

Public and Catholic District School Board Writing Partnerships

Course Profile American History

Grade 11
University Preparation
CHA3U

• *for teachers by teachers*

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Course Overview

American History, Grade 11, University Preparation, CHA3U

Secondary Policy Document: *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000.*

Course Description

This course examines the development of American social, political, and economic structures from colonial times to the present. Students will analyse the chronology of events and evaluate the roles played by specific individuals and groups throughout American history. Students will conduct research and analysis, and communicate, in a variety of ways, their knowledge and understanding of the country that is Canada's closest neighbour and most important cultural influence and economic partner.

How This Course Supports the Ontario Catholic School Graduate Expectations

One of the strongest themes found in the teachings of the Catholic Church concerns social justice. This theme refers to a number of issues raised in this course. The respect for human rights includes the respect for individual rights, Native American rights, labour rights, women's rights, and cultural group rights. The teachings of Christ concerning the need for community are reflected in America's constant struggle to define that community. This course presents students with historic issues faced by Americans and interprets them in light of the gospel teachings. Students recognise that there are certain gospel values such as social justice values that transcend history and are still relevant for the future. Students recognise that the story of the United States is not simply dates, events, and personalities but also the struggle to incorporate values in the face of rapid changes and challenges.

Course Notes

American history and the "American Dream" have held an intellectual fascination for students of history. Stories of European pilgrims, the Revolutionary War, the Civil War, and the development of American power on this continent and around the world have helped create a mythology about events and the role played by key individuals in the development of the "American Dream". This mythology has had a profound influence on Canadians and Canadian history and how Canadians view themselves and their neighbours. *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000* gives students an opportunity to examine the "American Dream" and to separate many myths from historical reality. By having opportunities to develop methods of historical inquiry, students will be able to critically analyse historical evidence and events in order to make their own interpretations. Students will be able to see the forces that have influenced American history at the local, national, and global levels. Is there a core set of beliefs and values that is part of the process of continuity in American life? Have key events and individuals marked profound changes in American life? How can the study of cause and effect contribute to one's understanding of change and continuity in a nation's history? How do key individuals and groups shape the arts and culture? What are the effects of new technologies on daily life of a particular period of time? What is unique about American social, economic, and political structures? How have these structures changed with time? How have Canadians been influenced by the American experience? These are some of the questions and themes that run through the six units outlined in this profile.

Throughout this course, teachers and their students will encounter historical writing that is qualitatively different than that of Canada and other nations in the western world in that it is full of pride, confidence, and the mythology of the ‘American dream.’ In the examination of the events of the history of the United States, this qualitative difference also provides an enlightening window on the national culture and psyche. To a degree the language of this Course Profile reflects this approach to a nation’s history. Teachers may wish to use some of the numerous opportunities that will arise, to help students reflect on these characteristics of the historical writing.

Historical events and personalities are open to many interpretations. Grade 11 students should be gaining an understanding of historical literacy: the ability to make interpretations and arguments using evidence from a wide range of resources. Students should be able to go beyond remembering historical information to a level of understanding where students comprehend, connect, and seek justification for the information they are using (Case, p. 143). Individual lessons should be constructed in a way that allows students to see different accounts of an event, issue, or individual. Care should be given in instructing students to be aware of biases – both personal and historical – when assuming the roles of historical figures. Looking at content from a perspective not found in the text makes issues come alive for students. How might the American Constitution have looked if the framers had been women, African Americans, and Native Americans? To measure understanding, students could create hypothetical conversations between famous historical and contemporary characters or have an individual from the past offer advice on a current problem. An example of this type of analysis follows: Based on their own experiences in the election of 1800, what advice would John Adams and Alexander Hamilton have given Governor Bush and Vice President Gore about how to deal with the election results of 2000? By engaging in these types of activities students learn that history is a dynamic subject that requires research, critical thinking and conceptual understanding (For further discussion see Case, p.141).

Students and teachers have used the four Achievement Chart categories appearing in *The Ontario Curriculum, Grade 9 and 10, Canadian and World Studies, 2000* to form the basis for the development of assessment and evaluation tools. The levels of performance serve as a guide to improve student performance. The same Achievement Chart is used for Grade 11 and 12, Canadian and World Studies courses

Units: Titles and Time

The units for the Grade 11 American History course have been scoped into five chronological units and one thematic unit. Teachers may choose to create shorter units for ease of instruction and assessment in the course. The Profile uses the chronological approach. However, Unit 6 recognizes that a thematic approach to explore a larger theme may be a valid alternative. The unit culminating activities are designed to accommodate both a chronological and a thematic approach to understanding history.

The units are organized to provide meaningful student assessment and evaluation based on performance tasks for each of the six units. The recommended tasks follow a skill continuum that culminates in an argumentative essay and tutorial in the last units of this course. The unit overviews provide teachers with potential themes and content organization that will help them further develop lessons that give students a sense of the major issues of American history. The Teaching/Learning Strategies provide models of exemplary practice that teachers may adapt to their course of study. This course is designated as University Preparation and thus one will see a strong focus on using primary sources in performance tasks culminating in the writing of an argumentative essay. This essay may form a key component of the 30% final evaluation(s) outlined by *The Ontario Curriculum, Grades 9 to 12 Program Planning and Assessment, 2000*, p. 15.

* Unit 1	Establishing the American Nation (1608-1791)	24 hours
Unit 2	The Consolidation of the Republic (1792-1849)	13 hours
Unit 3	Fracturing of the American Nation (1850-1876)	20 hours
Unit 4	America Acquires Power (1870-1941)	13 hours
* Unit 5	America Exercises Power (1941-present)	23 hours
* Unit 6	An Examination of the Great Society in the Twentieth Century (1900-2000)	17 hours

* These units are fully developed in this Course Profile.

The division of the curriculum expectations into the units stated above was completed with the view that students will see a model of the kind of historical thinking that historians use. Chronological and spatial thinking, the use of evidence, and examining multiple perspectives and interpretations are part of each unit. Assessment and evaluation should stress how students use historical evidence in interpreting different historical perspectives. These historical skills are significant for a student in a course bearing the University designation. Units 1 and 5 are being developed in detail because both teachers and students will see how historical skills play a role in the learning and research process so necessary for success at the next level of education.

Unit Overviews

Unit 1: Establishing the American Nation (1608-1791)

Time: 24 hours

Unit Description

Students explore the roots of many of the themes and issues of American history. The interactions among the early settlers and the Native American populations demonstrate the clash of cultures that lasts for over 300 years in America. The different experiences and the differing character of each colony should be examined to better understand the basis for disunity and conflict that develops first with the British and then among the various regions of colonial America. The historical issue of causation can be examined through a study of the political, social, and economic causes of the American Revolution. The connection between historical events and great people of the time can be researched for a writing assignment. American values and ideals can be looked at critically by discussing sections of the Declaration of Independence, Constitution and Bill of Rights, e.g., “all men are created equal,” “unalienable rights,” and “life, liberty and the pursuit of happiness.” Who were the framers of the Constitution really writing about? An examination of the difficulties in drafting and ratifying the Constitution can be introduced by looking at recent events in America. The election results of November 2000 give insight into the values and attitudes of the early framers of the Constitution and show how the Constitution is a living document that has been amended but not fundamentally changed since its acceptance. An understanding of the debate over the Virginia and New Jersey Plans and the resulting system of checks and balances gain an added dimension when developed from this last election and subsequent Court action. In Unit 1 students are introduced to many methods of historical inquiry. Students should be asked to formulate questions that guide reading and document analysis. The characteristics of primary and secondary sources should be discussed. Students should be able to develop an organizer for a focus of text materials. Conflicting points of view should be presented and criteria for detecting bias established.

Unit 1 Overview Chart

Cluster	Expectations	Assessment	Focus
1	COV.01, CCV.03, CHV.03, SEV.01, CO1.02, CC2.01, CC3.03, CH1.04, CH2.01, SE1.03	Knowledge/Understanding	Contact/clash of cultures
2	COV.02, CHV.01, SEV.02, CO1.01, CO1.05, CH1.04, SE1.04	Thinking/Inquiry	Regionalism and the beginnings of slavery
3	CCV.03, CC3.01, CC3.02, CC3.03, CHV.01, CH1.03, SE3.02	Knowledge/Understanding Thinking/Inquiry	From loyal subject to rebel
4	CCV.03, CC1.01, CC1.01, CC3.01, CHV.01, CH1.01	Knowledge/Understanding Thinking/Inquiry	Revolution realised
5	CHV.02, CCV.02, CH1.01, CC2.01, CC2.03	Knowledge/Understanding	The ideals of the revolution
6	CHV.01, SEV.03, CCV.01, CC2.01, CC2.03, CH1.02, CH1.03, SE3.01, SE3.04	Knowledge/Understanding Thinking/Inquiry Application	The nature of the Constitution
7	HIV.01, HIV.02, HIV.03, HI1.01, HI2.04, HI3.01, CGE2b	Knowledge/Understanding Thinking/Inquiry Communication	Culminating Activity

Culminating Activity: Historical Profile and Commemorative Stamp

The class should brainstorm a class list of individuals who made a contribution during the eras of the Revolutionary War and the Framing of the Constitution (see Appendix 1.7.1)

After researching information about the assigned individual, students should create an American stamp to commemorate the contribution of the selected individual. The stamp should be submitted with a 250-word mini-essay that answers the question: “Why should this person be considered important to the founding of the nation and, therefore, deserving of recognition?”

Unit 2: Consolidation of the Republic (1792 – 1849)

Time: 13 hours

Unit Description

As the nation grows, a number of issues and challenges test the character and values upon which this new country will evolve. The nation would have to determine which citizens would be included in the task of governing this fledgling republic. Competing visions for the country would be the source of vigorous debate across the land. The Constitution would prove to be a document that was not simply frozen in time, but subject to lively debate as the needs of a growing country would test its applicability and relevance in the light of changing realities. Over the course of fifty years, the country would more than double in size. Debate as to how this new territory would be admitted into the Union would be a precursor to a debate on the very survival of an intact Union. Political compromises would be fashioned to deal with these challenges, but would ultimately prove to be an unsatisfactory response to the issue of slavery. The settlement of this new land would test American policy and ethics regarding the treatment of Aboriginal peoples. America would fight its first major war with her neighbour to the North in an attempt to become the pre-eminent North American power. The expansion of American influence in the hemisphere is aided with two concepts, the Monroe Doctrine and Manifest Destiny. Women force their way into the Body Politic with the convening of the Seneca Falls Convention that would challenge long held beliefs and prejudices.

Throughout this unit students use a variety of primary source documents to develop the skills necessary to historians. Through the sequence of activities, students familiarize themselves with different perspectives on questions. Students are encouraged to read widely, think critically, come to an understanding of the complexity of the issues presented in this unit and then, in a culminating activity, apply their knowledge and understanding to defend a position in a short paper.

Unit 2 Overview Chart

Cluster	Expectations	Assessment	Focus
1	CCV.10, CHV.01, CH1.01, CH1.02, SE3.01	Knowledge/Understanding	Political Consolidation
2	CCV.01, SEV.03, CC1.03, SE3.01, SE3.03	Thinking/Inquiry Communication	The Constitution Evolves
3	CCV.01, CC1.01, CC2.02, CC2.03	Knowledge/Understanding	Jacksonian Democracy
4	COV.01, COV.02, COV.03, CCV.03, CO1.04, CO2.03, CO3.01, CC1.02, CC3.03	Thinking/Inquiry Communication	Territorial Consolidation
5	CHV.01, SEV.02, CH1.04, SE1.04, SE2.01, CGE3f	Knowledge/Understanding/ Communication	Social/Economic Issues
6	HIV.01 HIV.02, HIV.03, HI1.02, HI2.04, HI2.05, HI3.02, HI4.02, CGE2b	Knowledge/Understanding Thinking/Inquiry Communication Application	Culminating Activity

Unit 2 – Culminating Activity

Students have an opportunity to develop their skills in analysing primary source documents and applying their knowledge and understanding of an issue to a question. A short paper of no more than 300 words will be assigned, asking the students to take a position on an issue of some historical debate. Students articulate their position defending one perspective over the other in a formal thesis style format. Students are asked to use corroborating points from both the primary source documents to be analysed and their textbook. Possible issues could include: Jefferson vs. Hamilton on the issue of a National Bank; Jefferson’s dislike of party politics as chronicled in the election of 1800; Urbanization versus Agrarian democracy as a vision for the country; the inclusiveness of women in the political process as highlighted by the Seneca Falls Convention.

Unit 3: Fracturing of the American Nation (1850-1876)

Time: 20 hours

Unit Description

Students examine how and why a large part of the relatively new USA wanted to secede from the country and how this was avoided. First, they revisit and explore the growing regional differences between the southern states, with their societies and economies based on plantation agriculture and slavery, and the northern states, with their societies and economies based on small farms and growing urban industry. The growth of Abolitionism in the north, along with development of the Underground Railway, is included. Students study the more immediate causes of the Civil War: the escalating events of the 1850s. These events should include the intensified debate over abolition of slavery following the publication of Uncle Tom’s Cabin; the struggle over the spread of slavery into territories; the birth of the regional-based Republican Party and its impact on the presidential election of 1856; and the controversy sparked by the

Dred Scott Decision. In 1859, John Brown's raid on Harper's Ferry, his trial and execution, and the southern states' reaction to it all set the stage for armed conflict. The election of Lincoln and the south's reaction to this brought the two sides to the brink of war by the end of 1860. The South's near victory in the Civil War the reasons for the eventual Union victory and the costs of this victory are also covered. In the post-war period, students look at the approaches of President Lincoln, President Johnson and the Radical Republicans. Finally, the South's responses to Reconstruction and how it ended in 1876 are covered.

Unit 3 Overview Chart

Cluster	Expectations	Assessment	Focus
1	COV.01, COV.02, CO1.02, CO1.03, C01.04, CC1.02, CC1.03, CC2.02, CC2.03, CC3.03, SEV.01, SEV.02, SE1.01, SE1.02, SE1.03, SE2.01, HIV.01	Knowledge/ Understanding Thinking/ Inquiry	Regional differences between North and South in the mid-1800s
2	COV.03, CCV.01, CC1.01, CC3.01, CC3.03, CHV.02, CH1.01, CH1.02, SEV.03, HIV.02, HI1.01, HI2.02, CGE1j	Thinking/ Inquiry	How the events of the 1850s led to the Civil War
3	CCV.01, CCV.03, CC1.01, CC1.03, CC3.01, CO1.02, C01.03, CH1.01, HI1.02, HI2.03, CGE2c	Knowledge/ Understanding Thinking/ Inquiry	The Civil War
4	CO1.03, C01.04, C01.05, CC2.01, CHV.02, SEV.03, SE3.01, SE3.02	Thinking/ Inquiry Communication	Reconstruction
5	HIV.03, HIV.04, HI1.03, HI2.01, HI2.04, HI3.01, HI3.03, HI4.01, HI4.03, CGE5a, CGE5g	Thinking/ Inquiry Communication	Culminating Activity

Culminating Activity: Historical Dialogue

Students are paired at the beginning of the unit; one will be a southerner and the other a northerner. Students keep a record/diary/journal of how their historical character would view the situations and events that are studied in the unit. At the end of the unit, students have an overview of the period in this journal. They choose one part of the period to write up in a one-page report that describes the perspective of the people in that region. In addition, in a guided dialogue, students present the region's perspective of the entire period to their partners. During the dialogue, each listener takes brief notes of the other region's interpretation of each focus; these could be checked as part of the evaluation. Listed below are a series of questions that may be used to guide students in their coverage of the period.

1. What are the strengths of your region's society and economy? What are the major criticisms of the other region?
2. How does your region view each of the key people and events of the 1850s? For example, is John Brown a dedicated and idealistic hero or a fanatical and evil traitor?
3. a) How did the Confederacy come so close to winning the war at so many times during the war? Who are your heroes? Why were they chosen?
b) What events led to the Union Victory? Who are your heroes? Why were they chosen?
4. Was Reconstruction a necessary and worthwhile attempt at reform of the defeated South?

Unit 4: America Acquires Power (1870 to 1941)

Time: 13 hours

Unit Description

This unit examines the key changes the United States underwent in the seventy-year period after the Civil War. Starting with the frontier, students will examine America's encroachment and resultant conflict with the Aboriginal peoples of the Great Plains, including the Dawes Act and the Wounded Knee Massacre. Through a critical examination of Turner's Frontier Thesis and the development of the west, a causation link with later American imperialism can be researched for a class writing assignment. An understanding of the political, social, and economic reforms and the conditions that gave rise to them during this period will provide students with a broad insight into emerging American Twentieth Century values and attitudes. This transition towards urbanization and industrialization will also clearly demonstrate the rising American desire to move onto the world stage as will later efforts to assert their presence in the Caribbean, the Pacific, and North America. The devastation of World War I and US participation in it can be effectively used to show how the United States became a world power. It was through this active participation in world events, such as the World War I and the Treaty of Versailles that the Americans helped to shape the course and structure of Twentieth Century history. The twenty-two year period of introspection following World War I reveals the States consolidating their hold on domestic issues and security. An examination of the economic prosperity that was abruptly stifled by the Great Depression will allow students to gauge American effectiveness at dealing with the sweeping changes of these years. An understanding of the increasing US acceptance and preparation for its upcoming role in World War II will provide students with the necessary links to Unit 5.

Unit 4 Overview Chart

Cluster	Expectations	Assessment	Focus
1	COV.01, COV.02, CO1.02, CO1.04, CO2.01, CC2.01, CC3.02, CH2.01, CGE2a	Knowledge/Understanding Thinking/Inquiry Communication	End of the Frontier
2	CCV.01, CC1.02, CC1.03, CC2.02, CC3.01, CH1.02, SE1.03, SE2.01	Thinking/Inquiry Communication Application	Urbanisation and Industrialisation
3	COV.03, CO2.02, CO2.03, CO3.01, CO3.03, CH1.01	Knowledge/Understanding Thinking/Inquiry Communication	Moving Beyond the Continent
4	CO3.01, SEV.01, SEV.02, SEV.03, CC1.01, CC3.03, CH1.03, SE2.02, SE2.03	Knowledge/Understanding Thinking/Inquiry Communication Application	America Turns Inward
5	SE1.04, HI1.02, HI2.04, HI3.03, HI4.01, CGE2d	Thinking/Inquiry Communication Application	Neutrality Assessed

Culminating Activity: Short Position Paper

Students will be given a two-page position paper to write concerning the Federal Election of 1940. The issue: Who would you support, the Isolationists or those favouring foreign involvement? Students should brainstorm the topic, trying to identify all persons and factors that were involved in the election. The teacher provides source documents, both primary and secondary at the beginning of research. Students will do further research and submit a 500-word paper outlining which candidate they support and why they support this candidate. A rubric should be developed by the teacher and class prior to commencing this activity. The rubric should be based upon the Achievement Chart found in the Canadian and World Studies, 2000 document.

Unit 5: America Exercises Power (1941 – Present)

Time: 23 hours

Unit Description

During this time, the United States emerges from its traditional policy of Isolationism to exercising its military and economic resources as the champion of the “free world.” Students note the change in American foreign policy beginning with the bombing of Pearl Harbour. Students examine not only the course of the war in Europe and Asia, but its conduct. With the development and use of the atomic bomb, America becomes the world’s first nuclear superpower with all the responsibility inherent. By the war’s end, relations between the United States and its Soviet ally begin to rupture. Students examine the clash of ideologies reflected in such policies as the Marshall Plan, the Truman Doctrine and Eisenhower’s Domino Theory as they contribute to the Cold War. They also examine some prominent Cold War issues, such as the growth of the CIA, involvement in international security organizations such as NATO, NORAD and the United Nations, the Korean War, the Suez Canal Crisis, emerging nationalism in Africa, the conflict of American economic interests with Latin and South American independence movements, the Bay of Pigs, Vietnam, the arms and a space race, and Perestroika. The impact of the Cold War on American domestic policy is examined more closely in Unit 6. With the subsiding of Cold War tensions, students examine how the United States continued to shape world policy. The essay and tutorial assignments are introduced and developed in this unit and continue in the next unit. The culminating activity is a unit test.

Unit 5 Overview Chart

Cluster	Expectations	Assessment	Focus
1	HIV.01, HIV.02, HI1.01, HI1.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Introduction of Essay and Tutorial topics
2	CCV.03, COV.03, CC1.01, CO3.01, CGE7a, CGE7b, CGE7j	Knowledge/Understanding Thinking/Inquiry Communication Application	America and World War II
3	COV.03, CCV.03, CO3.03, CC3.01, CGE1j, CGE2e	Knowledge/Understanding Thinking/Inquiry Communication Application	Nuremberg and the Bomb
4	COV.03, CHV.01, CH1.02, CO2.03, CGE1d, CGE3b	Knowledge/Understanding Thinking/Inquiry Communication Application	The Cold War Heats Up – The Cuban Missile Crisis/Vietnam
5	COV.03, CHV.03, CO3.02, CO3.03, CH3.01, CH3.02, CH3.03, CGE2a, CGE3d, CGE7f	Knowledge/Understanding Thinking/Inquiry Communication Application	The Marketing of America Abroad
6	COV.01, CCV.01, SEV.02, CO1.03, CC1.02, SE1.03, SE1.04, CGE2a, CGE3d	Thinking/Inquiry Communication Application	The Struggle for Equal Rights
7	HIV.03, HI4.02, CGE4f	Knowledge/Understanding Thinking/Inquiry Communication Application	Culminating Activity

Culminating Activity

The students will write a unit test as the culminating activity. The intent of this activity is to ensure that students are afforded an opportunity to practise and hone their test writing skills prior to writing a final exam.

Unit 6: An Examination of the Great Society in the Twentieth Century (1900 – 2000)

Time: 17 hours

Unit Description

The 20th Century belonged to the United States. It has been called the bastion of technological progress, the model of freedom and justice, and the destination for the world's emigrants. Under the free enterprise system, the United States has produced more material wealth than any other country in the world. Through their attempt to create the "Mansion on the Hill" or "The Great Society," Americans have faced many issues. Although the concept of the "Great Society" is a relatively new one, the idea of creating a more just society is not. In 1964, President Lyndon Johnson attempted to complete some of the unfinished business that had been set out in the constitution and emphasized in the New Deal, most notably the goal of social justice as it pertained to racial and sexual equality and the desire to end poverty. This unit examines critical issues that have challenged Americans' concept of the "Great Society". Among the issues to be investigated are: racial, gender, and economic inequality; segregation; the reality of the melting pot; Prohibition as the great experiment; the rigidity of literalism and the Scopes Monkey Trial; the impact of technology; the Red Scare; justice and the death penalty; public education; urbanization and the death of the inner city; the question of inclusiveness and the "American Dream"; the cultural and physical challenge of the baby boomers; the Civil Rights Movement; the death of Camelot; the anti-war protest movement, and Watergate and its effect on political cynicism. These topics will be the focus of students' essay and tutorial assignments. The culminating activity will be a student directed tutorial. Here the students will have to defend their essay's thesis and evidence. To conclude this unit and the course, the students will be presented with two conflicting viewpoints regarding the future of the United States. The teacher conducts a class discussion assessing which of the two viewpoints better predicts what is in store for the "Great Society."

Unit 6 Overview Chart

Cluster	Expectations	Assessment	Focus
1	COV.01, CCV.03, CHV.02, CHV.03, SEV.01, CO1.05, CC1.02, CC2.02, CC2.03, CH1.01, CH2.01, CH2.02, CH2.03, SE1.01, SE2.02, CGE3d, CGE3f	Knowledge/ Understanding	Teacher-directed overview of the issues facing the United States in the Twentieth Century.
2	COV.01, CHV.01, CHV.03, CCV.01, SEV.03, HIV.01, HIV.02, CO1.04, CO1.05, CH2.01, CH2.02, CH3.01, CH3.02, CH3.03, SE1.01, SE1.03, SE1.04, SE3.02, SE3.03, HI1.02, HI2.05, HI3.02, HI4.02, CGE2b, CGE2c, CGE2d	Knowledge/ Understanding Thinking/Inquiry Communication Application	Culminating Activity Tutorial presentations and defence.
3	CCV.02, COV.03, HIV.02, CC2.03, CO3.03, HI2.01, HI3.03, CGE7e	Knowledge/ Understanding Thinking/Inquiry Communication Application	Closing Activity Summary readings and discussion

Unit 6 – Culminating Activity

The students will have an opportunity to develop their skills in producing a thesis-based research paper of approximately 1 000 words from a series of selected topics outlined in the first activity of Unit 5. These topics will be derived from material in Units 5 and 6 with Unit 6 themes given more emphasis. The writer will follow all the proper conventions of research and documentation. While writing their paper, students will present and defend their research in a 30-minute tutorial. Feedback from peers and teacher in oral and written form will assist presenters in completing their research paper.

Teaching/Learning Strategies

This course provides students the opportunity to explore, analyse, and reflect on history through diverse teaching and learning strategies. Critical thinking skills such as formulating a thesis, identifying bias and viewpoint, debating, analysing primary sources, and problem solving are a focus of many activities. Focused inquiry, data analysis, notes taking, and guided Internet searches are examples of the research skills that students practise. Students have multiple opportunities to hone their skills in communication through formal presentations, role-playing, debates and trials, response journals, writing-in-role, and persuasive paragraph writing. Some of the methods of historical inquiry that students should be able to demonstrate are the ability to conduct organized research and document analysis using primary and secondary sources; the ability to create a short position paper in a manner that respects the opinions of others; and the ability to think creatively in reaching conclusions. Cooperative group learning is another important active learning strategy fundamental to many activities in this profile. Tasks are designed to develop skills and concepts through a range of student learning styles. Many important skills are developed in the activities in the units. Students are asked to demonstrate a synthesis of their learning in the course by participating in the Course Culminating Activity in Unit 6.

The subject discipline of History has its own particular ways in which language is used to express concepts. In order to help all students, but especially ESL/ELD students, teaching and learning strategies should show formative attention to the following aspects of language in written and oral forms:

- specialized vocabulary/idioms;
- wide range of tense use, active, and passive voice;
- words, phrases, and clause structures that indicate:
 - sequence/chronology;
 - cause/effect relationships;
 - contrast/comparatives/superlatives;
 - statements of opinion, interpretation, inference;
 - statements of speculation/hypothesis/prediction;
 - statements of belief, intent, necessity, persuasion, evaluation, definition;
 - explanations of reason;
- formation of questions for formal and informal circumstances, oral or written active listening skills, for example, phrases, and syntax that express encouragement, requests for repetition, clarification, and restatement;
- activities such as reading/listening tasks (case-study/video-viewing) need a specific and concrete product expected of students;
- completion of a graphic organizer/re-enactment or structured oral response;
- note-taking/summarising;
- non-verbal communication skills, of particular importance to presentation tasks;

Language development and the expression of concepts taught are greatly facilitated if written tasks are reinforced by oral tasks, and vice versa. All learners with difficulties benefit greatly if models or scaffolds for oral and written expressive communicative functions are initially provided for them by their teachers.

Assessment & Evaluation of Student Achievement

The Achievement Chart, which is the basis for assessment and evaluation in this course, is found on pp. 246-247 of *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies*. The chart identifies four major categories of knowledge and skills – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass the curriculum expectations in all courses in Canadian and World Studies. The descriptions at Level 3 represent the provincial standard for student achievement.

Activities in this Course Profile suggest formative assessment, including diagnostic and summative evaluation strategies and tools. Sample rubrics are provided for some of the major activities and for the unit culminating activity. The Course Culminating Activity is designed to be appropriate to the University Preparation course requirements. The teacher should introduce the concept and the topic of a culminating activity at the beginning of the course. Achievement categories are present in each of the units. These are meant to acknowledge the fact that students require practice to gain competency in the many discrete skills involved in researching and writing a historical essay and making a presentation of an American social justice issue (e.g., inquiry and research skills, analysing sources, oral communication). The activities and performance tasks in this profile are examples of some strategies that teachers may use with their own classes. The following are some generic suggestions for assessment and evaluation techniques in History courses:

- provide opportunities for student learning to improve by using formative assessment tools in each unit (e.g., visual organizers, practice quiz, self-and peer-editing of written work, teacher feedback);
- model the skill that you want the students to master (e.g., formulating a thesis, note-taking, report writing);
- share with the students clearly developed criteria for their assessment and evaluation (e.g., checklists, and rubrics). Developing these tools with students helps to clarify how and why they are being assessed and/or evaluated.
- accommodate a variety of learning styles to allow students to improve their performance;
- use assessment tools that are appropriate for the expectations being addressed and that relate to the categories on the achievement charts;
- ensure that criteria used for assessment match expectations in culminating activities that involve performance assessment;
- ensure that in performance tasks involving group work that these tasks build in positive interdependence and individual accountability;
- rubrics should make it clear to students why they scored as they did and what steps they need to take to improve;
- match the assessment/evaluation strategy to the teaching/learning strategy.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

Accommodations

This will be the first opportunity for students to engage in a University designated history course. Every effort will be made to assist all students in achieving success in this history course. Specific adaptations and accommodations are recommended with each activity in the two detailed units of this profile. Individual Education Plans provide teachers with specific learning strategies that work best with individual exceptional students. As well the proficiency levels outlined in *The Ontario Curriculum, Grades 11 and 12, English as a Second Language and English Literacy Development*, provide teachers and school administrators with a guide to receiving and accommodating these learners in the regular classroom. A variety of strategies can be used for students. History teachers are encouraged to work with

the Special Education teacher to review students' IEPs (Individual Education Plans) to decide the best course of action to assist them in meeting the expectations of the Grade 11 American History course. There are many enrichment opportunities for gifted students who may explore the issues, personalities, literature, and arts in greater depth or from different perspectives. For example, motivated students could benefit from reading Dee Brown's *Bury My Heart at Wounded Knee*, which examines relations in the American west among Native American groups, settlers, and the American government. Students could compare and contrast how their text looks at the events of this novel. Novels like Bobbie Jo Mason's *In Country* deal with the effects of American involvement in Vietnam on groups of soldiers and their families. Students see in a powerful, intimate, and personal way a writer's view of the impact of historical events on individuals.

The American History course places a great deal of emphasis on the use of primary documents. Some students might be challenged visually, and reading copies of documents could be very difficult. Teachers must make accommodations for these students, such as using larger print texts and using large fonts for class handouts. When analysing primary documents, some students benefit from having the documents copied and divided into smaller components with guiding questions interspersed.

Teachers should recognise that students selecting this University designated course may have taken either the Academic or Applied History program in Grade 10. The historical and learning skills stressed and the assessment and evaluation tools used in each of these programs would be different. The American History Course must build on the strengths of all individuals. The goal should be the development of the historical skills and content of American History over the activities of the course and prior content should not be assumed knowledge. Having more than one opportunity to improve a product, talking to a partner or small group about an issue prior to writing and rehearsals in the form of homework assignments help all learners make the transition to this University Preparation course.

Resources

Note Concerning Permissions

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Print

Teachers may use a variety of texts to provide the background information for students. The following resources provide support for teachers and students:

Hux, Allan, Fred Jarman, and Bill Gleberzon. *America: A History*, 2nd ed. Toronto: Globe/Modern Curriculum Press, 1989.

The American Scene. Danbury. Grolier Educational. 1999. ISBN 0-7172-9448-X

Balkin, Richard. *Almanacs of American Life Series*. New York: Facts on File. 2000.

Bode, Janet. *The Colors of Freedom*. Danbury: Franklin-Watts. 1999. ISBN 0-531-11530-5

Bowman, John. *America at War*. New York: Facts on File. 2000. ISBN 0-8160-3803-1

Bradley, David. *The Encyclopedia of Civil Rights in America*. Armonk: Sharpe. 1997.

ISBN 0-7656-8000-9

Case, Roland and Penney Clark. *The Canadian Anthology of Social Studies: Issues and Strategies for Teachers*. Burnaby, B.C.: Simon Fraser University Press, 1997.

Ellis, Joseph J. *Founding Brothers: the Revolutionary Generation*. Toronto: Knopf Canada. 2000. ISBN 0375-4054-45

Flanders, Stephen A. *Atlas of American Migration*. New York: Facts on File. 1998. ISBN 0-8160-3158-4

Kaspi, Andre. *Great Dates in American History*. New York: Facts on File. 1994. ISBN 0-8160-3158-4

Meltzer, Milton. *Milestones to American Liberty*. New York: Thomas Y. Crowell. ISBN 0-8160-3158-4

Our American Century. Time-Life Books. Richmond. 1998. ISBN 0-7835-5500-8

Parish, Peter J. *Reader's Guide to American History*. Chicago: Fitzroy-Dearborn. 2000. ISBN 1-884964-22-2

Perret, Geoffrey. *A Country Made by War*. New York: Random House. 1989. ISBN 1-884964-22-2

Purcell, Edward L. *Who was who in the American Revolution*. New York: Facts on File. 1993. ISBN 0-81602-1074

Schwartz, Richard A. *Cold War Culture*. New York: Facts on File, 1997. ISBN 0-8160-3104-5

U.S.A. Sixties. Georgetown: Grolier Educational. 2000. ISBN 0-7172-9503-6

Non-print

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always review and verify the websites prior to assigning them for student use.

The American Civil War Homepage – <http://sunsite.utk.edu/civil-war/warweb.html>

American Memory – <http://memory.loc.gov/ammem/amhome.html>

Black History Hotlist – www.kn.pacbell.com/wired/BHM/bh_hotlist.html

The History Place – www.historyplace.com

The History Net – www.thehistorynet.com/

Immigrant information II – www.kn.pacbell.com/wired/fil/pages/listimmigratmr1.html

Smithsonian Institution – www.si.edu/

University of Oklahoma – College of Law – www.law.ou.edu/hist/

PBS video series, *The Americans* narrated by Kevin Costner

PBS video series, *The Civil War Series* by Ken Burns

A&E's Biography Series – The Presidents

Teacher Resources for Accommodations

– <http://education.indiana.edu/cas/tt/v3i2/addtips.html>

A two-page list of ADD activities and strategies for all grades and subject areas

– <http://snow.utoronto.ca/best/accommodate/org.html>

A list of best practices as part of the “Special Needs Opportunity Windows.”

– <http://www.trentu.ca/specialneeds/sno.html>

Trent University's Special Needs Department

– http://www.zapme.com/net/teacherslounge/teaching_strategies/specialed.html

The study and writing skills necessary for university preparation.

Margaret Proctor's University of Toronto site on essay writing skills:

– <http://www.utoronto.ca/writing/notes.html>

OSS Considerations

This Course Profile is designed to assist teachers in the implementation of the American History credit based on *The Ontario Curriculum, Grade 11 and 12, Canadian and World Studies*, pp. 116-126. Though this course is listed as one of the optional credits that meet the requirements for the secondary school diploma, it can be used as the one senior-level credit in their choice of Canadian and World Studies, English, Social Sciences and Humanities, or a third language to fulfill the diploma requirement. Any Grade 11 or 12 course in these areas will allow students to fulfill this requirement. Expectations for teacher accommodations and modifications of regular programs for students with special education needs are summarized in section 7.12 (pp. 56-58) of Ontario Secondary Schools Grades 9-12. Teachers should make every effort to give students school access to computers for research and the writing of assignments. As specific historical skills are developed, teachers are encouraged to establish links with the world of work and career education should be made. The use of community resources (e.g., Vietnam War veterans) should be encouraged. The foundation for assessment, evaluation, and reporting practices are outlined in *The Ontario Curriculum, Grades 11 and 12, Program Planning and Assessment*.

Coded Expectations, American History, Grade 11, University Preparation, CHA3U

Communities: Local, National, and Global

Overall Expectations

- COV.01** · demonstrate an understanding of the interactions among diverse groups and communities in the United States throughout its history;
- COV.02** · explain the changing motives and developments involved in the expansion of the United States across the continent;
- COV.03** · analyse the nature and scope of the interactions between the United States and countries and communities beyond its borders.

Specific Expectations

Community Relations in the United States

- CO1.01** – demonstrate an understanding of the variety of settlements in the Thirteen Colonies (e.g., Virginia, Massachusetts Bay, Pennsylvania);
- CO1.02** – compare the experiences of immigrant groups and their influence in American history (e.g., European settlers in colonial America, slaves forcibly brought from Africa, European and Asian immigrants during the nineteenth century, Hispanic and Asian immigrants during the twentieth century);
- CO1.03** – demonstrate an understanding of the experiences of African Americans to the present time, particularly in connection with slavery, emancipation, and the civil rights movement (e.g., segregation, disenfranchisement, educational restrictions);
- CO1.04** – describe how regional identities emerged in the United States, and how they have changed over time (e.g., North versus South, Appalachia and the Midwest versus the East, Rust Belt versus Sun Belt);
- CO1.05** – demonstrate an understanding of the interactions between significant non-conformist groups and American society (e.g., Loyalists, Quakers, Mormons, the Ku Klux Klan, Branch Davidians).

Territorial Expansion

- CO2.01** – assess critically the motives involved in and the process of American continental expansion from colonial times to the end of the nineteenth century (e.g., invasion of Aboriginal lands, construction of canals and railroads, establishment of homesteads, gold rushes);
- CO2.02** – describe the conflicts and compromises between the United States and European or Asian states over North American territories (e.g., Louisiana Purchase, Spanish Florida and California, British North American colonies, Russian settlements on the Pacific coast and in Alaska, Puerto Rico);
- CO2.03** – describe the conflicts and compromises between the United States and other North American nations (e.g., the War of 1812, Texas and Mexico, Canadian–American boundary disputes, disputed sovereignty over the Northwest Passage, disputes over fishing zones, ideological conflict with Cuba).

The Development of a World Power

- CO3.01** – demonstrate an understanding of the concepts of isolationism and Manifest Destiny, and the effect they had on American foreign policy (e.g., neutrality and Washington’s Farewell Address, the Monroe Doctrine, American support for the Fenians, Theodore Roosevelt’s Big Stick, Taft’s Dollar Diplomacy, Wilson’s Fourteen Points, Franklin Roosevelt’s Good Neighbour Policy);
- CO3.02** – analyse the role of the United States in international affairs since 1945 (e.g., Cold War, space race, Gulf War, financial crises and the International Monetary Fund, diplomatic brokering in the Balkans and the Middle East, lobbying for human rights);

CO3.03 – assess the factors (e.g., geographic, ideological, demographic, economic) that have contributed to the United States’ status as a world power.

Change and Continuity

Overall Expectations

CCV.01 · demonstrate an understanding of the historical process of change in the context of the development of American history;

CCV.02 · demonstrate an understanding of the historical process of continuity in the context of the development of American history;

CCV.03 · demonstrate an understanding of the use and importance of chronology and cause and effect in analysing the history of the United States.

Specific Expectations

The Role of Change

CC1.01 – describe the events that marked profound changes in American history (e.g., the battles of Lexington, Gettysburg, Little Big Horn, and Pearl Harbor; the elections of Andrew Jackson, Abraham Lincoln, Franklin Roosevelt, and Richard Nixon; the development of the atomic bomb; the war in Vietnam);

CC1.02 – describe the effects of change on the American people and society (e.g., the effects of the closing of the frontier in 1898, of industrialization and urbanization after the Civil War, of the transformation from an industrial to a post-industrial economy);

CC1.03 – describe the roles played by key individuals in the process of change in American history (e.g., George Washington, Harriet Tubman, Geronimo, Theodore Roosevelt, George Wallace, Cesar Chavez).

The Role of Continuity

CC2.01 – describe aspects of American history that reflect the process of continuity (e.g., the frontier, isolationism, civil rights);

CC2.02 – demonstrate an understanding of the theme of renewal and reform as reflected in developments in American history (e.g., Jacksonian democracy; Social Gospel; Progressivism; Prohibition; the Square, New, and Fair Deals; the Great Society);

CC2.03 – describe the ongoing influence of American beliefs and myths on the history and society of the United States (e.g., respect for the Constitution; the right to bear arms; private property; rugged individualism; the American Dream; free market capitalism).

Understanding Chronology and Cause and Effect

CC3.01 – demonstrate an understanding of the chronological order of events relating to significant developments in American history (e.g., the American Revolution, the Civil War, changing roles of men and women, growth of industrial and technological power, American involvement in Vietnam);

CC3.02 – demonstrate an understanding of continuity and change as interrelated concepts used by historians to organize the chronological flow of American history (e.g., Townshend Acts and the American Revolution, post-Civil War migrations and the development of the American West, the Watergate break-in and the resignation of a president);

CC3.03 – explain how the study of cause and effect contributes to our understanding of change and continuity through the course of American history (e.g., westward pioneer migrations and conflict with Aboriginal peoples, abolitionism and the creation of new states leading to the Civil War, stock market speculation and economic cycles, electrification and the development of modern factories).

Citizenship and Heritage

Overall Expectations

- CHV.01** · describe the influence of key individuals and groups in the development of American social and political identity;
- CHV.02** · demonstrate an understanding of the influence of key individuals and groups in shaping American arts and culture;
- CHV.03** · assess the influence of key individuals and groups who helped bring the United States into a position of world cultural hegemony.

Specific Expectations

Forming the American Identity

- CH1.01** – demonstrate an understanding of the importance of individuals and groups who have taken leadership roles in American politics and society (e.g., Benjamin Franklin, Thomas Jefferson, Elizabeth Cady Stanton, the muckrakers, Marcus Garvey, Martin Luther King Jr., Rachel Carson, Ralph Nader);
- CH1.02** – describe the ideologies of and roles played by factions in American history (e.g., Federalists and Republicans, abolitionists and advocates of slavery, capitalists and labour, American socialists and McCarthyites);
- CH1.03** – evaluate the ideas and influence of American social, economic, and political thinkers (e.g., Thomas Paine, James Madison, Angelina Grimké, John Dewey, William James, W.E.B. DuBois, John Kenneth Galbraith, Benjamin Spock, Gloria Steinem, Milton Friedman);
- CH1.04** – demonstrate an understanding of the continuing importance of organized religion in American social and political life (e.g., the Salem trials, Lutheranism in the Midwest, Southern Methodism, Creationist debates).

Cultures of the United States

- CH2.01** – describe the conflict of ideals between Aboriginal peoples and European Americans and its development over time (e.g., concept of private property, role of family and clan, concepts of spirituality);
- CH2.02** – describe the contributions to American culture of a variety of notable American artistic, architectural, and literary schools and individuals (e.g., Hudson River school, Frederic Remington, Georgia O’Keeffe, Jackson Pollock, Andy Warhol; Frank Lloyd Wright, Buckminster Fuller, Maya Lin; James Fenimore Cooper, the Transcendentalists, Edgar Allan Poe, Willa Cather, Dashiell Hammett, Langston Hughes, F. Scott Fitzgerald, Jack Kerouac, Maya Angelou);
- CH2.03** – evaluate the impact of a variety of individuals on American music and entertainment (e.g., Stephen Foster, John Philip Sousa, Scott Joplin, Aaron Copland, Bessie Smith, George and Ira Gershwin, Duke Ellington; Charlie Chaplin, Mary Pickford, Walt Disney, Bob Hope, Oprah Winfrey).

American Cultural Hegemony

- CH3.01** – analyse the ways in which American culture has been spread worldwide (e.g., through Hollywood films, television programming, Cold War propaganda, American advertising and consumerism);
- CH3.02** – assess the impact of American culture in a variety of countries and communities (e.g., on language and attitude, democracy, human rights, individualism);
- CH3.03** – describe the roles played by individuals and groups in the spread of American culture internationally (e.g., jazz musicians, the beat poets, Disney corporation, National Football League, McDonald’s).

Social, Economic, and Political Structures

Overall Expectations

- SEV.01** · demonstrate an understanding of the effect on the development of American society and daily life of social and technological changes;
- SEV.02** · demonstrate an understanding of American economic development;
- SEV.03** · demonstrate an understanding of the uniqueness and complexity of the American system of government and politics.

Specific Expectations

American Society and Daily Life

- SE1.01** – describe the effects on American daily life of developments in demographics, technology, and communication (e.g., settlement of the plains; process of electrification; movies, radio, television, the Internet);
- SE1.02** – evaluate the role of public education in spreading middle-class values in American society (e.g., the widespread use of the McGuffey readers, the establishment of state colleges, progressive education, integration);
- SE1.03** – analyse the changing roles played by minority groups in the development of American society (e.g., Aboriginal peoples, African Americans, Irish Americans, Jewish Americans, Amish, pacifists, environmentalists, alternative lifestyle communities);
- SE1.04** – demonstrate an understanding of the changing roles played by women in the development of American society (e.g., pioneer women, Susan B. Anthony, Sojourner Truth, Eleanor Roosevelt, Bella Abzug, Hillary Rodham Clinton).

Economic Development

- SE2.01** – describe the changing characteristics of the American agricultural, industrial, and post-industrial economies (e.g., homesteading versus agribusiness, artisan workshops versus factories, manufacturing versus service industries);
- SE2.02** – evaluate the importance of both business innovators and labour organizations in the American economy (e.g., Eli Whitney, Andrew Carnegie, Henry Ford, Bill Gates; American Federation of Labor, Committee for Industrial Organization);
- SE2.03** – describe the evolution of American capitalism in the twentieth century (e.g., trusts and anti-trust legislation, the Great Bull Market, the Depression, the post-1945 boom, recessions).

Government and Law

- SE3.01** – describe the theory and practice of the American system of government (e.g., the Constitution, separation of powers, party politics, the electoral system);
- SE3.02** – demonstrate an understanding of the role of civil rights in the American political experience (e.g., colonial taxation, emancipation of slaves, child labour legislation, legislation to combat racism and sexism, sexual-orientation debates);
- SE3.03** – assess the effectiveness of the constitutional protection of individual rights by analysing key constitutional and legal issues (e.g., Plessy vs. Ferguson, desegregation, Roe vs. Wade, equal rights legislation, violations uncovered in impeachment investigations);
- SE3.04** – compare the main characteristics of the Canadian and American political systems (e.g., powers of the elected head of state, congressional versus parliamentary systems, nature of the two senates).

Methods of Historical Inquiry

Overall Expectations

- HIV.01** · demonstrate an understanding of historians' methods of locating, gathering, and organizing research materials;
- HIV.02** · critically analyse historical evidence, events, and interpretations;
- HIV.03** · communicate ideas and opinions based on effective research clearly and concisely;
- HIV.04** · demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

Research

- HI1.01** – formulate significant questions for research and inquiry, drawing on examples from American history (e.g., Why did the colonists rebel against England? How did the railroad affect American history? What changes did the Great Depression bring about in American society?);
- HI1.02** – conduct organized research, using a variety of information sources (e.g., primary and secondary sources, audio-visual materials, Internet sites);
- HI1.03** – organize research findings, using a variety of methods and forms (e.g., note taking; graphs and charts, maps and diagrams).

Interpretation and Analysis

- HI2.01** – demonstrate an ability to distinguish bias, prejudice, stereotyping, or a lack of substantiation in statements, arguments, and opinions;
- HI2.02** – compare key interpretations of American history (e.g., Whig, Progressive, economic, postmodern);
- HI2.03** – identify and describe relationships and connections in the data studied (e.g., chronological ties, cause and effect, similarities and differences);
- HI2.04** – form opinions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;
- HI2.05** – demonstrate an ability to develop a cogent thesis substantiated by effective research.

Communication

- HI3.01** – communicate effectively, using a variety of styles and forms (e.g., essays, debates, role playing, group presentations);
- HI3.02** – use an accepted form of academic documentation effectively and correctly (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists), and avoid plagiarism;
- HI3.03** – express ideas, opinions, and conclusions clearly, articulately, and in a manner that respects the opinions of others.

Creativity, Collaboration, and Independence

- HI4.01** – demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently;
- HI4.02** – use a variety of time-management strategies effectively;
- HI4.03** – demonstrate an ability to work independently and collaboratively and to seek and respect the opinions of others;
- HI4.04** – identify various career opportunities related to the study of history (e.g., researcher, museum or archive curator, teacher, journalist, writer).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 1: Establishing the American Nation (1608-1791)

Time: 24 hours

Unit Description

Students explore the roots of many of the themes and issues of American history. The colonial period, causes and events of the American Revolution, and the development of the Constitution and Bill of Rights are the key content areas. Historical skills introduced in previous grades (e.g., causation, how to use primary sources) are extended.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment/Evaluation	Student Tasks
1.1 Clash of Cultures	120 min	COV.01, CCV.03, CHV.03, SEV.01, CO1.02, CC2.01, CC3.03, CH1.04, CH2.01, SE1.03	Knowledge/Understanding	Note-making and writing using inquiry questions quiz
1.2 Regionalism and the Beginnings of Slavery	240 min	COV.02, CHV.01 SEV.02, CO1.01, CO1.05, CH1.04, SE1.04	Thinking/Inquiry	Individual and group presentation
1.3 From Loyal Subject to Rebel	210 min	CCV.03, CHV.01, CC3.01, HIV.04, SEV.02, CC3.02, CC3.03, SE3.02, HI2.02, HI2.03	Knowledge/Understanding Thinking Application	Writing in role
1.4 Revolution Realised	150 min	CCV.03, CC1.01, CC3.01, HIV.02, HIV2.04	Knowledge/Understanding Thinking	Creating a timeline
1.5 The Ideals of the Revolution	180 min	CCV.02, CHV.01, CC2.01, CC2.03, CH1.03	Knowledge/Understanding	Using primary sources
1.6 The Nature of the Constitution	180 min	CHV.01, SEV.03, CC2.01, CC2.03, CH1.02, CH1.03, SE3.01, SE3.04	Knowledge/Understanding Thinking Application	Analysing primary sources
1.7 Culminating Activity	240 min	HIV.01, HIV.02, HIV.03, HI1.01, HI2.04, HI3.01, CGE2b	Knowledge/Understanding Application Thinking/Inquiry Communication	Creating a stamp with argumentative essay

Note: Teachers would want to test the knowledge and skills learned in this unit. Two hours are available for that type of summative evaluation activity.

Activity 1: Contact/Clash of Cultures

Time: 120 minutes

Description

This activity will provide students with an opportunity to demonstrate their historical inquiry skills through an examination of the change and continuity experienced when Aboriginal peoples and Europeans first met. By formulating questions, researching answers, and presenting their findings in well-constructed organizers and journals, students will develop a greater understanding and appreciation of the complexities relating to early American colonization.

Strand(s) & Learning Expectations

Strand(s): Communities, Citizenship and Heritage, Social, Economic, and Political Structures

Overall Expectations

COV.01 - demonstrate an understanding of the interactions among diverse groups and communities in the United States throughout its history;

CCV.03 - demonstrate an understanding of the use and importance of chronology and cause and effect in analysing the history of the United States;

CHV.03 - assess the influence of key individuals and groups who helped bring the United States into a position of world cultural hegemony;

SEV.01 - demonstrate an understanding of the effect on the development of American society and daily life on social and technological changes.

Specific Expectations

CO1.02 - compare the experiences of immigrant groups and their influence on American history (e.g., European settlers in Colonial America, slaves forcibly brought from Africa);

CC2.01 - describe aspects of American history that reflect the process of continuity (e.g., the frontier);

CC3.03 - explain how the study of cause and effect contributes to our understanding of change and continuity through the course of American history (e.g., westward pioneer migrations and conflict with Aboriginal peoples);

CH1.04 - demonstrate an understanding of the continuing importance of organized religion in American social and political life;

CH2.01 - describe the conflict of ideals between Aboriginal peoples and European Americans and its development over time (e.g., concept of private property, role of family and clan, concepts of spirituality);

SE1.03 - analyse the changing roles played by minority groups in the development of American society (e.g., Aboriginal peoples, African Americans).

Prior Knowledge & Skills

Students should possess an understanding of American colonization based on the social, political, and economic factors that gave rise to New France and British North America, which were studied in Grade 7 History and Geography. As well, in Grade 10 Canadian history, students were provided with opportunities to develop their skills in historical inquiry and formulating questions. Students should also be familiar with the concepts of organizer, chronology, critical thinking, and causation. A diagnostic assessment of student abilities early in this unit is recommended.

Planning Notes

- The teacher assigns a reading for this historical inquiry that covers the various reasons for exploration and settlement in the American colonies, as well as the impact on the Aboriginal peoples. Create a class ‘word wall’ of new terms for ESL learners.
- The teacher assigns additional audio-visual and computer-assisted sources to enhance student understanding of the clash of cultures once settlement encroached on the Aboriginal peoples.
- Teacher creates a master Analysis Sheet, and has the students complete it and the journal for assessment/evaluation.

Teaching/Learning Strategies

1. The teacher delivers a lesson using the Socratic method on the reasons why various European groups chose to explore and eventually inhabit the eastern seaboard of the North American. The main impetus for exploration was the desire for a quick profit, while settlement was undertaken mainly for religious freedom, trade, and commerce. A brief overview of the period up to the 1730s should be given to the class to help them with the parameters of this assignment.
2. The teacher provides students with examples of questions they are to individually prepare for their historical inquiry:
 - Causal – What geographic features caused the Virginia colony to select the James River area?;
 - Comparative – How did the climate of Massachusetts Bay compare with that of Pennsylvania?;
 - Decision-Making – What was done to make sure there was enough labour for large southern plantations?;
 - Definitional – What is a “proprietorship”?;
 - Factual – What Native Americans did Oglethorpe encounter in Georgia?;
 - Speculative – What would have happened to the Native Americans if William Penn had not accepted Charles II’s offer? Students will need to revise their questions as they gain new knowledge.
3. The teacher should have seatmates compare the quality and variety of each other’s questions. Students might share questions with the class that they feel have particular merit in dealing with the upcoming research. Students are asked to read a section of the textbook dealing with this period and attempt to find answers to their questions. Point-form notes should be taken to answer these questions, and identify other unanticipated areas of historical merit. Additional research may be permitted. Student notes are collected to assess individual comprehension and completion of this assignment.
4. For extension, students should be given copies of source documents that detail the varied contacts and clashes of cultures experienced during this period. Excerpts from Captain John Smith’s *General Historie of Virginia*, 1624, Richard Frethorne’s *Letters to His Parents*, 1623, or any other appropriate sources will serve to make this point. Students must be forewarned concerning the very different conventions of language in practice during the Seventeenth Century, as these will make for difficulties in comprehension. Students should record how many of their questions are answered using these documents.
5. Students should be given opportunities to assess the impact of European settlement through a selection of multi-media sources. Commercial movies and computer simulations provide a rich resource on changing Native American cultural habits during this transitory period (see Resources). Students should objectively assess the accuracy of these depictions by comparing them to accounts found in printed sources. Is there sufficient accuracy in the representation of Aboriginal peoples, or are they stereotypically depicted? Was the representation of these peoples balanced to show them in a positive light, or were they represented simply as barriers to expansion?

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6. The class should then be divided into groups of four. Each group is to decide upon three general questions that every student needs to be able to answer regarding this Contact/Clash of Cultures in American history. Once this task is completed, the class will refine the questions from all the groups and arrive at a class consensus of three questions that will form the Journal part of this final assessment/evaluation.
 7. From their accumulated notes, students are to complete the Cause and Effect Analysis Sheet using a master provided by the teacher. This sheet will contain a blank chart for students to record five major events in this Contact/Clash of Cultures period and a Journal writing section. The sheet is to be handed in for assessment/evaluation by the teacher.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to the Teaching/Learning Strategies.

- 1 *Diagnostic Assessment:* During the review of prior and background knowledge, the teacher works to assess the individual strengths and weaknesses of the students as they pertain to knowledge and communication skills. This should not be used to formally assess students, but to act as a needs assessment.
- 3/4/5/6 *Formative Assessment:* Student notes will be used to assess their individual progress as it relates to the skill of formatting questions, note-taking from a variety of sources, and the ability to detect the bias of others. Teacher observations of classroom activities will be used to assess student ability to work effectively together on group assignments. Multiple opportunities should be provided for students to meet with success.
- 7 *Summative Evaluation:* The evaluation of this Cause and Effect Analysis Sheet will indicate to the teacher how successful students are at conducting an inquiry on a specific historical event. The results of this evaluation can be used to assist students in working towards successfully completing the culminating activity.

Accommodations

- Wall maps of the American eastern seaboard along with posters, charts, lists of defined terms, and other visual aids should be used. When appropriate, copies of these should be provided to students. For a summary of appropriate strategies/activities, teachers are directed to an article by D.A. Cantu in the Spring 2000 issue of *RAPPORT*, the Journal of the Ontario History and Social Science Teachers' Association.
- Ensure through class discussion that the steps and expectations for every task are understood prior to students' commencing work on them. Peer tutoring in class should be established as soon as the teacher can determine the needs of the individual learners.

Resources

Print

Hux, Allan, Fred Jarman, and Bill Gleberzon. *America: A History*, 2nd. ed. Toronto: Globe/Modern Curriculum Press, 1989.

Websites

Colonial America – www.mcps.k12.md.us/schools/travilahes/colonial.html

List of links to every aspect and major event of life in colonial America

Colonial America 1600-1775 – <http://falcon.jmu.edu/~ramseyil/colonial.htm>

Includes maps, lesson plans, bibliographies, and links on every aspect of American life during this period. Has a timeline of significant events in early America. Links to state histories, military history, everyday life and customs.

Colonial America Time-Line – <http://members.aol.com/ntgen/hrtg/coltmln.html>

Links to major events in American colonial history. Organized in chronological order. For example, begins with Columbus, includes founding of Jamestown colony, Mayflower, early wars, and so forth.

Colonial U.S.A. – www.geocities.com:80/Athens/Forum/9061/USA/colonial/colonial.html

Links to topics such as Native American history, the Mayflower, Salem witch trials, lives of famous early Americans and documents.

Library of Congress, American Memory – <http://memory.loc.gov/>

Documents and a series of lessons on how to use primary sources. Access to additional 90 sites.

Simulations

Colony Quest - computer simulation

Seven Cities of Gold - computer simulation

Activity 2: Regionalism and the Beginnings of Slavery

Time: 240 minutes

Description

This assignment gives students an appropriate vehicle with which to consolidate their understanding of how differentiated life was throughout the Thirteen Colonies. In examining the conditions that gave rise to these successful settlements, students come to appreciate the diversity that eventually came to be known as the American condition. It was this ability to adapt to their changing environment that marked the innovative character of the American nation. One unfortunate aspect of American growth was a reliance on slavery to provide an inexpensive source of labour for farmsteads. Students examine how slavery became an entrenched institution in American life. This activity should provide students with a further opportunity to refine their research, group work, and communication skills by undertaking an intensive study of one aspect of colonial life and presenting it to the class.

Strand(s) & Learning Expectations

Strand(s): Social, Economic, and Political Structures, Communities: Local, National, and Global, Citizenship and Heritage

Overall Expectations

CHV.01 - describe the influence of key individuals and groups in the development of American social and political identity;

SEV.02 - demonstrate an understanding of American economic development.

Specific Expectations

CO1.01 - demonstrate an understanding of the variety of settlements in the Thirteen Colonies (e.g., Virginia, Massachusetts Bay, Pennsylvania);

CO1.05 - demonstrate an understanding of the interactions between significant non-conformist groups and American society;

CH1.04 - demonstrate an understanding of the continuing importance of organized religion in American social and political life (e.g., the Salem Trials);

SE1.04 - demonstrate an understanding of the changing roles played by women in the development of American society (e.g., pioneer women);

Prior Knowledge & Skills

Students are already familiar with the parameters of the Thirteen Colonies from the introductory activity on Contact/Clash of Cultures.

Planning Notes

- The teacher creates and distributes an organizer relating to the settlement of the Thirteen Colonies that will break them down into New England Colonies, Middle Colonies, and Southern Colonies. These will be further subdivided into six categories, specifically geography, religion, society, government, military, and technology. Students will sign up to research and present one of these eighteen specific categories. There will be some duplication.
- The teacher provides students with an appropriate amount of Resource Centre time to undertake research for these topics. Students will use their textbooks as a starting point for researching their topics. The possibility of Internet and word processing time should be investigated, if facilities exist.
- The teacher assigns additional audio-visual and Internet sources to augment student research materials. Students must ensure, by conferencing with others in their group, that they do not overlap presentations and include materials mostly in the domain of other group members.
- The teacher prepares and administers, for summative evaluation, a short quiz on the materials delivered by the class once all presentations have been given.

Teaching /Learning Strategies

1. The teacher distributes a political boundary map of the Thirteen Colonies to students and has them complete it showing colonies, major cities, bodies of water, and other important features. This will be checked for thoroughness/accuracy of completion.
2. The teacher explains the specifics of the Thirteen Colonies presentations to the class detailing such aspects as timelines, expectations, evaluation criteria, and sequence. It would help if the students were to point out what they feel are both acceptable and unacceptable presentation strategies/techniques.
3. Students are given an opportunity to read the pertinent sections in their textbook so that they may make a more informed decision as to which topic, best meets their own areas of interest. Once a topic has been chosen, point form notes should be made of any information that may be used later in the presentations.
4. The teacher posts a sign-up list of the eighteen categories prior to the start of class and allows students to choose topics as they arrive that day.
5. As students begin their Resource Centre research, they may find it easier to argue why their area of the Thirteen Colonies was the best one in which to settle. They should explain their points fully with documented examples from their research. For comparison, students may refer back to the differences among English and French-Canadians in the Grade 10 history course.
6. For extension, students may wish to analyse primary documents to assess the variety of experiences throughout the colonies. Suggested sources may include Benjamin Franklin's Autobiography in which he recalls hearing George Whitefield preach in 1739, examples of Jonathan Edwards' sermons, the Salem Witch Trials, or even the Trials of Anne Hutchinson. In addition, multi-media sources will also help students in researching. Commercial movies understanding the peculiarities of colonial settlement help prepare for Activity 3. Internet sites have a wide array of materials including instructional television series (see Resources).
7. Student presentations should include an opening thesis statement of what they are attempting to prove, a one-page handout that provides additional appropriate information, an oral presentation, a short audio-visual component, and a summary discussion period where the presenters and class have a chance to clarify information. Class participation will be monitored to ensure that everyone takes ownership of the presentation process. For summary, students will be expected to complete their organizer highlighting the summarized information on all eighteen presentations. These can be collected for assessment of student participation.

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8. A short quiz on material selected from the materials presented would help to evaluate student retention of information and assist the teacher in identifying areas for improvement with individual students. Students should be informed that these same materials will be evaluated again during the end of unit test and in final exam components. The stress should be placed on the fact that history is sequential and that all secondary school history courses build upon one another, requiring students to carry that body of information with them year by year. ESL learners may need to see examples of the types of questions and types of responses that are required for success at this grade level.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to the Teaching/Learning Strategies.

- 1 *Formative Assessment:* This map activity will show how accurate students are in completing a geographically based assignment.
- 5/6 *Formative Assessment:* The quality of student research skills and their ability to stay on task for the entire class research time will be assessed.
- 7 *Summative Evaluation:* The evaluation of these presentations will provide an important early signal as to how effectively students communicate in a variety of written and oral formats. It would be extremely helpful for students if the teacher were to suggest and model appropriate presentation styles/components prior to the actual student presentations. The teacher develops a rubric with input from students.
- 8 *Summative Evaluation:* This quiz will help to focus student attentions towards analysing and assessing the importance of materials throughout these presentations. It will also provide students with a quick evaluation of how well they can synthesize data from their peers.

Accommodations

- Those students who experience difficulty with the exercise should be given time to master the assignment, as it is critical to later activities.
- Students whose first language is not English and students who have trouble with research should be permitted to research and work on their topic with a classmate so that individual workloads can be made more manageable.
- Students who appear to have difficulty meeting these expectations should be monitored more closely and possibly asked to submit their notes for assessment each period.
- Ensure through class discussion that the steps and expectations for every task are understood before students start to work on them. Process dates and deadlines, such as when handouts are to be given to the teacher for copying, must be posted to help students stay on task.
- Students should be allowed an opportunity to compare notes from the presentations prior to the quiz being administered. It may be helpful for the teacher to summarize/highlight any materials that they feel require additional explanation/clarification.

Resources

Print

Balkin, Richard. *Almanacs of American Life Series*. New York: Facts on File, 2000.

Spanning the decades from colonial times to modern day, this series provides information about the daily lives of the American people. It includes statistical information about population, climate, mortality, and other facets of life in each time-period.

Hux, Allan, Fred Jarman, and Bill Gleberzon. *America: A History*, 2nd ed. Toronto: Globe/Modern Curriculum Press, 1989.

Karensky, Jane. *Colonial Mosaic*. New York: Oxford University Press. 1995.

Explores changes in colonial life through the changing roles, expectations, and lives of women.

Websites

History Online – www.jacksonsd.k12.or.us/k12projects/jimperry/colony.html

Links to history of each of the thirteen Colonies. Also links to articles about slave trade, Mayflower colonists, and early wars such as the French-Indian war.

Life in Colonial America – www.history.org/life/life.htm

Links to articles on every aspect of life in colonial America including clothing, family life, food, politics, military life, religion, tools and more. Also cover the early African American experience.

Myers' Colonial America Hotlist – www.kn.pacbell.com/wired/fil/pages/listcolonialsu.html

A collection of sites on the web for information on the American colonial period, for example – historical archives of the colonial period, colonial trade, life in colonial America, etc.

13 Originals – Founding the American Colonies – www.timepage.org/spl/13colony.html

Provides links to articles on every colony, includes maps; a well-organized, easy to navigate site.

Activity 3: From Loyal Subject to Rebel

Time: 210 minutes

Description

This lesson extends student understanding of the historical issue of causation as it applies to the American Revolution. The students will write-in-role after they have reviewed some of the issues surrounding cause and effect in history. Skills in dealing with controversial issues are addressed through a group activity.

Strand(s) & Learning Expectations

Strand(s): Change and Community, Citizenship and Heritage, Social, Economic and Political Structures, Methods of Historical Inquiry

Overall Expectations

CCV.03 - demonstrate an understanding of the use and importance of chronology and cause and effect in analysing the history of the United States;

HIV.04 - demonstrate an ability to think critically, manage time efficiently, and work effectively in independent and collaborative study;

SEV.02 - demonstrate an understanding of American economic development.

Specific Expectations

CC3.01 - demonstrate an understanding of the chronological order of events relating to significant developments in American history (e.g., the American Revolution);

CC3.02 - demonstrate an understanding of continuity and change as interrelated concepts used by historians to organize the chronological flow of American history (e.g., Townshend Acts and the American Revolution);

CC3.03 - explain how the study of cause and effect contributes to our understanding of change and continuity through the course of American history;

CHV.01 - describe the influence of key individuals and groups in the development of American social and political identity;

SE3.02 - demonstrate an understanding of the role of civil rights in the American political experience (e.g., colonial taxation);

HI2.02 - compare key interpretations of American history (e.g., Whig, Progressive, economic, postmodern);

HI2.03 - identify and describe relationships and connections in the data studied (e.g., chronological ties, cause and effect, similarities and differences).

Prior Knowledge & Skills

Students have an understanding of the political, social, and economic relationship between Britain and the Thirteen Colonies by 1750. Students have looked at many historical events in Canadian History from a cause and effect perspective. The study of Confederation in Grade 8 and the Causes of World War I or World War II in Grade 10 examined multiple causes and the classification of these causes into major and minor categories. Students should be aware that there would be a result or consequence to any action taken by a leader or government by the population being affected by that action.

Planning Notes

- The teacher determines textbook selections that deal with the Causes of the America Revolution.
- The teacher prepares organizer that can be used to guide student reading and note making dealing with the events and actions that lead to the Revolution.
- The teacher selects documentary audio-visual sources that show the events leading up to the Revolution.
- The teacher develops an appropriate assessment tool for writing-in-role.

Teaching/Learning Strategies

1. The teacher reviews the advantages of living in the Thirteen Colonies rather than in Britain in the 1750s. The key concept is that American colonists experienced greater freedom, more influence on government, more religious tolerance, and more opportunity than people in Britain did in 1750.
2. As an introductory activity the class may want to brainstorm a response to the following question: Should a colony, state, or province have a right to separate from a country? Students should be asked to explain their points fully with possible examples from their historical knowledge. The examples used might be classified into political, social, and economic reasons for separation.
3. The historical issue of causation should be reviewed at this time. The terms *cause* (something that makes an event or situation happen) and *effect* (the result produced by the cause) should be defined. Students should see that historians try to determine what are major and minor causes or underlying (long-term) causes and an immediate cause. Why would historians feel that it is important to see a sequence of causes? Reference to a current event or to the causes of World War I (Grade 10 history) can be used to help the class define the terms. Causes of an event can be classified using the above terms or under the headings “social,” political,” and economic.” Students should be asked to read a selection in a text that deals with the causes of the American Revolution. While reading, point form notes should be made using a three columns organizer with the headings: Social Causes, Political Causes, and Economic Causes. Another form of organizer can be built around the term’s major or minor causes or long term or immediate causes. This type of organizer is much more open to individual interpretation and justification.
4. A follow-up activity would be listing all of the key events and British Acts from the Seven Years War to the First Continental Congress (Proclamation of 1763, Stamp Act, Mercantile System, Townshend Act, Quartering Act, Quebec Act, etc.). The students could use a three-column organizer that in column one lists the different Acts and a place for a summary of the main points of the Act. Column two would have the heading British Justification for Act and column three would have the heading American Reaction. This organizer would be used in the assessment and evaluation of the lesson(s) in this unit cluster of expectations.
5. An analysis of Britain’s intentions in passing these Acts and colonial reactions can be linked to the historical concept of cause and effect in class discussion.
6. The students can critically examine how the media portrays the attitudes of both the British and the colonists at this time. (See suggested Resources such as the *Witness to Yesterday* series.)

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7. Students are to summarize their understanding of the position of the British and the rebelling colonists in groups of four. Within the group, pairs of students will take opposing positions on the question of which side was justified in taking the actions they did in the period 1763 to the First Continental Congress. Each pair is given time to develop arguments using examples on the issue. Reference to previous organizers and reading notes is encouraged. The group of four comes together and each individual in turn presents an argument to the other side to justify his/her position on the issue. The teacher should note which position each student presented in this discussion.
 8. After the groups of four have completed their ‘debate’ a two hundred word writing assignment can be distributed. Students must select to write in role from the opposite point of view than the position they argued in the previous debate. The roles might be:
 - You are a 16-year-old young male living in Boston in December 1773. Write a letter to your cousin in Portsmouth, England justifying your actions of December 17th as a member of the Sons of Liberty.
 - You are a young woman living in a Southern Colony in 1774. Your sister in Britain is unsure of making the voyage to join you. Write a letter to your sister in which you attempt to convince her to join you even though there is of a growing fear of hostility between the colonies and Britain.
 - You are a young British soldier marching from Lexington to Concord on April 19, 1775. Write a letter home justifying the actions of General Gage.
 - You are a mother of five living in New York in 1774 who is loyal to King George III. Why are you prepared to support the King when most of your neighbours support rebellion?

Assessment & Evaluation of Student Achievement

Note: Numbers refer to the Teaching/Learning Strategies.

- 3/4 *Formative Assessment:* This activity provides both the students and the teacher with an early opportunity to assess the students’ note-making and thinking skills. There are two organizer activities listed above and a possible media study that prepare the students for the final evaluation task of writing in role to complete the activity. Students can exchange organizers for a formative assessment task after the class determines the criteria for assessment.
- 7 *Formative Assessment:* Students can establish criteria for measuring individual participation for working in groups then do peer-and self-assessment of their work at the end of the group activity.
 - 8 The process of moving from these point form organizers to an outline for the writing-in-role evaluation is an important step in developing skills for the course culminating activity. Writing-in-role allows students to concentrate on making an argument using specific examples rather than a more formal writing activity.

Accommodations

- Create a glossary of terms relating to causation that can be posted or distributed. Show events are linked together by starting from a Model of Causation or fictitious situation (e.g., causes of an accident) then use a specific historical issue to help students understand this concept.
- Organize the required steps to completing the writing in role activity as a whole class discussion (e.g., Step 1: Understand the requirements of the task, etc.).

Resources

Print

Hux, Allan, Fred Jarman, and Bill Gleberzon. *America: A History*, 2nd ed. Toronto: Globe/Modern Curriculum Press, 1989.

Videotape

The Americans, PBS – video series

The Patriot – film (for historical debate on the film see www.discovery.com/guides/historybuff)

- two historical questions: Colonel Tavington: Was He Really All That Bad?

And Betsy Ross Flag: What They Really Carried?

Websites

The Road to Revolution – www.kn.pacbell.com/wired/fil/pages/listcolonialre.html

Links to events in the period of time prior to and leading up the Revolution. Includes a timeline.

Activity 4: Revolution Realized

Time: 150 minutes

Description

Students create an analytical timeline of events of the American Revolution. Creating a historical timeline may appear to be a simple task of placing events in a chronological sequence. What events should be selected? What events might be left out of the timeline? What are the connections among the events on the timeline? What values determine the placement of events on the timeline? These are some of the questions students of history should ask. Students should recognize the uses of timelines in understanding cause and effect, organizing information and making predictions for future events.

Strands(s) & Learning Expectations

Strand(s): Change and Continuity, Methods of Historical Inquiry

Overall Expectations

CCV.03 - demonstrate an understanding of the use and importance of chronology and cause and effect in analysing the history of the United States;

HIV.02 - critically analyse historical evidence, events, and interpretations.

Specific Expectations

CC1.01 - describe the events that marked profound changes in American history (e.g., the Battle of Lexington);

CC3.01 - demonstrate an understanding of the chronological order of events relating to significant developments in American history (e.g., the American Revolution);

HI1.02 - conduct organized research, using a variety of information sources (e.g., primary and secondary sources, audio-visual materials, Internet sites).

Prior Knowledge & Skills

- Students have seen timelines in various history textbooks. Some students may have even created their own timelines in previous courses. The class should create a definition of a timeline based on their previous experience.
- Students should have seen different types of timelines (straight, circle, steps up, down, or both).
- Students might be aware of how timelines may appear in different forms in the media that they are exposed to on a daily basis (e.g., as a capsule of an athlete's career when traded, or as a list of accomplishments of a President).
- Students may have had experience in using a timeline as a study tool to help in their recall of historical information.

Planning Notes

- The teacher selects a textbook passage that describes the events of the American Revolution.
- Sample timelines from various texts and current media should be made available for students to examine.
- The teacher provides copies of the organizers, The Strengths and Weaknesses of Each Sides, Event Organizer, Key Events of the American Revolution.

Teaching/Learning Strategies

1. The teacher can introduce the concept of a timeline by randomly putting five to eight events of the last year from various fields (e.g., political – election of a President, economic – stock market hits all time high, sport – most successful Olympics completed, etc.) on the board without giving the specific date. The students individually create a historical timeline for the year by using these events and adding three not listed that they think should have been considered. Some students may need a definition of the term *timeline*: a timeline is a diagram that shows when historical events happened. A timeline can show the order in which events happened and the length of time between events.
2. The class should discuss share in pairs or in class the order of the random events on the board. What events they added should be listed. Why did they select these events? How can they explain that students living through the same time period selected different events? Does this list and discussion have any implications for us when we see a timeline in a history text? What did their individual timelines look like? Did everyone use a horizontal timeline? (Other format options should not be suggested in the instructions but would prove interesting if presented in the follow-up discussion by the students or even by the teacher. Some choices might be vertical, steps, a circle or symbolic representation). The class should discuss the uses of timelines, such as an organizational tool, to better understand cause and effect and to predict future events, etc., and their abuses such as bias, a rote memorization tool, etc.
3. The class should be asked to create some criteria for measuring the usefulness of a timeline, e.g., clear title, proper sequence, dates clearly set out by month or year, historical accuracy, etc.
4. Students should be informed that they would be creating their own timeline of the events of the American Revolution from April 1775 to the end of hostilities that reflect their understanding of the significant events. Individually students should do two research activities using their text to create the timeline. The completed organizers are used as the basis for the required timeline. Distribute the two organizers titled, The Strengths and Weaknesses of Each Side in the Revolutionary War and Key Events of the Revolutionary War (see Appendix 1.4.1 for complete version). They have the following structure:

The Strengths and Weaknesses of Each Side in the Revolutionary War

Advantages		Disadvantages	
British	Americans	British	Americans

Key Events of the Revolutionary War

Event	Date	Outcome

- Students should be assigned the appropriate text pages time in class and at home to complete the two organizers. These organizers will help students make judgements in their final task.
- Students can discuss their findings with a partner or in a small group before the final task is assigned.

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- The teacher may decide to show a short clip from a video that demonstrates and analyses the method of fighting during this period to see the advantages that the British may have had initially in their attempts to deal with the colonists.
 - Distribution of the final in-class task. Students are to create a timeline under one of the following titles: British Errors in the Revolutionary War or American Brilliance in the Revolutionary War. Students are to select only six events from their Key Events organizer to show on their timeline. Under their timeline they are to list the event, date, and an explanation as to why this event was chosen for this particular timeline. Students could be asked to select and explain an event that marked a turning point for the side being examined in the timeline.
 - An extension of the activity would be to show artists' interpretations of these events through slides. Students can be asked to connect the slide with the historical event pictured, e.g., Washington Crosses the Delaware. The use of historical art as a primary source of information can be linked to a timeline of the American Revolution.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to the Teaching/Learning Strategies.

- 3/4 Formative Assessment: The teacher and students have the opportunity to assess students understanding of the key events before the evaluation task. Students can check the recording of information with a partner.
- 8 Understanding and thinking are to be evaluated in completing the final task. The class criteria for developing a timeline developed in Strategy 3 can be developed by the teacher as a rubric or checklist for evaluation. The criteria for evaluation must be presented when the task is distributed.

Accommodations

- A clear understanding of the introductory class prompts will help students understand that a timeline is open to historical interpretation. Selected events, e.g., stock market decline, might need to be explained to ESL/ELD students. Using personal examples may help students.
- The students are able to interpret and think about historical events when they are allowed to use their own organizers to make their timeline, in understanding the connections between events and sequence.

Resources

Print

The American Scene. Danbury. Grolier Educational. 1999.

Nine volume set detailing major events, their importance and the context in which they occurred in chronological order. Also includes maps, a timeline and illustrations.

Websites

www.pbs.org/ktca/liberty/chronicle/timeline

This timeline of the American Revolution has connections to many pieces of information. There is a game that can be used as a review of the key events and is connected with a PBS television series

Liberty.

Activity 5: Ideals of the American Revolution

Time: 180 minutes

Description

This lesson gives students an opportunity to see the power of ideas. In small groups, the students will analyse original writings and speeches in order to see how the ideas within these documents affected events then and how these ideas still occupy a major place in Americans beliefs and myths today. Americans' fundamental beliefs in freedom and democracy are based on writings by such individual American icons as Thomas Jefferson, Sam Adams, and Thomas Paine, as well as proclamations issued by gatherings of colonial leaders before and during the Revolutionary War.

Strand(s) & Learning Expectations

Strand(s): Change and Continuity, Citizenship and Heritage

Overall Expectations

CCV.02 - demonstrate an understanding of the historical process of continuity in the context of the development of American history;

CHV.01 - describe the influence of key individuals and groups in the development of American social and political identity;

Specific Expectations

CC2.01 - describe aspects of American history that reflect the process of continuity;

CC2.03 - describe the ongoing influence of American beliefs and myths on the history and society of the United States;

CH1.03 - evaluate the ideas and influence of American social, economic, and political thinkers.

Prior Knowledge & Skills

Students have already looked at the causes of the revolution and are familiar with many of the leaders whose writings and speeches will be studied in this lesson. They have had some experience with original documents in the Grade 10 History course.

Planning Notes

- The teacher selects primary sources for study. In most standard American History texts, the Declaration of Independence is reprinted in full. Other pertinent documents are readily available in print collections but even more so on-line; see Resources for details.
- These documents often need to be prepared and edited for student use in order to make them readable and relevant.
- A sheet of questions for each document could be necessary or a more general guide could be used to direct students through these readings that use difficult vocabulary and sentence structure. Vocabulary studies may also be needed; each teacher must judge this based on the needs of the students involved.

Teaching/Learning Strategies

The method that is recommended for this document study is usually referred to as “jigsaw.”

1. Divide the class into groups of five students. Using five documents (or excerpts), assign a document to each member of each group. Each student is responsible for analysing the document and presenting the key ideas to the rest of the group.
2. To assist students in this analysis, students working on a given document will meet to discuss the key ideas in that document.

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3. Students then return to the original group for presentation and discussion.
 4. Each group should prepare a summary of the fundamental beliefs of Americans after all presentations have been made. This could be done in point form, and presented for discussion in a whole-class setting, handed in to the teacher, or in another format if desired.

Assessment & Evaluation of Student Achievement

The individual student work on each document may be assessed by the teacher or by fellow students in order to see if students comprehend the main ideas. In order to assess whether the students have acquired adequate knowledge of the ideals of the Revolution, the groups' summary could be collected and reviewed for completeness and depth. Students' notes could also be collected for more detailed evaluation.

Accommodations

- Most students will find the language of primary sources difficult. All students would benefit from the suggestions in the activity planning notes. A list of unfamiliar words and spellings should be distributed.
- Have the class analyse one document together before the groups attempt to deal with the assigned document.
- The Library of Congress website has an excellent activity as an introduction to their primary American sources collection.

Resources

Aside from the Declaration of Independence itself, here are some other suggested useful documents. Patrick Henry's speech culminating in "give me liberty or give me death," has some excellent parts. Sam Adams' tract, *The Rights of the Colonists*, written in 1772, gives many of the ideas which these political philosophers took from the French Enlightenment. The Virginia Declaration of Rights is a very good summary of these also. Thomas Paine's many pamphlets are excellent but need extensive editing and his most famous, *Common Sense*, is still the easiest to use. Others, such as The Resolution of the Stamp Act Congress, 1765, or the second Continental Congress's Declaration of the Causes and Necessity of taking up Arms, July 6, 1775, also express many of the colonial leaders' ideas and emotions.

Print

Meltzer, Milton. *Milestones to American Liberty*. New York: Thomas Y. Crowell, 1965.

Looks at the documents and speeches that helped shape the American republic from the Mayflower Compact to the Civil Bill of Rights of 1964.

Kaspi, Andre. *Great Dates in American History*. New York: Facts on File, 1994.

Documents key dates in U.S. history from the days of the first settlers to modern times.

Websites

The History Place – www.historyplace.com

Most of this site is dedicated to covering all aspects of American history from colonial times to the present. Main subdivisions include sections on the American Revolution, the Twentieth Century, World Wars, and the Presidents. There are also articles on the histories of other countries, particularly as they affected the United States. For example, the potato famine in Ireland affected the amount and demography of immigration to the United States.

Smithsonian Institution – www.si.edu/

The largest historical archive of U.S. history, this website provides pictures as well as written information about the artifacts that represent all periods of American history.

Activity 6: The American Constitution

Time: 180 minutes

Description

Students study the reasons why the American Constitution is a major source of Americans' belief that the United States of America is a great and even unique country. After examining why a new constitution was needed and why major features of the constitution were put in place, students work in pairs or threes to identify the differences and similarities between the Canadian and American systems of government. A summary evaluation of the differences and the strengths/weaknesses of the two systems is done in a full-class discussion. Written in a few months in the hot summer of 1787 and amended only rarely since then, the American Constitution set up a system of government that still functions over 200 years later. When it is combined with the first 10 amendments, the Bill of Rights, it is viewed as a guarantee of American democracy and of Americans' freedom. It has influenced the constitutions of many countries around the world since then.

Strand(s) & Learning Expectations

Strand(s): Citizenship and Heritage, Social, Economic and Political Structures

Overall Expectations

CHV.01 - demonstrate an understanding of the influence of key individuals and groups in the development of American social and political identity;

SEV.03 - demonstrate an understanding of the uniqueness and complexity of the American system of government and politics.

Specific Expectations

CC2.01 - describe aspects of American history that reflect the process of continuity;

CC2.03 - describe the ongoing influence of American beliefs and myths in the history and society of United States;

CH1.02 - describe the ideologies of and roles played by factions in American history;

CH1.03 - describe the ideas and influence of American social, economic, and political thinkers;

SE3.01 - describe the theory and practice of the American system of government;

SE3.04 - compare the main characteristics of the Canadian and American political systems.

Prior Knowledge & Skills

Using and creating an organizer to compare two things was completed in early activities of this unit. Students have an understanding of the reasons why the residents of the Thirteen Colonies rebelled; this helps in seeing why certain aspects of the constitution were so important at that time. Students have some knowledge of the Canadian system of government from the Grade 10 Civics course.

Planning Notes

The teacher should provide students with information about Confederation and the events leading up to the Constitutional Convention, the main arguments and decisions at the meeting, and the ratification debate in the years following the meeting.

The teacher prepares an organizer with the main points about the Canadian system of government already filled in.

Teaching/Learning Strategies

1. Based on assigned readings in the text, the teacher leads a series of discussions. The first covers the failure of the Articles of Confederation in order to show first why there was a meeting in 1787 and then why the meeting in Philadelphia went beyond revision to write an entirely new constitution.
2. A teacher-centred discussion covers the main debates at the convention; the small states versus large states and the slave states versus the non-slave states. These debates led to the main compromises made in the final document. Finally, the ratification debate that led to the adoption of the Bill of Rights is covered in this way.
3. The teacher divides the class into pairs or groups of three. In these small work groups, the students complete an organizer comparing the Canadian and American systems. Before the students begin, the teacher may wish to review the Canadian side of the organizer in order to recall the main ideas about the Canadian system, which students have covered in the Civics course in Grade 10.
4. The teacher initiates a full-class discussion centring on which system works better. This may be organized as a debate or be less formal, but in either case, it should point out differences as well as weaknesses and strengths. A simple difference might be the relative powers of the Prime Minister and the President. Weaknesses and strengths might create the potential for deadlock between the President and Congress in the USA, and the rigid party discipline in the Canadian Parliament might prevent government defeats and frequent elections.
5. Students should examine how the Constitutions protect the rights of women, Native Americans and minority groups. The lack of specific reference may say a great deal about who the Constitution framers were and how they viewed society.

Assessment & Evaluation of Student Achievement

- Formative assessment: students could do peer-and self-assessment of their work in the group activity.
- Summative evaluation: the organizers may be checked and marked for completeness.

Accommodations

- Teachers should match partners for this exercise based on the strengths and weaknesses of all learners.
- Review all terms that may be difficult for students.

Resources

American History texts usually include the full text of the constitution, as well as sections on the 1780s, the Constitutional Convention, and the ratification debate.

Print

Feinberg, Barbara Silberduck. *Dictionary of the U.S. Constitution*. New York: Franklin Watts. 1999. 350 entries discuss each article and amendment of the constitution from many different perspectives.

Activity 7: Culminating Activity

Time: 240 minutes

Description

Students create a Commemorative Stamp of an individual who made a contribution during the eras of the Revolutionary War and the Framing of the Constitution. The stamp should be submitted with a 250-word mini-essay that answers the following:

- Why should this person be considered important to the founding of the nation and deserving of recognition?

Strand(s) & Learning Expectations

Strand(s): Methods of Historical Inquiry

Overall Expectations

HIV.01 - demonstrate an understanding of historians' methods of locating, gathering, and organizing research materials;

HIV.02 - critically analyse historical evidence, events, and interpretations;

HIV.03 - communicate ideas and opinions based on effective research clearly and concisely.

Specific Expectations

HI1.01 - formulate significant questions for research and inquiry, drawing on examples from American history;

HI2.04 - form opinions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;

HI3.01 - communicate effectively, using a variety of styles and forms (e.g., essays, debates, role playing, group presentations);

CGE2b - reads, understands and uses written materials effectively.

Prior Knowledge & Skills

Students have completed their study of this unit as a basis for preparing their research.

Planning Notes

- Students require time to research and plan their stamp and essay in school or public libraries.
- The teacher should book Library/Resource Centre for research on topics.
- The teacher should distribute, in writing, the requirements of the culminating activity and rubrics for evaluation.
- The teacher (and students) decide(s) on the evaluation value and breakdown for this culminating activity.
- The teacher may find samples of commemorative stamps and coins to show the students.

Teaching/Learning Strategies

1. The teacher can introduce the concept of a commemorative stamp by asking students to take out any change or bills they have in their pockets. Students working in pairs can make a list of who or what is on these coins and bills. Why were these symbols and people placed on coins and bills? The students can be asked to list other ways of commemorating the contributions of individuals to our society (e.g., stamps, buildings, awards, etc.).
2. The class should brainstorm a class list of individuals who made a contribution during the eras of the Revolutionary War and the framing of the Constitution. Students might be asked to create criteria for placing individuals on their list. This class list can be compared with Appendix 1.7.1. (**Note:** Some class texts give full biographical sketches of individuals and those names should not be on the possible research list.)
3. A method of selecting one individual for research and completing the task should be reached to prevent everyone from selecting the same person. Randomly drawing a name might be the fairest method. All the stamps will be hung in the class gallery so having as many people as possible represented would be interesting.
4. The teacher should distribute the assignment and the criteria for evaluation.

The Stamp

The American stamp should be 15 cm × 10 cm that uses symbols or a picture to commemorate the contribution of the selected individual.

Evaluation: Criteria Rubric developed by the class.

Students can develop a class rubric for evaluating the stamp by being given a blank rubric with the headings. Teachers should use this opportunity to show how the criteria for assessment should relate to the curriculum expectations. It may be helpful to select a sample rubric that includes criteria with which students are familiar to demonstrate the concept. Care should be taken not to mix expectation-related criteria with learning skills.

The Mini-essay:

The stamp should be submitted with a 250-word mini-essay that answers the following:

- Why should this person be considered important to the founding of the nation and deserving of recognition?

The form and requirements of the argumentative paragraph/essay should be reviewed by looking at a writing rubric as provided by the teacher.

5. Time for research in the Library/Resource Centre should be given. Students should be encouraged to use one encyclopaedia source, one Internet source, and one additional print source. The teacher should give instructions on how these appear in a bibliography.

Assessment & Evaluation of Student Achievement

This is a unit summative activity. Students can use the class stamp rubric to offer suggestions to help partners improve their product. Peer editing of the first draft of the mini-essay would help students assess whether they are meeting the requirements of the rubric.

Accommodations

- Students work with peer helper to conduct research.
- Language students are encouraged to use personal dictionaries and glossaries.
- The teacher provides help in scaffolding for students in writing their mini-essay.
- The teacher provides computer access for students who may not have Internet access at home.
- Some students may not have written an argumentative paragraph or essay in Grade 10 and will require more individual assistance.
- The teacher might allow computer-generated stamps for some students.

Resources

Print

Ellis, Joseph J. *Founding Brothers: the Revolutionary Generation*. Toronto: Knopf Canada. 2000. Biographical information on the lives of the men who legislated the American republic, how their lives were connected and how they dealt with the myriad of issues involved with the creation of a new country.

Greenberg, Judith and Helen McKeever. *Journal of a Revolutionary War Woman*. New York: Franklin Watts, 1996. An intimate view of the American Revolution from the point of view of the wife of an officer in the Continental Army who records her experiences and emotions in a journal.

Purcell, Edward L. *Who was Who in the American Revolution*. New York: Facts on File. 1993. With over 1500 entries, this book examines the lives and careers of the men and women who played a role in the Revolution.

Broomall. *Revolutionary War Leaders*. Chelsea House. 1999.

A 20-title set that examines the lives of the most influential leaders of the time from all walks of life. Some of those included – Benedict Arnold, Patrick Henry, John Jay, Thomas Paine, Betsy Ross, and George Washington. Titles may be purchased individually.

Appendix 1.4.1

Key Events of the Revolutionary War

Event	Date	Outcome
List of Events		
Battle of Yorktown	Publishing of pamphlet “Common Sense”	Battle of Bunker Hill
Alliance with France	Valley Forge	Battle for Quebec City
Washington crosses Delaware	The Declaration of Independence	March from Lexington to Concord
Battle of Moore’s Creek Bridge	Battle of Freeman’s Farm	Treaty of Paris
Battle of Saratoga	Second Continental Congress	Capture of Ticonderoga And Crown Point
Breed’s Hill		

Place a number for each event in the margin to show the chronological order from earliest to latest

Place the event numbers on the timeline to show the correct chronological sequence

1775 1776 1777 1778 1779 1780 1781 1782 1783

Appendix 1.7.1

Individuals Who Made a Contribution During the Eras of the Revolutionary War and the Framing of the Constitution

Abigail Adams	John Adams	Richard Allen	Benedict Arnold
Crispus Attucks	Anna Bailey	Benjamin Benneker	Joseph Brant
Molly Brant	Margaret Corbin	Cornplanter	Lydia Darragh
Benjamin Franklin*	Horatio Gates	Elizabeth Schulyer Hamilton	
John Hancock	Nancy Hart	Patrick Henry	Jupiter Hammon
Thomas Jefferson*	Henry Knox	Alexander McGillivray	Daniel Ninham
Molly Pitcher	Betsy Ross	Benjamin Rush	Peter Salem
Ann Timothy	Charles Townshend	Mary Otis Warren	George Washington*
Phillis Wheatley*			

*These individuals may be profiled in a class text and if so, should be removed from the list.

Unit 5: America Exercises Power (1941 – Present)

Time: 23 hours

Unit Description

This unit examines the transformation that the United States underwent in the latter part of the Twentieth Century. Beginning with its participation in World War II, its use of atomic weaponry, and its rivalry with the Soviet Union, the United States became the dominant global power culturally, economically and militarily. America's change from isolationist to participant is resoundingly clear by the end of the millennium. Yet in spite of its global dominance, the internal struggle to reconcile the inconsistencies between the values of the constitutional word and the real world of mid-century United States was an ongoing challenge. The quest for equality and social justice within its own borders remained this nation's most daunting task.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
5.1 Essay/Seminar Topics	60 min	HIV.01, HIV.02, HI1.02, HI3.02, GCE5g		Introduce essay and seminar topics
5.2 America and World War II	180 min	CCV.03, COV.03, CC1.01, CO3.01, CGE7a, CGE7b, CGE7j	Knowledge/Understanding Thinking/Inquiry Communication Application	Document analysis/Timeline
5.3 Nuremberg and the Bomb	240 min	CCV.03, CC1.01, CGE1j, CGE2e, CGE7b	Knowledge/Understanding Thinking/Inquiry Communication Application	Primary document analysis/writing to convince
5.4 The Cold War Heats Up – The Cuban Missile Crisis/Vietnam	420 min	COV.03, CHV.01, CH1.02, CO2.03, CGE1d, CGE3b	Knowledge/Understanding Thinking/Inquiry Communication Application	Telejournalist role play. Sermon/speech
5.5 The Marketing of America Abroad	120 min	COV.03, CHV.03, CO3.02, CO3.03, CH3.01, CH3.02, CH3.03, CGE2a, CGE3d, CGE7f	Knowledge/Understanding Thinking/Inquiry Communication Application	Newspaper exercise
5.6 The Struggle for Equal Rights	300 min	COV.01, CCV.01, SEV.02, CO1.03, CC1.02, SE1.03, SE1.04, CGE2a, CGE3d	Thinking/Inquiry Communication Application	Media study
5.7 Culminating Activity	60 min	HIV.03, HI4.02, CGE4f		Unit Test teacher-generated

Activity 1: Essay/Seminar Topics

Time: 60 minutes

Description

This activity provides the students with a list of seminar/essay topics that will focus students' attention on subjects that are relevant to the last two units of this profile.

Strand(s) & Learning Expectations

HIV.01 - demonstrate an understanding of historians' methods of locating, gathering, and organizing research materials;

HIV.02 - critically analyse historical evidence and interpretations;

HI1.02 - conduct organized research, using a wide variety of information sources;

HI3.02 - use and accepted form of academic documentation effectively and correctly.

Ontario Catholic School Graduate Expectations

CGE5g - achieves excellence, originality and integrity in one's own work and supports these qualities in the work of others.

Prior Knowledge & Skills

- Students review the requirements of writing a proper thesis essay.
- Students review the requirements of presenting an effective seminar.

Planning Notes

- The teacher duplicates sufficient copies of the essay/seminar topics.
- The teacher reviews with class department guidelines for essay writing and seminar presentations.
- The teacher books Library/Resource Centre time.

Teaching/Learning Strategies

1. The teacher distributes the essay/seminar topics for Units 5 and 6. (Appendix 5.1.1)
2. The teacher reviews with the class the due dates for both the essay and seminar. Topics are limited to one per student.
3. The teacher reviews appropriate methods of recording information and note taking.
4. The teacher helps students develop a reasonable and manageable research question from the topics so that topic expectations and time lines will be met.
5. The teacher reviews appropriate forms of footnoting and bibliographic referencing.
6. The teacher re-examines the importance a good thesis statement in predicting, directing, and controlling the content of the essay. Thesis writing was introduced in Activity 1.6. A practice thesis writing session is important. In order to reinforce this skill, the teacher should present the students with specific passages from the text focusing on a historical issue, and have the students write a thesis statement for each issue. In groups of four to six, students could present, critique, and then refine their thesis statements. The class could then come together and examine each group's statements collectively.
7. The teacher reviews language conventions appropriate for essay writing. (Consult style guide/school policies)
8. The teacher reviews the school's plagiarism policy.

Accommodations

- Teacher-or peer-tutor assistance may be used in choosing and researching the essay topic.
- Length of written work may be altered for students with IEPs and or ESL/ELD students. When students are writing essays allow for conferencing, outlines to point form reviews, alternative and/or enriched work completion.

Resources

- School Library/Resource Centre and Public library
- Internet resources

Appendix 5.1.1

Seminary/Essay Topics

Topics that are italicised should be presented in Unit 5.

1. The Port Chicago Mutiny – Disloyal action or a principled stand?
2. Hollywood goes to War – Do Hollywood movies ultimately pay history a service or a disservice?
3. The Rosenbergs –Traitors or heroes?
4. Hiroshima and Nagasaki – Was the decision to use the bomb on these two cities an action to save American lives or a decision that had other motives behind it?
5. Executive Order 9066 – An outrageous form of discrimination or a sensible military strategy?
6. “The problem with Nuremberg was that it repeated the age-old principle of the victors trying the vanquished.” Should the Allies have also been on trial at Nuremberg for considered neglect of Jewish lives?
7. Argue for or against the contention that Joseph McCarthy, alone, should assume full responsibility for House Un-American Activities Committee’s (HUAC’s) excesses.
8. Assess the American decision to become involved in Vietnam. Was this a genuine attempt to preserve freedom in South Vietnam or a war of self-interest using Vietnam as a backdrop?
9. Assess a Presidency from Franklin Delano Roosevelt (FDR) to Bill Clinton. Determine how this presidency will be judged by historians.
10. *“The 1960s: A turning point where history that failed to turn.” Choose an organization e.g., the Black Panthers, the Students for a Democratic Society (SDS), the Weathermen, the YIPPIES (Youth International Party members), etc. and assess this group’s success in effecting change in the United States.*
11. Examine the accuracy of a filmmaker in interpreting a modern historical issue.
12. “Americans require an external villain to move them beyond their isolationist tendencies.” Assess the accuracy of this statement by examining the role of the demon/bogeyman in American history. Use one of the following world figures, could be used as a basis of your investigation: Noriega, Gadafi, Khomeini, Hussein, Castro, Allende, Ortega, Aidid, Milosevic.
13. Choose an American industry and examine and evaluate how this business has impacted American culture and American history.
14. “America’s addiction to obsolescence will be responsible for its environmental demise.” Determine whether this statement accurately reflects the United States of the post-war period.
15. *Examine the two approaches to Civil Rights embodied by Malcolm X and Martin Luther King and evaluate which approach seems to have had a greater impact in the short and the long term.*
16. Assess the impact that satirists and comedians have had on the American consciousness.
17. “Music and sports were the most important catalysts in breaking down the colour barrier in the United States.” Support or refute this statement.

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18. Support or refute the contention of the Warren Commission that Lee Harvey Oswald acted alone in the assassination of John Fitzgerald Kennedy.
 19. Construct an argument regarding an issue or event that has significantly altered or impacted the course of American women's history since World War II.
 20. "The CIA (Central Intelligence Agency) is in danger of destroying the very democracy it has been mandated to protect." Support or refute this statement by examining CIA activities in the last fifty years.
 21. "American cynicism regarding politics has its roots in the Watergate Scandal." Support or refute this statement.
 22. Historically analyse the American prison population with this question in mind: Does American justice serve the "American Dream"?
 23. Choose an American author or artist and evaluate their contribution to American society.
 24. Evaluate American policy in regards to communist China. Is this policy more of an example of pragmatism or a policy that is hypocritical and inconsistent with its goal of the destruction of communism abroad?
 25. A topic of your choice. You require the permission of the teacher.

Activity 2: America and World War II

Time: 180 minutes

Description

Students analyse the reasons why the United States enters the war, changing its policy from isolationist to full participant. Included in the activity is an opportunity to work on the skill of précis, allowing students to assume the role of a bulletin writer for a media outlet or a scriptwriter for News of the World.

Strand(s) & Learning Expectations

CCV.03 - demonstrate an understanding of the use and importance of chronology and cause and effect in analysing the history of the United States;

COV.03 - analyse the nature and scope of the interactions between the United States and countries and communities beyond its borders;

CC1.01 - describe the events that marked profound changes in American history;

CO3.01 - demonstrate an understanding of the concept of Isolationism and Manifest Destiny and the effect they had on American foreign policy.

Ontario Catholic School Graduate Expectations

CGE7a - acts morally and legally as a person formed in Catholic traditions;

CGE7b - accepts accountability for one's actions;

CGE7j - contributes to the common good.

Prior Knowledge & Skills

- Detecting bias in documents
- The skill of precise writing

Planning Notes

- Book VCR to provide students with a video overview of WW II.
- Review the jigsaw group technique.

Teaching/Learning Strategies

1. The teacher reviews the various reasons for the rise of fascism, militarism, and authoritarianism in Europe and in South East Asia in the inter-war period. The inability of the League of Nations to act against aggressor nations and the policy of Appeasement will be examined. Students will develop a timeline summarising the events of aggressor nations and key players involved between 1931 and 1939 leading to the outbreak of World War II.
2. Using the text and teacher assistance students examines whether there was a crisis of conscience in American foreign policy during the inter-war period. At any time did the United States draw back from the role of the “Good Samaritan?” Students examines why the United States failed to ratify the Treaty of Versailles and its impact on foreign policy decisions in the 1920s and 1930s. Was the U.S. isolationist? Is it fair or accurate to brand them ostriches? What were the reasons for the Disarmament agreements and Neutrality Acts and were they consistent with, or contradictory to, American interests at home and abroad.
3. The teacher and students examine, the evolution of American policy after the outbreak of war. Some samples include The Atlantic Charter, the Lend-Lease agreement, and FDR’s speech at Charlottesville. (See Resources for more suggestions.)
4. After presenting the information noted above, the teacher conducts a classroom discussion, “How Neutral was American Neutrality?” Students speculate on why American attitudes were changing and evolving from the Neutrality Acts of the 1930s to the oil embargo on Japan and FDR’s speeches at Charlottesville and his “Arsenal of Democracy” Speech of 1940.
5. For extension, students could examine how Japan extended its influence throughout South East Asia (see Resources). Did it have the authority to do so? Was this given implicitly by The League of Nations in 1931 with its appeasement of Japan over the Manchuko crisis? The teacher might ask students to dig deeper to see whether the British influence of the League of Nations on the crisis of 1931 was racially motivated. Were the Chinese seen as equals and therefore worth risking lives over? If this attitude was present, how Christian an act was it? The teacher may intervene to outline how this incident and the Abyssinian Crisis of 1935 helped shape Hitler’s European policy. Finally, did Japan’s annexationist policy threaten American interests in China, the Philippines, and Indochina?
6. Students, using the text and other resources, are given opportunities to assess the background causes and the impact of the attack on Pearl Harbor. Continuing in their small focus groups, students will examine two possibilities for the attack. Was Japan provoked? Did Pearl Harbor represent the actions of a nation pushed to desperate means by the aggressive policies of the United States in the Pacific? If so, in your estimation, were Japan’s actions justified? Conversely was the attack an act of a nation bent on regional domination? Could the answer lie somewhere in between? Or was the Pearl Harbor attack allowed because of a secret military desire on the part of some or all of the Administration to be involved in the War. Or was it simply a question of incompetent military security, which aided and worsened the destruction suffered there? Students select a representative from each table to present their findings in brief. To complement the essay process, each student is required to write a thesis statement and give four supporting pieces of evidence in point form to support one of the positions above. This assignment is to be handed in for assessment.
7. The teacher creates a list of major events equal to the number of students in the class culminating in Pearl Harbor and the surrender aboard the USS Missouri. Assign each student an event that he or she will précis in the form of a wire service bulletin of no more than one paragraph. The teacher collects and compiles the bulletins and produces a World War II timeline/summary for each student.
8. As an alternative approach, the teacher could organize students into groups of three or four and have them create an audio-visual “News of the World.” The group would be responsible for creating a script outlining the details of the historical event and then producing in audio or audio-visual format a “News of the World” presentation, or, if AV material is not available, a presentation could be substituted.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to Teaching/Learning Strategies.

- 5 Formal assessment of thesis statement, using a teacher-developed rubric.
- 6 The teacher creates a checklist for the oral presentation. If a précis is used, the teacher creates a checklist to assess its thoroughness. The checklist may include: succinctness, clarity, and thoroughness.

Accommodation

- Written material may be altered for students with IEPs or ESL/ELD difficulties.
- Scribing or audio taping may be used with support of peer/teacher and/or special education staff.
- The teacher or peer tutor assistance may be used in research.
- Length of written work may be altered for exceptional students with IEPs and for ESL/ELD students.

Resources

Print

Hux, Allan, F. Jarman, and B. Gleberzon. *America: A History* Toronto: Globe/Modern, 1989.

Toland, John. *The Rising Sun* New York: Random House, 1983.

Websites

Address at Charlottesville – www.civnet.org/resources/teach/basic/part8/52.htm

Atlantic Charter – www.yale.edu/lawweb/avalon/wwii/atlantic.htm

Lend-Lease – www.ibiblio.org/pha/7-2-188/188-19.html

Pearl Harbour – www.fordham.edu/halsall/mod/1941PEARL.html

Just War Theory – www.mtholyoke.edu/acad/intrel/poll116/justwar.htm

History Today – www.historytoday.com

Activity 3: Nuremberg and the Bomb

Time: 240 minutes

Description

Students examine two of the most important moral and ethical issues of the war. Students study the decision to drop the atomic bombs on Japan. Following this, students study the principles established and the judgements made at Nuremberg. To conclude the activity, students apply their knowledge in addressing the question, Should President Truman and members of the Joint Chiefs also have been on trial at Nuremberg? Students assess these decisions as they reflect Gospel teachings and are encouraged to articulate their position in light of their developing moral conscience.

Strand(s) & Learning Expectations

CCV.03 - demonstrate an understanding of the use and importance of chronology and cause and effect;

CC1.01 - describe events that have marked profound changes in American history.

Ontario Catholic School Graduate Expectations

CGE1j - recognises that sin, human weakness, conflict and forgiveness are part of the human journey;

CGE2e - uses and integrates Catholic faith tradition in the critical analysis of technology;

CGE7b - accepts accountability for one's own actions.

Prior Knowledge & Skills

- An understanding of Roberts Rules of Order and the debate format
- An understanding of the chronology of the war in the Pacific

Planning Notes

- Provide students with information on the Manhattan Project.
- Provide students with an overview of the judgements made and principles established at Nuremberg.
- Provide material on the differing points of view on the decision to drop the bombs.

Teaching/Learning Strategies

1. Students view a film on the development and use of the Atomic Bomb (refer to Resources for suggestions). Students assess the pros and cons on its use and create a balance sheet of their findings. Their balance sheet helps them develop a position with which they can engage in a class debate.
2. Through the text and Internet, the students familiarize themselves with the major judgements made and principles established at Nuremberg.
3. The teacher divides the class appropriately, and assigns each group a position, pro or con, for a debate of the question, Should President Truman and members of the Joint Chiefs also have been on trial at Nuremberg?
4. For extension, the students can examine whether the decisions handed down at Nuremberg represent Old or New Testament justice.
5. A second possibility could be: The teacher displays a definition of revisionist history and has the students examine whether the American public, or academic community, has attempted to rewrite or alter its perception of the use of atomic weaponry.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to the Teaching/Learning Strategies.

1/3 Assess and evaluate the student's debate.

Accommodations

- For those students for whom a debate is inappropriate in terms of their skills and learning styles, alternative performance tasks will be necessary to demonstrate the learning.

Resources

Print

Alperovitz, Gar, *The Decision to Use the Atomic Bomb*. New York: Knopf, 1995.

Bird, Kai, L. Lifschultz, *Hiroshima's Shadow: The Smithsonian Controversy*, Stoney Creek: The Pamphleteer's Press, 1998.

Hux, Allan, F. Jarman, B. Gleberzon. *America: A History*. Toronto: Globe/Modern Curriculum Press, 1989.

Hersey, John. *Hiroshima*. New York: Random House, 1996.

Lifton, Robert Jay, *Hiroshima in America*. New York: Putnam, 1995.

Websites

Information on Hiroshimawww.doug-long.com/index.htm

www.mtholyoke.edu/acad/intrel/hiroshim.htm

Information on the Nuremberg Trialswww.ushmm.org

www.Yale.edu/lawweb/avalon.imt/imt.htm

Video

Judgement at Nuremberg

The World at War – Judgement B.B.C. 1985

Hiroshima: Why the Bomb was Dropped ABC NEWS/Zenger media 1995 (800)421-4246

Activity 4: The Cold War Heats Up – The Cuban Missile Crisis/The Vietnam War – A Crisis of Conscience

Time: 420 minutes

Description

After World War II, the world witnessed a steady disintegration in the relationship between the United States and the Soviet Union. Different ideologies, different economic, and different strategic needs produced a volatile climate. In the five years proceeding the McCarthy hysteria in the early 1960s, Cuba became the flashpoint of American fears of Soviet power. The Cuban Missile Crisis was the closest that the world had ever come to nuclear war. This activity focuses on understanding both how brinkmanship brought the world to the point of nuclear war, and how the principals involved, ultimately acted for the common good. While war was averted in the Western hemisphere, America would become deeply embroiled in a conflict in southeast Asia. The war would test not only America's military might but also its moral centre. The war was fought not only abroad, but also on American streets and campuses. Americans of all faiths and beliefs were forced into a national debate, and to take a moral stand on the war. The Catholic Church was not exempt from this debate. Differences were sharply focused in the positions taken by the Berrigan brothers and by Cardinal Spellman. The secular community was equally divided as evidenced in the speeches of Martin Luther King, Jane Fonda, Tom Hayden, Abby Hoffman, Malcolm X, Muhammad Ali, John Wayne, and Ronald Reagan. Students take the role of a priest or the role of a secular leader and write either a three-minute sermon or a three-minute speech with the intent of influencing the audience to the correctness of their position on the war.

Strand(s) & Learning Expectations

COV.03 - analyse the nature and scope of the interactions between the United States and countries and communities beyond its borders;

CHV.01 - describe the influence of key individuals and groups in the development of social and political identity;

CH1.02 - describe the ideologies of and roles played by faction in American history;

CO2.03 - describe the conflicts and compromises between the United States and other North American nations.

Ontario Catholic School Graduate Expectations

CGE1d - develops and attitudes and values founded on Catholic social teaching to promote social responsibility, human solidarity, and the common good;

CGE3b - creates, adapts and evaluates new ideas in light of the common good.

Prior Knowledge & Skills

- An understanding of the origins of the Cold War
- An understanding of telejournalistic format such as The Fifth Estate, W5, 60 Minutes
- An understanding of role playing

Planning Notes

- The teacher provides a list and background information of characters that students will role play. (See Teaching/Learning Strategies 2).
- The teacher provides a synopsis of the Cold War and an overview of Cuban Missile Crisis.
- The teacher reserves appropriate audio-visual equipment.

Teaching/Learning Strategies

Due to time constraints teachers may wish to use one of the following approaches to this activity:

- a) Divide the class in two and have Group A work on the Cuban Missile Crisis exercise and Group B work on the Vietnam War exercise;
- b) Have the class cover the Cuban Missile Crisis using movie and textbook activities, and complete and present the Vietnam War exercise;
- c) Reverse the approach taken in (b).

A. Cuban Missile Exercise

1. The teacher poses the question, Was President John Kennedy justified in running the risk of causing a nuclear war in order to stop the Soviets from arming Cuba? Students, with the aid of the text, movies, and handouts, at home and in class, familiarize themselves with the tensions leading to the Cuban Missile Crisis. This should include an understanding of the philosophy and goals of communism, America's historic anti-communist stance, The Truman Doctrine, The Gouzenko Affair, The Berlin Blockade, The Korean War, McCarthyism, and the Bay of Pigs.
2. When the students have familiarized themselves with the background information on the Cuban Missile crisis they will choose a character from the list provided by the teacher. The Cuban Missile Crisis News Conference lends itself to four separate roles.

Politicians and Military Leaders: American, Canadian, Soviet and Cuban John Kennedy, Robert Kennedy, Robert McNamara, Dean Rusk, Gen. Curtis Lemay, Gen. Maxwell Taylor, Adlai Stevenson, Fidel Castro, Nikita Khrushchev, Andrei Gromyko, John Diefenbaker, Head of KGB.

News reporters and social scientists: Walter Cronkite, etc.

The spiritual community: Martin Luther King, The Pope, M. Ghandi, Cardinal Spellman, Rabbi Gunther Plaut, etc.

American and Cuban citizens: a school teacher in the Miami or Havana area, a parent, a teenager, an elementary student, etc.

Theme questions for role playing may include: Why are the Soviets Arming Cuba? Why are Cubans threatened by the United States? How does the Crisis threaten North America? What are the chances of stopping Cuba from arming? How far is each side willing to go? What is the likelihood of the crisis being resolved without war? What might the nature of a compromise be? What might be the economic, social, spiritual, and diplomatic consequences of the compromise? Précis the outcome of the crisis. Determine if the compromise was satisfactory to the character you are role playing. What is the legacy of the Cuban Missile Crisis?

3. Students break up into three groups based on roles and develop their character.
4. At this stage the class develops a cooperative learning atmosphere. The teacher assigns a number of players in role to each telejournalist/reporter (TR). The TR in cooperation with the assigned actors develop a specific set of questions, based on their research. This will help their role play.
5. Each player should develop approximately two minutes of dialogue based on their particular questions. The students playing TRs are not limited, to but guided by these questions. The social scientists choose to examine and report on one of the following a) the short and long term consequences of the crisis, b) the legacy, c) the present day relations with Cuba.
6. The role-playing presentation is fashioned from this exchange of ideas, and should be done on videotape to allow for continuity. Students are reminded to dress in role. The teacher chooses the order of the presenters. If taping is not feasible then the teacher may arrange the class in a theatre of the round with the TRs and the social scientists in the centre for a live news conference.
7. The teacher presents tape presentation to class and extends discussion on the legacy.

B. Vietnam War Exercise

1. The teacher reviews Eisenhower's Domino Theory with the class
2. The teacher provides an overview of the United States' involvement in Vietnam.
3. The teacher divides class into the small group setting. Half of the groups are assigned topics that focus on the military aspect of the war. They research and present their findings in jigsaw fashion. Topics include: the Gulf of Tonkin Resolution; President Johnson's Escalation of the war and Selective Service; the Tet Offensive; My Lai; Vietnamisation; The Christmas Bombing, etc. After covering the military aspect of the war, students turn their attention to the "War at Home."
4. The remaining half of the groups are assigned topics that focus on the domestic front of the war. They research and present their findings in jigsaw fashion. Topics could include: the SDS; "Draft dodgers"; Deserters; Vietnam Veterans against the War, e.g., Ron Kovacs; Protest in Song, e.g., Country Joe and the Fish; the Catonsville Nine; the Chicago Riots and the Democratic Party Convention of 1968, etc.
5. Once the jigsaw presentations have been completed, students should have an understanding of the profound differences of opinion that divided Americans on the war. This moral and ethical dilemma was not only played out on the streets and campuses of the United States, but also in its places of worship. This division was clearly evident in the American Catholic Church. Students empathise with this division by composing a three- to five-minute sermon outlining the pro position of Cardinal Spellman or the con position of either Daniel or Philip Berrigan. The sermon is to use references to Scripture in support of the adopted position. The teacher may provide students with resource material listed in this activity.

Assessment & Evaluation of Student Achievement

Note: Number refers to the Teaching/Learning Strategy.

- 3 The teacher develops a rubric to assess the role-playing exercise.

Accommodations

- Allow ESL/ELD students and/or other students with oral communication difficulties to be telejournalists with fixed questions, if this allows for success.
- Students who are unable to present in front of large groups or classes may present their dialogue alone, or to small group, or present a taped copy of their role to the teacher and/or class.

Resources

Print

Conlin, Joseph. *The Troubles*. Toronto: Franklin Watts, 1982.

Fursenko, Aleksandr and Naftali, Timothy. *One Hell of a Gamble*. New York: W.M Norton, 1997.

Gettleman, M. et al. ed *Vietnam and America*. New York: Grove Press, 1995.

Hux, Allan, F. Jarman, and B. Gleberzon. *America: A History*. Toronto: Globe/Modern Curriculum Press, 1989.

Inglis, Fred. *The Cruel Peace. Everyday Life and the Cold War*. New York: Harper Collins, 1991.

Kennedy, Robert. *13 Days*. New York: W.W. Norton, 1969.

McMaster, H.R. *Dereliction of Duty*. New York: Harper-Collins, 1997.

Newman, John. *JFK and Vietnam*. New York: Time Warner, 1992.

Russell, Bertrand. *War Crimes in Vietnam*. London: Unwin Ltd., 1967.

Websites

– <http://library.advanced.org/11046/>
Information on the Cuban Missile Crisis – www.mtholyoke.edu/acad/intrel/cuba.htm
Information on Florida and the Crisis – <http://library.thinkquest.org/11046/index>
Information on Vietnam
http://lists.village.virginia.edu/sisties/HTML_docs/VNG_News_5&1_4.html
<http://vassun.vassar.edu/~vietnam/>
www.askasia.org/frclasrm/readings/r000189.htm
www.catholicworker.org/dorothyday/daytext.cfm?TextID=250&SearchTerm=spellman,FrancisCardinal
www.charm.net/%7Emarc/chronicle/berrigan.html
www.mosquitonet.com/~prewett/spell293300.html
www.mtholyoke.edu/acad/intrel/vietnam.htm
www.uscatholic.org/1996/08/berrigan.html

Activity 5: The Marketing of America Abroad

Time: 120 minutes

Description

In the second half of the Twentieth Century, we see the United States expand its economic power on a global scale. Beginning with Richard Nixon's 1972 trip to China we see how the United States was able to enter both the Chinese and Soviet marketplaces and target its citizenry as consumers. Starting with cola we see how American products began to transform the eastern Bloc and influence its political and social culture. Had America manifestly changed the Communist world? Does American business influence world culture? Students examine whether the world of American business, through multinational corporations, is able to shape social trends and influence foreign cultures and institutions and transform them to an American model. Is American hegemony accomplished through corporate rather than military means? In the focus activity, students analyse newspapers from around the world to determine the extent of American global influence.

Strand(s) & Learning Expectations

Overall Expectations

COV.03 - analyse the nature and scope of the interactions between the United States and countries and communities beyond its borders;

CHV.03 - assess the influence of key individuals and groups who helped bring the United States into a position of world cultural hegemony.

Specific Expectations

CO3.02 - analyse the role of the United States in international affairs since 1945 (e.g., Cold War, Space Race, Gulf War, financial crises and the International Monetary Fund, diplomatic brokering in the Balkans and the Middle East, lobbying for human rights);

CO3.03 - assess the factors (e.g., geographic, ideological, demographic, economic) that have contributed to the United States' status as a world power;

CH3.01 - analyse the ways in which American culture has been spread worldwide (e.g., through Hollywood films, television programming, Cold War propaganda, American advertising and consumerism);

CH3.02 - assess the impact of American culture in a variety of countries and communities (e.g. on language and attitude, democracy, human rights, individualism);

CH3.03 - describe the roles played by individuals and groups in the spread of American culture internationally (e.g., jazz musicians, the beat poets, Disney corporation, National Football League, McDonald's).

Ontario Catholic Schools Graduate Expectations

CGE 2a - listens actively and critically to understand and learn in light of gospel values;

CGE 3d - makes decisions in light of gospel values with an informed moral conscience;

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Prior Knowledge & Skills

- An understanding of bias in the media
- An understanding of the structure of the multinational corporation

Planning Notes

- The teacher books the VCR and computer lab.
- The teacher makes available profiles of multinational corporations based in the United States.
- The teacher pre-selects global newspapers to ensure they contain the necessary sections to complete Media Analysis assignment.

Teaching/Learning Strategies

1. The teacher develops a brief overview of Perestroika and the collapse of the Soviet Union. Within this context students examine whether the US could expand its influence with fewer impediments.
2. The teacher identifies the meaning and the role of transnational corporations, the World Bank, the International Monetary Fund (IMF), the Trilateral Commission, and the General Agreement in Tariffs and Trades (GATT).
3. With the guidance of the teacher, students create a list of multinational corporations that operate in Canada. Students discuss what influence they have on Canadian culture. In a brainstorming exercise students create a list of American media outlets and programs and products offered to Canadians. Students examine what influence they have on Canadians. The teacher helps the students make the transfer from the Canadian context to the global arena. The teacher poses the question: How vulnerable is the developing world to the media and global marketing?
4. As an extension exercise, the teacher shows a documentary that explores the impact of corporate America on developing and underdeveloped nations (refer to Resources for suggestions). Students undertake a discussion on the topic: What is the impact of corporate America on the Third World? What power does the poor have to resist? Is this impact something we as Canadians should be concerned about? Useful reading on the responsibility of First World nations to the poor can be found in the Catholic Catechism, Chapter Two Article 1, 2, and 3; as well as the encyclicals *Laborum Exercens* (On Human Work) and *Sollicitudo Rei Socialis* (Preferential Option for the Poor). A. Cussianovitch, *Religious Life and the Poor*, G. Gutierrez, *The Power of the Poor in History*, and L. Schwartz Nobel, *Starving in the Shadow of Plenty*. What would Jesus say about this issue?
5. To further help students understand and assess the impact of American business media on the world, students examine a selection of newspapers from around the world that can be accessed through the Internet (see Resources). The teacher pre-select at least four newspapers from Africa, Asia, and South America. In small groups students examine the influence of American culture through advertisements, products, and news items. Students complete and submit the Media Analysis: Appendix 5.5.1. Students who read another language should explore papers of their heritage language.

Appendix 5.5.1

Newspaper Title: Location: Date:	Summary of the issue	Evidence of multinational influence	Possible impact on indigenous culture
Possible categories could include: Editorials; Business and Economy; Arts and Culture; Politics; Sports; Advertisements			

6. After completing the chart, students are to answer the question, “Evaluate the argument that posits world culture as actually American culture.” Students are to answer this question in a 250-word response. A rubric designed to assess short essays could be used.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to the Teaching/Learning Strategies.

- 1 Roving conference to ensure that all students are on task and help with their concerns
2/3/4/5 The teacher evaluates individual newspaper assignments

Accommodations

- Refer to exceptional students IEPs on an ongoing basis to ensure students’ needs are being met.
- Assign a scribe to take notes for special needs students, if such accommodation is specified in student’s IEP.
- ESL students who do not watch English language TV can view heritage language programming presented in their language.

Resources

Video

Mickey Mouse Goes to Haiti. Rudi Stern, Crowning Rooster Arts. 1996.

Books/Articles

Ambrose, S. *Rise To Globalism: American Foreign Policy Since 1938.* New York: Penguin Books, 1985.

Catechism of the Catholic Church*

Cussanovich, A., *Religious Life and the Poor,* Maryknoll: Orbis Books, 1979.

Gutierrez, G. *The Power of the Poor,* Maryknoll: Orbis Books, 1983.

McGinnis, J.B. *Bread and Justice: Toward a New International Economic Order.* NY: Paulist Press, 1979.

Pope Paul VI, *Pastoral Constitution, Gaudium et Spes.* Boston, Daughters of St. Paul, 1965.*

Papal Encyclical. *Laborem Exercens* (The Priority of Labour over Capital)*

Pope John Paul II, *Catholic Teaching on Human Rights and Development, On Social Concern.*

Sollicitudo Rei Socialis. *

*These resources can be found at: <http://www.christusrex.org/www1/CDHN/commune.html>

Websites

Japan Times. <http://www.japantimes.co.jp>

Moscow Times. <http://www.moscowtimes.ru/>

News India – Times. <http://newsindia-times.com/>

Swaziland Times. <http://www.times.co.sz/swazinews>

Activity 6: The Struggle For Equal Rights

Time: 300 minutes

Description

Up to this activity we have examined how the United States has exercised its power and influence abroad. Yet prior to 1957 the majority of the American population was voiceless and powerless. With the ushering in of desegregation at Little Rock, the status quo was challenged. The struggle for empowerment and equality intensified during the second half of the Twentieth Century. Through selected issues, people, and approaches, students analyse how the media have chronicled the struggle of significant groups of Americans to define themselves, to develop a voice, and to realise the stated values of the Constitution: the achievement of a just and equal society. This activity serves as a way of linking the seminar/essay topics listed in Activity 1 with their presentation in Unit 6.

Strand(s) & Learning Expectations

COV.01 - demonstrate an understanding of the interactions of diverse groups and communities in the United States throughout its history;

CCV.01 - demonstrate an understanding of the historical process of change in the context of the development of American history;

SEV.02 - demonstrate an understanding of the effect on the development of American society and daily life of social and technological changes;

CO1.03 - demonstrate an understanding of the experience of African Americans to the present time, particularly in connection with slavery, emancipation, and the Civil Rights movement;

CC1.02 - describe the effects of change on the American people and society;

SE1.03 - analyse the changing roles played by minority groups in the development of American society;

SE1.04 - demonstrate an understanding of the changing roles played by women in the development of American society.

Ontario Catholic Schools Graduate Expectations

CGE 2a - listens actively and critically to understand and learn in light of Gospel value;

CGE 3d - makes decisions in light of Gospel values with an informed moral conscience.

Prior Knowledge & Skills

- A working understanding of the jigsaw model
- An understanding of cooperative learning
- An understanding of the differences between documentaries and Hollywood movies

Teaching/Learning Strategies

1. The teacher addresses the issue of bias and prejudice within the human experience. Students will have the opportunity to identify their own biases and their origins and evaluate them in light of our calling to create a just and compassionate society rooted in Gospel values. Students consider their prejudices and determine how they can be rectified so they can live out their faith in a changing society.
2. The teacher reviews the status of inequality in the United States to 1950. Special care should be given to include but not be exclusive to the following constituencies: gender, race, and class.
3. The teacher conducts a discussion on Hollywood and its shaping of the American mindset. Included in this discussion will be an examination of historical accuracy literary license and sensitivity to the constituencies who have suffered under prejudice (see Resources).
4. The teacher divides the class into four groups of six students. The teacher selects for each group a constituency from those identified above.

-
5. Students read, view, and analyse the history of the struggle for equal rights since 1950. The teacher creates a generic questionnaire to guide the students through their investigation. Each group is responsible for three tasks. The first will be to summarize the struggle of their constituency for equal rights in the Twentieth Century. The summary should be no more than two pages. The second task is to view a Hollywood film that portrays their constituent group and analyse the movie on the accuracy of its portrayal. The third task is to present their package of task one and two in a jigsaw fashion to members of the other three groups.
 6. After the jigsaw exercise has been completed, the teacher debriefs the class using the question, “Has Hollywood helped or hindered the struggle for equal rights in the United States?”

Assessment & Evaluation of Student Achievement

Note: Numbers refer to the Teaching/Learning Strategies.

5/6 The teacher assesses individual and group work to ensure accuracy and completeness. Teachers may develop a group work checklist.

5/6 The teacher assesses group findings during the jigsaw exercise.

Accommodations

Students with writing difficulties may benefit from teacher assistance in organizing information.

Gifted student may evaluate alternate media, such as the Internet, to discern American influence.

Resources

Print

Alexander, Ken and Avis Glaze. *Towards Freedom*. Toronto: Umbrella Press, 1996.

Branch, T. *Parting the Waters (America in the King Years)*. New York: Touchstone, 1988.

Brown, Dee. *Bury My Heart at Wounded Knee*. New York: Holt Winston, 1970.

Davis, Natalie Zemon. *Slaves on Screen*. Toronto: Random House, 2000.

Miller, B. *Returning to Seneca Falls*. Hudson; Lindisfarne, 1995.

Morgan, Robin. *The Anatomy of Freedom*. New York: Anchor Press, 1980.

Nash, Gary. *History On Trial*. New York: Vintage, 2000.

Peck, A. *Uncovering the Sixties*. New York: Citadel, 1991.

Sowell Thomas. *Race and Culture*. New York: Basic Books, 1994.

Zinn, Howard. *A Peoples' History of the United States*. New York: Harper, 1990.

Sollicitudo Rei Socialis (On Social Concerns). Papal Encyclical

Websites

www.brothermalcolm.net/

www.aclu.org/

www.naacp.org/

www.stanford.edu/group/king/

www.kn.pacbell.com/wired/BHM/little_rock/

www.feminist.org/

<http://scriptorium.lib.duke.edu/wlm/>

<http://usinfo.state.gov/usa/womrts/links/htm>

www.columbia.edu/cu/libraries/events/sw25/

Activity 5.7: Culminating Activity

Time: 60 minutes

Description

The culminating task for this unit is the writing of a test. The test should be helpful for examination preparation. This should be drawn from the breadth of material covered in this unit.

Strand(s) & Learning Expectations

HIV.03 - critically analyse historical evidence, events and interpretations;

HI4.02 - use a variety of time-management strategies effectively.

Ontario Catholic School Graduate Expectations

CGE4f - applies effective communication, decision-making, problem-solving, time, and resource management skills.

Prior Knowledge & Skills

- A solid foundation in historical literacy
- Study and time management skills

Planning Notes

- The teacher should review student learning types and develop questions that address the majority of these learning types.
- The teacher review specific types of examination questions outcomes. Historical literacy should be the central focus of the test and it should be developed in light of recommendations made within *The Ontario Curriculum Grades 9 to 12: Program Planning and Assessment* document
- Consultation with colleagues beyond the discipline will allow the development of broadly applicable skills.

Teaching/Learning Strategies

Test should cover all four learning categories.

Accommodations

- ESL students may need extra time to complete the test and this should be provided
- Students with learning difficulties may benefit from having extra help or extra time.

Resources

McTighe and Wiggins (1999). *The Understanding by Design Handbook*. Alexandria YA: ASCD. 34, 118

Unit 6: An Examination of the Great Society in the Twentieth Century: 1900 – 2000

Time: 17 hours

Unit Description

The 20th Century belonged to the United States. It has been called the bastion of technological progress, the model of freedom and justice, and the destination for the world’s emigrants. Under the free enterprise system, the United States has produced more material wealth than any other country in the world. Through their attempt to create the “Mansion on the Hill” or “The Great Society,” Americans have faced many issues. Although the concept of the “Great Society” is a relatively new one, the idea of creating a more just society is not. In 1964, President Lyndon Johnson attempted to complete some of the unfinished business that had been set out in the constitution and emphasized in the New Deal, most notably the goal of social justice as it pertained to racial and sexual equality and the desire to end poverty. This unit examines critical issues that have challenged Americans’ concept of the “Great Society”. Among the issues to be investigated are: racial, gender, and economic inequality; segregation; the reality of the melting pot; Prohibition as the great experiment; the rigidity of literalism and the Scopes Monkey Trial; the impact of technology; the Red Scare; justice and the death penalty; public education; urbanization and the death of the inner city; the question of inclusiveness and the “American Dream”; the cultural and physical challenge of the baby boomers; the Civil Rights Movement; the death of Camelot; the anti-war protest movement, and Watergate and its effect on political cynicism. These topics will be the focus of students’ essay and tutorial assignments. The culminating activity will be a student directed tutorial. Here the students will have to defend their essay’s thesis and evidence. To conclude this unit and the course, the students will be presented with two conflicting viewpoints regarding the future of the United States. The teacher conducts a class discussion assessing which of the two viewpoints better predicts what is in store for the “Great Society.”

This addendum is to be used by teachers as a guideline for the seminar presentations and the formal essay. The seminar presentation will be a defence of the student’s thesis presented in the formal essay. The seminar and essay topics are found in Appendix 5.1.1.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Task
6.1 Twentieth-Century Issues: An Overview	180 min	HIV.01, HI1.03, CGE2a	Knowledge/ Understanding	Teacher lecture
6.2 Seminar Presentations	660 min	CCV.01, CC1.02, CC2.03, SEV.01, SEV.02, CHV.01, CH1.03, CH1.01, CH3.03, SE1.03, SE3.03, HIV.01, HIV.02, HIV.03, HI1.01, HI1.02, HI2.01, HI2.03, HI2.05, HI3.01, HI3.03, CGE2d, CGE2e	Knowledge/ Understanding Thinking/Inquiry Communication Application	Culminating Activity Tutorial presentations and defence
6.3 Finale	180 min	HIV.02, HI2.02, HI2.03, CGE3e	Knowledge/ Understanding Thinking/Inquiry Communication Application	Closing Activity Summary reading and classroom discussion in response to the activity’s summary question

Activity 1: Twentieth-Century Issues: An Overview

Time: 3 hours

Description

This lesson is a teacher lecture. It will focus on the cultural, social, political, and economic themes in twentieth-century American history with a special emphasis on themes of the second half of the century. Special emphasis will be placed on evaluating these themes in light of the Gospel values.

Strand(s) & Learning Expectations

HIV.01 - demonstrate an understanding of the historians' methods of locating, gathering research materials;

III.03 - organize research findings, using a wide variety of methods and forms such as notetaking.

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of the Gospel values.

Prior Knowledge & Skills

Students are to use their note-taking skills.

Planning Notes

- The teacher composes two lectures, which will cover the cultural, social, political and economic themes in twentieth-century American history with a special emphasis on themes of the second half of the century. Examples could include: urbanisation and economic prosperity; from segregation to the Civil Rights movement; the women's movement from suffragette to feminism; the Melting Pot; music and its influence on social mores; Hollywood and its impact on American values and consciousness; youthquake; the impact of sports on the American psyche; social welfare and class consciousness in the United States; the labour movement and the role of unions, etc.

Teacher/Learning Strategies

The teacher reviews note-taking techniques.

Assessment and Evaluation of Student Achievement

The teacher may check students' notes for completion.

Accommodations

- Students with scripting problems are given a copy of lecture notes.

Resources

Print

Hux, Allan, F. Jarman, and B. Gleberzon. *America: A History*. Toronto: Globe/Modern Curriculum Press, 1989.

Teacher-generated resources.

Activity 2

Time: 660 minutes

Description

The students will develop their skills in producing a thesis-based research paper of approximately 1,000 words from a series of selected topics outlined in the first activity of Unit 5. These topics are derived from material in Units 5 and 6 with Unit 6 themes given more emphasis. Students are to follow all the proper conventions of research and documentation. While writing their paper students will present and defend their essay's thesis in a thirty-minute tutorial. Feedback from peers and the teacher in oral and written form will assist the presenter in completing their research paper.

Strand(s) & Learning Expectations

CCV.01 - demonstrate an understanding of the historical process of change in the context of American history;

CC1.02 - describe the effects of change on the American people and society;

CC2.03 - describe the ongoing influence of American beliefs and myths on the history and society of the United States;

SEV.01 - demonstrate an understanding of the effect on the development of American society and daily life of social and technological changes;

SEV.02 - demonstrate an understanding of American economic development;

CHV.01 - describe the influence of key individuals and groups in the development of American social and political identity;

CH1.03 - evaluate the ideas and influence of American social, economic, and political thinkers;

CH1.01 - demonstrate an understanding of the importance of individuals and groups who have taken leadership roles in American politics and society;

CH3.03 - describe the roles played by individuals and groups in the spread of American culture internationally;

SE1.03 - analyse the changing roles played by minority groups in the development of American society;

SE3.03 - assess the effectiveness of the constitutional protection of individual rights by analysing key constitutional and legal issues;

HI2.01 - demonstrate an ability to distinguish bias, prejudice, stereotyping or a lack of substantiation in statements, arguments, and opinions;

HI2.05 - demonstrate an ability to develop a cogent thesis substantiated by effective research;

HI3.03 - express ideas, opinions, and conclusions clearly, articulately, and in a manner that respects the opinions of others.

Ontario Catholic School Graduate Expectations

CGE2d - write and speak fluently in one or both of Canada's official languages;

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the Arts, media, technology and information systems to enhance the quality of life.

Prior Knowledge & Skills

Students review the requirements of writing a proper thesis driven, evidence based, essay.
Students review the requirements of presenting an effective seminar.

Teaching/Learning Strategies

1. The teacher reviews with the class the department guidelines for essay writing and seminar presentations.
2. The teacher establishes deadlines for topic choice, and interview process, for students' seminars presentations and for essay submissions.
3. The teacher produces the evaluation criteria and distribute to students in advance of submissions.
4. The teacher outlines the expectations and format for a successful seminar presentation, which should include:
 - a) an outline of thesis and documentary evidence to be handed out to the class at least one day in advance of the presentation;
 - b) an oral presentation that should not exceed ten minutes;
 - c) a student-centred discussion on the strengths and weaknesses of the dissertation exceeding no more than twenty minutes;
 - d) teacher assignment of one student per presentation to begin the student-centred discussion outlined in (c) above, This means that each student delivers his or her own thesis defence and is the discussion moderator of a peer's seminar. The student moderator introduces the seminar presenter and the topic and initiates and leads the discussion by asking the first question after the thesis has been presented. The moderator also is responsible for recognising questions, keeping time, and ensuring that decorum is maintained throughout the discussion;
 - e) peer evaluation from the participants regarding the strengths and weaknesses of the presentation, to be submitted to the teacher no later than one day after the seminar;
 - f) presenter submits a self-assessment upon completion.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to the Teaching/Learning Strategies.

- 3 The teacher uses a rubric for essay evaluation.
- 4 The teacher uses a rubric for seminar evaluation.
- 4 The teacher and students create seminar peer and self-assessment rubrics.

Accommodations

Students who have difficulty presenting in front of large audiences may present their seminars to the teacher or present a taped copy of their seminars to the teacher and/or class.

Resources

Library/Resource Centre and Internet resources.

Essay and Seminar style guides, e.g., Kate Turabian's style guide.

Appendix 6.2.2

Note to the teacher: The student's seminar/thesis defence is an individual task on a staggered basis. It is recommended that some seminars be presented in Unit 5 and most in Unit 6. The timetables should be tailored to meet each student's needs. We recommend that topics be handed out in advance of Unit 5 and that step 3 of the process is set nine days in advance of each student's seminar/thesis defence presentation day. Due dates will vary. It is incumbent upon the teacher to ensure that each student is given the same number of days to complete the process.

Individual Sample Essay/Seminar Tracking Guideline

1. Essay topics distributed To be distributed no later than the beginning of Unit 5.
2. Library/Resource Centre Research Periods Teacher's Discretion
3. Bibliography and Topic Day 1
4. Submission of Hypothesis (One Sentence) Day 3
5. Submission of Outline (Point Form) Day 6
6. Submission of Introduction/Seminar Presentation/Thesis Defence Day 9
7. Submission of Body of Essay (Full Sentences) Day 12
8. Submission of Conclusion (Full Sentences) Day 15
9. Submission of Rough Draft Day 18
(Signed by Peer who has proof read paper)
- Submission of Formal Paper Day 20

Activity 3: Course Finale

Time: 180 minutes

Description

In this course concluding exercise, students will read the story, such as: “John Wayne Must Die”. This reading will be used to stimulate a discussion on whether present day America has fulfilled the vision of her Founding Fathers.

Strand(s) & Learning Expectations

HIV.02 - critically analyse historical evidence, events, and interpretations.

HI2.02 - compare key interpretations of American history.

HI2.03 - identify and describe relationships and connections in the data studied.

Ontario Catholic School Graduate Expectations

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience.

Prior Knowledge & Skills

- A synthesis of the semester’s/year’s learning.

Planning Notes

- The teacher accesses Sixties Project website listed in resources and provide students with copies of Robert Flynn’s John Wayne Must Die or similar material.

Teaching/Learning Strategies

1. Assign the reading as homework.
2. In class the teacher is to have students identify the bias of the author.
3. Students are to identify the values and beliefs attributed to John Wayne.
4. Students are to suggest reasons why the author believes that “John Wayne Must Die”.
5. A classroom discussion is to take place, having students use their knowledge of American history to determine if the author has identified those values which have either made America great or has prevented her from fulfilling the vision of the Founding Fathers.

Assessment & Evaluation of Student Achievement

Note: Number refers to the Teaching/Learning Strategy.

- 3 Teachers will have the option to develop alternative approaches for students to demonstrate that they have achieved mastery of the learning expectations.

Accommodations

- Exceptional students may need additional time, access to such support materials as a computer, or other alternative approaches in order to have every opportunity to demonstrate their learning. IEPs will provide direction.

Resources

Flynn, Robert. “John Wayne Must Die”

http://lists.village.virginia.edu/sixties/HTML_docs/Texts/Narrative/Flynn_John_Wayne.html