in supplementary source list.

Students will complete curriculum guide activities related to central topics for each literature unit.

Students will answer comprehension and analysis questions for each literature unit, questions ranging from simple to complex.

Students will complete vocabulary activities for each literature unit.

Students will participate in higher order discussions related to each literature unit.

* **Writing**

Students will use their writing skills and critical thinking strategies as they respond in a variety of written genre. Activities will vary from short answer to extended essay and research paper. Written work will be graded according to rubrics detailing expected content, grammar, and writing conventions. Writing must be cohesive and written in appropriate format for the assignment. Essays and the research paper will all include all parts of the writing process. While completing writing assignments, students will receive direct instruction on any lacking skills. They will be given an opportunity to rewrite when needed after an initial teacher evaluation. Though this adds to the teacher's job, it also benefits the student and so is an opportunity that should not be avoided.

Writing assignments include:

- letter to the editor promoting a freedom
- script for colony commercial
- written statements of opposition to Douglas and Stanton
- letter to school supporting the continued use of *The Adventures of Huckleberry Finn* in schools
- six-page research paper in MLA format
- paraphrasing of Wilson's Fourteen Point Plan
- speech about a strike of the late 1800's
- Found Poem from *The Grapes of Wrath*
- Eight descriptive journal writes as character from *The Grapes of Wrath*

- Written captions for 10 museum artifacts
- Response paragraphs stating which museum artifact most impacted the student and why
- Three-page essay demonstrating that *The Crucible* is an allegory for the McCarthy Hearings
- Descriptive sketches- 75 and 35 words
- 24 line ballad
- newspaper article about the experience of a Japanese Internee
- biased news article about Rosa Parks
- unbiased news article about Rosa Parks
- three-page persuasive essay about the importance of understanding propaganda in a democratic society

* **Listening and Speaking**

Students will actively participate in discussions, sharing the roles of facilitator and recorder. They will be tested on information presented by their peers, as well as by the class instructor. They will also present information, both individually and in small groups. Students will be encouraged to discuss concepts with depth, guided by key questions. During discussions, students will be expected to be open-minded but discerning listeners, and articulate speakers. They will work collaboratively, use critical thinking skills, and ask relevant questions.

Assignments include:

- participating in group discussions, small group and whole class
- presenting a Power Point to illustrate the American dream
- presenting a 60-second commercial for one of the original 13 colonies
- participating in mock national convention
- participating in debate on sensitive issues related to human rights
- presenting informational speech about a strike during the late 1800s
- presenting a public service announcement or poster

- performing short dramatic readings from *The Crucible*

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