

American Studies: The American Dream Emerges

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective. - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - Students will demonstrate the ability to synthesize from multiple interpretations and perspectives in order to analyze its overall structure and meaning. - Students will demonstrate the ability to analyze arguments, recognizing unstated assumptions and the effects of logical fallacies and rhetoric, in order to evaluate their effectiveness. - Students will demonstrate the ability to communicate information, ensuring that the most significant and relevant facts build upon one another, in order to share new knowledge. - Students will demonstrate the ability to narrate a story by building a particular tone and outcome in order to develop real or imagined experiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. - RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. - RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). - RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions based upon chronological reasoning and historical perspective.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - history is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. - no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. - chronological reasoning requires wrestling with issues of causality, significance, context, and perspective. - in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. - each place on Earth has a unique set of local conditions and connections to other places. - individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole. - effective readers use a variety of strategies to make sense of key ideas and details presented in a text. - analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. - to gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology	ESSENTIAL QUESTIONS - Does perception shape reality? - Is it ever just for a country to enter into war?

• RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. • RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). • RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) • RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. • RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. • RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). • RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. • RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). • RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and	• writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	
Acquisition		
	<i>Students will know...</i> • that the modernist movement in literature refers to the radical shift in aesthetic and cultural sensibilities following World War I. • that industry boomed as natural resources, creative ideas, new social philosophies, and growing markets fuel technological development (light bulb, telephone, linotype), providing more jobs and choices. • that the growth and consolidation of the railroads benefited the nation but led to corruption and regulation. • that corporations demonstrated increasing power in the government and in society by the hands of industrialists. • that laborers formed Labor Unions in an effort to better working conditions and pay. They met with initial success but once organized, the political influence of workers declined. • that new immigrants from Southern and Eastern Europe, Asia, the Caribbean, and Mexico faced culture shock and prejudice, as well as the opportunity for a better life in the United States. • that the rapid growth of cities created many problems (ie: how to provide adequate housing, transportation, water, political corruption, and sanitation and how to fight fire and crime). • that public schools, and the growing number of colleges, created an educated workforce that not only helped industry and fueled the need for more literature, but "Americanized" immigrants to American customs • that the "political machine" emerged as cities attempted to deal with the problem of rapid urbanization. • that, as Americans had more time for leisure activities, a modern mass culture emerged, especially through newspapers and retail	<i>Students will be skilled at...</i> • selecting textual evidence based on evaluation of its strength, completeness, and relevance to the analysis of a literary text. • using a critical lens (e.g., philosophical, biographical) or secondary sources to interpret a literary text and draw conclusions about the text's meaning and/or significance. • analyzing how themes develop and how multiple themes interact. • objectively summarizing how themes interact and build on one another in a complex literary text. • analyzing development of characters as revealed through different means such as the use of narration, dialogue, archetypes, and character foils, and analyze the impact of the author's choices about characters such as how to introduce or develop them. • analyzing characters' depth and contribution to the narrative, and evaluate whether the characters' portrayal affects the quality of a literary work. • analyzing how the author's plot choices give insight to the meaning, theme, or message of the text. • analyzing the impact of the author's choices about setting (e.g., how does the setting enable, focus, enhance or restrict the possibilities of the narrative?) • applying appropriate strategies with sophistication and independence including a broad array of context clues such as conjunctive and subordinate clauses, a variety of general or specialized reference material, and knowledge of etymology to determine, clarify, or gain greater understanding of the correct usage and nuances in meanings of general academic words and phrases in grade-appropriate literary texts. • evaluating the cumulative connotative impact of a word or phrase on meaning and tone over the course of a literary text.

rhetorical features. - W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. - W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. - W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. - SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. - SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. - SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. - SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. - SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. - SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating - RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. - RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. - W.11-12.10 Write routinely over extended time frames (time	advertising. - that social and economic changes during the late 19th century created broad reform movements in American society. - that progressive reformers worked for government reforms and reforms that protected consumers (child labor, working conditions, Food and Drug laws, etc.) - that moral reformers focused on improving personal behaviors like the push for prohibition. - that women reformers targeted unsafe factories and labor abuses and promoted housing reform. - that muckraking journalists exposed political and economic corruption. - that President Theodore Roosevelt pursued a reform agenda known as the Square Deal which contributed to the emergence of the modern presidency. - that President Howard Taft divided the Republican party by signing a bill for higher tariffs and went against the conservative policies that Roosevelt promoted. - that President Woodrow Wilson pushed antitrust laws, lowering tariffs and creating a federal reserve and other financial reforms. - that economic and cultural factors convinced U.S. policymakers to join the competition for new markets in territories overseas, including Hawaii, Cuba, Puerto Rico, Panama, and Philippines. - that the US drive for market expansion was greatly influenced by factors such as the Spanish-American war, The Open Door Policy and the plans for the Panama Canal. - that long-term tensions erupted into a devastating war among European nations. The United States tried to remain neutral but entered the World War I on the side of the Allies. - that World War I unleashed a series of disruptions in American society as the U.S. government attempted to meet the demands of modern weaponry and warfare. - that World War I brought about dramatic changes to the United States such as the government taking a more active role in the economy . Millions of African	- analyzing how an author's word choices (e.g., imagery, figurative language, word play with multiple-meaning words, and other devices) are used in literary text to create a response (e.g., emotional, intellectual in the reader as well as to contribute to the meaning and aesthetic quality of the text. - analyzing complex text with an unconventional organization structure (e.g., reverse chronology) to determine how the author's choices impact the text as a whole. - analyzing how structural choices made from parts of a text (e.g., story beginning in medias res or having a comedic or tragic resolution; the final quatrain of a villanelle) affect the work's overall meaning and aesthetics. - analyzing how the author develops the narrator's or character's point of view, and explain how the author's viewpoint differs from the narrator's or speaker's (e.g., unreliable narrator, irony) - comparing and contrast multiple interpretations of a story, drama, or poem, analyzing and evaluating how each version interprets the source text (e.g., discuss the similarities and differences between Kenneth Branagh's and Frank Zeffirelli's interpretations of Hamlet) - comparing and contrasting the ideas or themes in literary texts (e.g., foundational works of American literature to the cultural, political, intellectual, and social influences of their time, and analyze how social factors of the historical period affect works of fiction. - selecting textual evidence based on evaluation of its strength, completeness, and relevance to the analysis of an informational text, noting where the text leaves matters uncertain. - drawing conclusions about the meaning and significance of an informational text based on analysis and evaluation of evidence from the text or from secondary sources to support conclusions. - summarizing a complex informational text objectively and accurately, making clear the relationships between key details and central ideas.
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for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. • L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. • His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. • His.2.9-12. Analyze change and continuity in historical eras. • His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. • His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. • His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. • His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced. • His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. • His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. • His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. • His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. • His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. • His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate	Americans moved to cities in the North to take jobs in war producing factories. Anti-immigrant hysteria erupted, and laws limiting freedoms fed an atmosphere of suspicion. • <u>of</u> the following key players, places, events, and/or ideas: ○ Thomas A. Edison, Alexander G. Bell, George Pullman, Interstate Commerce Act, Andrew Carnegie, Social Darwinism, Transcontinental Railroad, John D. Rockefeller, Sherman Anti-Trust Act, American Federation of Labor (AFL), Industrial Workers of the World (IWW), wobblies, Ellis/ Angel Island, Chinese Exclusion Act, Social Gospel Movement, Jane Addams, "Boss" Tweed, Gilded Age, Progressive Movement, Prohibition, Susan B. Anthony, Theodore Roosevelt, Upton Sinclair, Meat Inspection Act, Pure Food and Drug Act, NAACP, William Howard Taft, Woodrow Wilson, Federal Trade Commission, Federal Reserve System, Rough Riders, San Juan Hill, Panama Canal, Roosevelt Corollary, Dollar Diplomacy, Central Powers, Selective Service Act, Espionage and Sedition Acts, Great Migration, League of Nations, Treaty of Versailles, Zimmerman Note, <u>vocabulary:</u> monopoly, holding company, trust, collective bargaining, culture shock, graft, political machine, kickbacks, patronage, civil service, robber baron, linotype, vertical integration, horizontal integration, settlement house, yellow journalism, Socialism, muckraker, photojournalist, unions, strike, scabs, suffrage, reparations, pacifist, propaganda, biplane, trench, trench warfare	• analyzing summaries of grade-level or higher informational texts to determine the main ideas and identify relevant details (e.g., analyze an abstract to determine if an article will be useful). • analyzing the development of multiple central ideas in an informational text. • explaining and interpret the thesis or central idea of a complex informational or technical text and how it is supported and developed. • analyzing a complex set of ideas or sequence of events to explain relationships including how ideas, individuals, or events interact and develop (e.g., contributing factors, degrees of influence). • applying appropriate strategies with sophistication and independence including a broad array of context clues such as conjunctive and subordinate clauses, a variety of general or specialized reference material, and knowledge of etymology to determine, clarify or gain greater understanding of the correct usage and nuances in meaning of general academic and content-area-specific words and phrases in grade appropriate informational texts. • evaluating the cumulative connotative impact of a word or phrase on the meaning and tone over the course of an informational text. • analyzing an author's use of language including how an author uses and refines the meaning of key terms over the course of an informational text (e.g., faction in Federalist No. 10). • analyzing how the author's style, tone, diction, and rhetorical devices further or detract from the author's purpose or viewpoint. • analyzing how the author uses language to achieve aesthetic and rhetorical effects (e.g., an appeal to pathos through a particular image). • analyzing an author's values, beliefs, and assumptions (e.g., philosophical, political), which may be directly stated or implied. • analyzing the use of persuasive techniques and rhetorical devices, evaluate how they might affect the reader, and recognize when techniques are misused.analyzing and critique how the author's use of language, organizational structures, techniques,
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additional sources. • His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation. • His.14.9-12. Analyze multiple and complex causes and effects of events in the past. • His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument. • His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. • His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy. • Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present. • Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. • Civ.7.9-12. Apply civic virtues and democratic principles when working with others. • Civ.9.9-12. Use appropriate deliberative processes in multiple settings. • Eco.5.9-12. Describe the consequences of competition in specific markets. • Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.		and rhetorical devices further or detract from the author's purpose or viewpoint. • analyzing and evaluate supported and unsupported opinions, assertions, and inferences in a text, understanding that assertions or claims are not considered facts even if based on evidence. • delineating and evaluate an argument's validity, impact, logic, evidence, completeness, response to counterarguments, and general appeal, citing evidence from the text. • analyzing and evaluating multiple sources of information presented in different formats and apply findings toward answering discipline-specific questions and solving problems. • analyzing different forms of argument such as argument by analogy, causation, authority, emotion and logic. • analyzing use of logical fallacies (e.g., appeals to pity or common opinion, personal attack, doublespeak, false dichotomy, false causality, red herring, straw man, false assumption, caricature, loaded terms, leading questions, overgeneralization, bandwagon effect, non sequitur, circular logic, hasty generalization) in arguments, persuasive material, and formal and informal debates; analyze their effects on the text and reader; and explain why fallacies are not valid forms of reasoning. • analyzing the author's values, beliefs, and assumptions (e.g., philosophical, political), which may be directly stated or implied in an argument. • analyzing the similarities and differences in style (e.g., formal, informal, conversational, scholarly, journalistic, poetic) and purpose (e.g., to convince, to rebut, to entertain, to critique, to inform) or informational texts, and analyze their treatment of themes and use of rhetorical devices. • writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • writing narratives to develop real or imagined experiences or events using effective technique,
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		well-chosen details, and well-structured event sequences. • producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • using technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • evaluating the context in which historical events occurred. • analyzing change and continuity over time. • analyzing cause and effect relationships. • analyzing the factors that influence the changing perspectives of people throughout time. • analyzing the influence of context on perspective. • analyzing the influence of perspective on the historical record. • explaining how present perspectives influence interpretations of history. • analyzing the limitations and usefulness of historical sources • analyzing the relationship between primary and secondary sources. • evaluating the limitations of primary and secondary sources. • applying civic virtues and democratic principles.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>use systems thinking</i> • <i>communicate clearly</i> • <i>analyze media</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	