

American Studies: What it Means to Be an American in Times of War

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 defend an opinion using the most relevant evidence in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases in order to persuade others. - 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.) - 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	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. - people demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. - Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. - group memberships and identities provide or deny certain opportunities and power. - 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 <i>What role should America play in uniting the world in the process of attaining peace?</i> <i>Does societal pressure impact Americans to conform or does it drive individuals to rebel in order to maintain their independence?</i>

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.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • 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.11-12.9 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 rhetorical features. • W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • 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,	• writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. • effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	
Acquisition		
	<i>Students will know...</i> • that the social protest movements during this era gave voice to previously marginalized people and gave rise to social consciousness – affecting modern literature. • that multicultural literature emerged during this time period. • that the United States remained isolated from world affairs, as economic and political factors led to the rise of nationalist leaders in the Soviet Union, Germany, and Italy. • that the United States provided aid to nations resisting Hitler and then entered World War II after the bombing Pearl Harbor. • that the United States mobilized its citizens and resources to give the Allies unprecedented military and industrial support. • that the United States, Great Britain, and the Soviet Union cooperated in the fight to defeat Germany and its allies. • that America waged an aggressive military campaign against Japan in the Pacific Islands and finally ended the war. • that the government relocated Japanese Americans and instituted economic controls to promote military production and to prevent inflation. • that World War II resulted in great economic gains for the United States (such as decreased unemployment, increased employment for women and minorities, and the relocation of millions of Americans). • that the interaction of religion and politics can sometimes result in persecution of a group or individual. • that the Allied coalition fell apart as the United	<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.

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. - W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. - W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. - W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. - 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 additional sources. - His.13.9-12. Critique the appropriateness of the historical	States and the Soviet Union found themselves in conflict with one other. - that the U.S. containment policies, and Communist successes in China and North Korea, led to the Korean War. - that tension mounted between the United States and the Soviet Union as both tried to spread their influence around the world. - that, throughout the 1950s and 1960s, the U.S. and Soviet Union found themselves in a technological, political and ideological war resulting in various advances (the nuclear arms race, Monroe Doctrine, first satellites, the space race, U-2 spy planes). - that, as Americans tried to put the nightmare of World War II behind them and begin rebuilding their lives, the economy boomed and the country became conservative under the presidency of Eisenhower. - that the Anti-Communist sentiment caused the government to investigate the loyalty of millions of employees and prominent citizens. - that foreign affairs dominated John F. Kennedy's presidency; but with the "New Frontier", Kennedy outlined a broad vision for progress. He was assassinated before he was able to complete his plan, however. <u>of</u> the following key players, places, events, and/or ideas - Benito Mussolini, Adolf Hitler, Winston Churchill, Holocaust, Axis Powers, Dwight D. Eisenhower, D-Day, George Patton, Harry S. Truman, Battle of the Bulge, V-E Day, Douglas MacArthur, Manhattan Project, J. Robert Oppenheimer, Hiroshima, Nagasaki, Yalta Conference, UN, Nuremberg trials, GI Bill of Rights, Non-Aggression Act, Cold War, Truman Doctrine, NATO, Korean War, Hollywood Ten, Ethel and Julius Rosenberg, McCarthyism, H-Bomb, Dwight D. Eisenhower, John Foster Dulles, CIA, Warsaw Pact, Nikita Khrushchev, Eisenhower Doctrine, U-2 incident, GI Bill of Rights, Harry S. Truman, Dr. Jonas Salk, FCC, John F. Kennedy, Fidel Castro, Berlin Wall, Peace Corps, Lyndon B. Johnson, Thurgood	- evaluating the cumulative connotative impact of a word or phrase on meaning and tone over the course of a literary text. - 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.
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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.6.9-12. Critique relationships among governments, civil societies, and economic markets. • Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. • Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. • Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system. • Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.	Marshall, Brown v. Board of Education, Rosa Parks, Dr. Martin Luther King, Jr., Civil Rights Act of 1964, Malcolm X, Ho Chi Minh, Domino Theory <u>vocabulary:</u> totalitarian, appeasement, blitzkrieg, concentration camp, kamikaze, rationing, fascism, satellite nations, containment, blacklisted, brinksmanship, suburb, rock-n-roll, hot line, sit-in, freedom rider, de facto segregation, de jure segregation	• summarizing a complex informational text objectively and accurately, making clear the relationships between key details and central ideas. • 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 and evaluate how an informational text's organization affects clarity of the ideas or argument. • 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
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		information presented in different formats and apply findings toward answering discipline-specific questions and solving problems. • 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 arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • writing narratives to develop real or imagined experiences or events using effective technique, 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. • conducting short as well as more sustained research projects to answer a question or solve a problem. • gathering relevant information from multiple authoritative print and digital sources, assess the strengths and limitations of each source in terms of the task, purpose, and audience. • integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • drawing evidence from literary or informational texts to support analysis, reflection, and research. • evaluating the context in which historical events
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		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. • using geographic resources and images to explain relationships.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>make judgments and decisions</i> • <i>collaborate with others</i> • <i>use and manage information</i> • <i>be flexible</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	