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 LIS 654  
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Note: Text in **bold** refers to skills pertaining to NC SCOS Information Skills being taught by the librarian.

11 <sup>th</sup> Grade Social Studies Integrated Curriculum Map				
Time Frame	NC SCOS: History	NC SCOS Information Skills	Strategy/ Activity	The Assessment
August	1.01 Identify the major domestic issues and conflicts experienced by the nation during the Federalist Period.	1.11 Explore primary and secondary sources.	<p><b>Teach students the difference between primary and secondary sources by having them read excerpts from the Federalist Papers and the Articles of Confederation. Watch sections of "A New Nation" from the Schlesinger Video Company.</b></p> <p>Students will then complete worksheets to identify if various statements would have been made by Federalists or Anti-Federalists. Explain how these statements reflected on the major domestic issues and conflicts of the time period.</p>	Worksheets
	1.02 Analyze the political freedoms available to the following groups prior to 1820: women, wage earners, landless farmers, American		Discuss the political freedoms these different groups had prior to 1820. Then instruct students to write a journal entry from their chosen perspective and discuss	<p>Journal entries</p> <p>Combine the entries into a single document and have it on display as a class project.</p>

	Indians, African Americans, and other ethnic groups.		how they had either the freedom or inability to express their political views.	
	1.03 Assess commercial and diplomatic relationships with Britain, France, and other nations.		Instruct students to create small posters supporting or protesting the United State's involvement with other nations.	Posters  Display the posters around the classroom.
September	2.01 Analyze the effects of territorial expansion and the admission of new states to the Union.		Ask students to write letters to the newspaper supporting their belief or disagreement with the concept of Manifest Destiny.	The logical or ideological support for their position in the students' editorial pieces.
	2.02 Describe how the growth of nationalism and sectionalism were reflected in art, literature, and language.  2.03 Distinguish between the economic and social issues that led to sectionalism and nationalism.  2.04 Assess political events, issues, and personalities that contributed to sectionalism and nationalism.	1.08 Select and use independently, both within and outside the school, a variety of resources and formats.  2.06 Recognize the power of the media to influence.  3.03 Identify bias and stereotypes.  4.08 Credit sources of information.	<b>In the school library, show students where they can find examples of resources to use in researching their paper. Then exhibit search techniques using outside databases from the local library and keyword work searches to find resources outside the library that they may find useful for their papers. Show the class where they can find on the school's website information on how to cite their resources in MLA format.</b>  <b>Discuss with students bias in the media by</b>	<b>PowerPoint</b>  <b>Correct citation style included some way in their presentation.</b>  <b>Students include a variety of resources.</b>

			<p><b>comparing Fox News and MSNBC and the media's ability to influence in contemporary times. Ask them to consider the effects the newspapers would have had on a culture with few other resources they could look to find unbiased opinions during early America.</b></p> <p><b>Finally instruct students in how to create a PowerPoint using text and images found online for a simple demonstrative PowerPoint lesson.</b></p> <p>Split the class into three groups and assign each group a different area to cover (art, literature, or language). Students will use a variety of resources to gather their information from. Each group will create a PowerPoint to collectively teach the class how patriotic feelings of nationalism and sectionalism were expressed in their medium.</p>	
	2.05 Identify the major reform movements and evaluate their effectiveness.		Read the Seneca Falls Declaration of Sentiments. Split the class into male and female groups. Then divide each group in half and have them	Persuasiveness of students' arguments for their position using beliefs and logic from the time period.

			take a supporting or protesting position on Women's Suffrage. Students will then have a mock debate where they will argue their side's points.	
	2.06 Evaluate the role of religion in the debate over slavery and other social movements and issues.		Have students read excerpts from "The North Star" by Frederick Douglass and "The Liberator" by William Lloyd Garrison. Have students highlight passages where the authors try to persuade the reader that they are led by God in their work. Discuss how the persuasive voice is used in civic discourse.	Class discussion
	3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.		Read the Missouri Compromise and the Compromise of 1851. Create a timeline that highlights and explains the various compromises that dealt with how to handle tensions about slavery.	Timeline The explanations of the importance of each compromise.
	3.02 Analyze and assess the causes of the Civil War.		Read South Carolina's Declaration of Secession and discuss the exact reasons as outlined in the Declaration why South Carolina felt compelled to secede from the Union. Discuss if this matches students' prior education about the reasons behind the Civil War.	The class discussion about history revisionists and how their interpretation disagrees with primary sources from the time period.

October	3.03 Identify political and military turning points of the Civil War and assess their significance to the outcome of the conflict.		Watch selection from Ken Burn's "The Civil War" to understand various turning points in the Civil War. Read "The Gettysburg Address" and discusses its political and emotional effects on listeners. Students will research the battles of Gettysburg and Vicksburg using primary and secondary resources to explain why they were major turning points in the war.	Paper
	3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.		Create a poster that illustrates the differences between slavery, sharecropping, and tenant farming in the lives of African-Americans during the Reconstruction period. With this understanding, ask the class to discuss why they think Reconstruction came to an end.	Poster  Class discussion
	3.05 Evaluate the degree to which the Civil War and Reconstruction proved to be a test of the supremacy of the national government.		Read the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> amendments and the Civil Rights Act of 1866. Explore what rights were given explicitly in the amendments to different groups and how the states reacted to the amendments. The class will discuss the new supremacy authority the government gained	Class discussion

			and why they were able to enforce these new amendments.	
	<p>4.01 Compare and contrast the different groups of people who migrated to the West and describe the problems they experienced.</p> <p>4.02 Evaluate the impact that settlement in the West had upon different groups of people and the environment.</p>	<p>3.04 Relate cultural similarities and differences to personal heritage and environments.</p> <p>2.01 Identify published criteria of excellence for resources.</p> <p>2.02 Apply identified criteria to select resources.</p> <p>2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources and formats.</p>	<p><b>Discuss how just because someone is part of a cultural group does not mean they embody every aspect of the values of their culture. For example, in many cultures, women had limited rights, but many women cross dressed in order to gain the legal and cultural freedom a man enjoyed.</b></p> <p><b>Teach how different formats lead to more or less revealing or honest information being recorded. For instance, people are usually more intimate in their diaries while they're more professional and concise in newspapers.</b></p> <p><b>Explain how to critically examine resources for accuracy, currency, authority, and bias. Use the example of Crazy Horse in <u>Encyclopedia Americana</u> which is very negative and culturally insensitive.</b></p> <p>Students will research reasons that various groups' moved West. They will then identify a singular historical</p>	<p><b>Written assignment</b></p> <p><b>Multiple resources</b></p> <p><b>Explanations within the papers as to why their resources are credible.</b></p>

			figure from a group and discuss in a written assignment whether that person's reasons for heading West matched the prevailing reasons of their cultural group. Papers will include an explanation of why they choose their resources and why.	
	4.03 Describe the causes and effects of the financial difficulties that plagued the American farmer and trace the rise and decline of Populism.		In small groups, have students collaborate on a brochure advertising the beliefs of the Populist Party. Groups will then exchange brochures in a clockwise motion around the classroom. After a brief group discussion of the differences between their brochure and the new one, the class will then have a discussion where they discuss what they learned about how to market your beliefs most effectively.	Brochures Group discussion about effective marketing skills.
	4.04 Describe innovations in agricultural technology and business practices and assess their impact on the West.		Create maps detailing the major railroad lines of the period. Students will then compare agricultural information from an assigned portion of the country prior to and after railroads were introduced to the area. They will display their area's information on available space of the chart. Maps will then	Maps Analysis of agricultural changes over time.

			be displayed around the room.	
November	5.01 Evaluate the influence of immigration and rapid industrialization on urban life.	<p><b>1.10 Identify characteristics and advantages of various media formats for a specific task.</b></p> <p><b>3.01 Describe personal cultural heritage and environment.</b></p>	<p><b>Discuss the benefits of using an online database to search for information about potential ancestor on both the Ellis Island website and compared to keyword searches in search engines like Google. Also cover the pros and cons of using an online database vs. print.</b></p> <p>Students will then create bar graphs comparing immigration numbers and countries of origin using databases and search engines to find accurate information. Discuss racial discrimination against different immigration groups.</p>	<p><b>Students' successful navigation of the Ellis website and keyword search engines.</b></p> <p>Bar graph</p> <p>Students' insight into racial discrimination.</p>
	<p>5.02 Explain how business and industrial leaders accumulated wealth and wielded political and economic power.</p> <p>5.03 Assess the impact of labor unions on industry and the lives of workers.</p>		<p>Discuss Andrew Carnegie, Rockefeller, and Vanderbilt's industry practices. Show photos and videos of the Biltmore Estate to illustrate the fabulous wealth the "Captains of Industry" accumulated.</p> <p>Show photos and share quotes from labor</p>	<p>Collages</p> <p>Class discussion</p> <p>Ticket-out-the-door to name a work condition that labor unions wanted to change.</p>

	5.04 Describe the changing role of government in economic and political affairs.		unions discussing the conditions that workers were exposed to. Have students create collages that display the stark difference in the lives of the rich vs. the poor. Have students explain how the government's response to labor unions pressure brought about changes in economic and political affairs.	
December	6.01 Examine the factors that led to the United States taking an increasingly active role in world affairs.		Have students draw political cartoons either supporting or opposing U.S. imperialism.	The articulation of the support or disagreement found in the cartoon.
	6.02 Identify the areas of United States military, economic, and political involvement and influence.  6.03 Describe how the policies and actions of the United States government impacted the affairs of other countries.		Explain what yellow journalism is and show examples of it. Explain how it has affected international relationships then and now in international affairs. Ask students to find modern examples of yellow journalism and present it to the class.	The examples of modern yellow journalism that students find.
January	7.01 Explain the conditions that led to the rise of Progressivism.		Read excerpts from <u>The Jungle</u> by Upton Sinclair. Have the class write a paper discussing the effects those food safety standards has had on	Thoughtfulness and insight of the paper.

			American health.	
	7.02 Analyze how different groups of Americans made economic and political gains in the Progressive Period.		Compare the party platforms of the different political parties. Have students identify what issues were progressive.	Students' ability to identify progressive ideas.
	7.03 Evaluate the effects of racial segregation on different regions and segments of the United States' society.		Have students compare the literary tests that were given to African-Americans against those given to other groups. Have students enter a group discussion about the consequences of requiring a literary test in order to vote.	Group discussion
	7.04 Examine the impact of technological changes on economic, social, and cultural life in the United States.		Watch the first films produced by Thomas Edison. Contrast this with other early "moving picture" devices. What big changes has technology made in their own lifetimes?	Ticket-out-the-door by having students name a turn of the century technology that changed life in the United States.
	8.01 Examine the reasons why the United States remained neutral at the beginning of World War I but later became involved.	<p><b>5.02 Produce media in various formats appropriate to audience and purpose.</b></p> <p><b>4.09 Produce and present findings in various formats.</b></p>	<p>Divide the class into groups of four and assign each group one of the following demographics they will be appealing to in their propaganda media: young men, elderly, children, and families about why they should be for or against the war. Let the groups decide their pro or against stance.</p> <p><b>Each group will then decide what form their</b></p>	<p><b>The media that is produced and how well it is executed.</b></p> <p>The persuasiveness of the group's argument.</p>

			<p><b>media will take (short video, poster, Vaudeville play, etc). Depending on the media method the group chooses will determine to what extent they will receive instruction and media resources from the librarian.</b></p> <p>When completed, each group will present to the class and afterwards, the class will vote on the persuasiveness of their argument towards the perceived needs and desires of the intended focus group.</p>	
	8.02 Identify political and military turning points of the war and determine their significance to the outcome of the conflict.		<p>Divide the class into two groups (Allies and Central Powers) and have them identify each of the major battles that they lost and against whom. Ask them to identify what was the significance of their loss. Have the two groups present to each other in order to understand how these conflicts shaped the final outcome.</p>	<p>Listing the battles and explaining the significance of these conflicts.</p>
	8.03 Assess the political, economic, social, and cultural effects of the war on the United States and other nations.		<p>Read the Charter for the League of Nations and Wilson's Fourteen Points. Students will then write a short paper as to how the League of Nations changed the power dynamics between</p>	<p>Paper</p>

			countries after World War I.	
February	9.01 Elaborate on the cycle of economic boom and bust in the 1920's and 1930's.		Students will create a timeline that follows the booms and busts of the Stock Market prior to and after the 1929 crash. Ask the class to compare this uncertainty to contemporary economic troubles in the United States since 2001.	Timeline  Class discussion
	9.02 Analyze the extent of prosperity for different segments of society during this period.		The class will analyze photos of the time period and compare the different groups to each other. In groups, students will create lists of the hardships faced by a group assigned to them. The lists will be posted under a corresponding photo to be displayed on the classroom wall.	Thoughtfulness of discussion about differences between groups' prosperity and the lists created within groups.
	9.03 Analyze the significance of social, intellectual, and technological changes of lifestyles in the United States.  9.04 Describe challenges to traditional practices in religion, race, and gender.	<b>1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.</b>  <b>1.06 Identify characteristics of various genres.</b>	Students will silently read selections from <u>The Great Gatsby</u> and writings by Ernest Hemingway. Then as a class, students will read aloud poetry from Langston Hughes.  <b>Afterwards, the librarian will identify the main characteristics of these genres and how they are used in examples within these works.</b>  Students will then discuss in small groups	<b>Student participation</b>  Group discussions  <b>Students' understanding of genre characteristics</b>

			of four how these genres reflect the historical events and challenges that were facing the United States at the time.	
	9.05 Assess the impact of New Deal reforms in enlarging the role of the federal government in American life.		Students will write short papers discussing how New Deal reforms are still affecting their families today. Examples: Medicare, Medicaid, The TVA, the Blue Ridge Parkway, etc.	Papers
March	10.01 Elaborate on the causes of World War II and reasons for United States entry into the war.  10.02 Identify military, political, and diplomatic turning points of the war and determine their significance to the outcome and aftermath of the conflict.	4.05 Gather information from the most effective resources.  4.07 Organize and use information.	<b>The librarian will demonstrate how to find atlases and population maps from different time periods using the school's databases and print resources. They will show the population of Hiroshima, Japan before and after the war as an example.</b>  <b>Then the librarian will show how to use Evernotes and other online software as tools to organize their information as they find details for their project.</b>  Students will work together in groups to create two maps: one that shows Europe and the Middle East's boundaries and countries before War World II and the other after the war. They will	<b>Two maps</b>  <b>Organization of information</b>  Class discussion

			include information on the “before map” as to why each country joined the war and pre-war populations. On the “after map,” students will include the post-war populations. Students will be asked to explain the aftermath of how the war affected the countries they are assigned.	
	10.03 Describe and analyze the effects of the war on American economic, social, political, and cultural life.		Using skills previously gained, students will create a PowerPoint in their group using images found from various resources to discuss changes in American society after the war on the lives of women, the rise of the suburbs, and the population explosion referred to as the Baby Boomers generation. Groups will then present their PowerPoints to the class.	PowerPoint
	10.04 Elaborate on changes in the direction of foreign policy related to the beginnings of the Cold War.		Students will fill in worksheet maps showing all the military skirmishes the United States was involved in prior to the start of the Cold War. Students will then write a one page paper about which event they believe had the most profound effect on starting the Cold War.	Map Paper

	10.05 Assess the role of organizations established to maintain peace and examine their continuing effectiveness.		<p>For homework, students will look up the following peace keeping organizations and their stated mission and goals:</p> <p>Alliance for Progress NATO OAS SEATO Security Council United Nations Warsaw Pact</p> <p>Using information gained from class, they will pick an organization and create a list of indiscretions their organization was in which does not match their stated mission and goals.</p>	Paper
April	11.01 Describe the effects of the Cold War on economic, political, and social life in America.		Students will read and watch videos on the prosecution that went on across America during the McCarthy era. The class will then discuss the repercussions of different groups turning on each other in America during the Cold War.	Class discussion
	11.02 Trace major events of the Civil Rights Movement and evaluate its impact.		Students will take a field trip to the International Civil Rights Museum in Greensboro, NC if applicable. Students will go on the guided tour and afterwards in small groups discuss the enduring legacy of slavery.	Class discussion

	<p>11.03 Identify major social movements including, but not limited to, those involving women, young people, and the environment, and evaluate the impact of these movements on the United States' society.</p>	<p><b>5.03 Describe, support an opinion, and /or persuade an audience using a variety of media formats.</b></p> <p>5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats.</p>	<p><b>The librarian will explain persuasive and debate skills and the influence of media on promoting an individual's argument by using the Nixon vs. Kennedy debate as an example.</b></p> <p>Individually, students will select a person of interest that they will do research on their role in one of the following social movements: feminists, environmentalists, rock-n-rollers, hippies, etc.</p> <p><b>They will then use earlier gained skills to create a presentation that expresses that person's views and share it with the class.</b></p> <p>The students will try to persuade each other as to why their chosen person's views were supported by the larger movement they were part of.</p>	<p>Media presentation</p> <p>Persuasive skills</p>
	<p>11.04 Identify the causes of United States' involvement in Vietnam and examine how this involvement affected society.</p>		<p>Students will read newspaper and journal articles from the time period talking about Kent State and other protests by students against the Vietnam War. They will then discuss as a class about the power of students to influence society.</p>	<p>Class discussion</p>

	<p>11.05 Examine the impact of technological innovations that have impacted American life.</p> <p>11.06 Identify political events and the actions and reactions of the government officials and citizens, and assess the social and political consequences.</p>		<p>Students will listen to “We didn’t start the fire” by Billy Joel and other songs from this era. In a paper, they will identify common themes about how technology changed American life (ex: pesticides and unborn children), the rising political involvement by the American people in politics, the Civil Rights Movement, and compare how this differed from earlier eras when the American people were more supportive of the United State’s involvement in international affairs and wars.</p>	Paper
May	<p>12.01 Summarize significant events in foreign policy since the Vietnam War.</p>		<p>Students will write a compare and contrast paper about the differences in apartheid in South Africa to the Civil Rights Movement in the United States.</p>	Paper
	<p>12.02 Evaluate the impact of recent constitutional amendments, court rulings, and federal legislation on United States' citizens.</p> <p>12.05 Assess the impact of growing racial and ethnic diversity in American society.</p>		<p>Have students look at the 1986 Amnesty ruling that legalized undocumented residents. Have students trace the impact of this decision on the rising population demographics in the United States comparing the 1980, 1990, and 2000 census demographic reports to each other. Map the</p>	Map

			differences during these three censuses. Celebrate this renewed diversity by allowing students to bring in their favorite dishes to share with the class!	
	12.03 Identify and assess the impact of economic, technological, and environmental changes in the United States.		Discuss the Three Miles Island incident and have students debate whether there is reasons against using renewably energy sources like solar power, wind power, and wave power. Have students create posters comparing different renewable energies to each other.	Class discussion Poster
	12.06 Assess the impact of twenty-first century terrorist activity on American society.  12.04 Identify and assess the impact of social, political, and cultural changes in the United States.		Students will interview at least three adults about the effects that they perceived on American society following the disasters of 9/11/2001. Students will then compare these comments to their own memories of what they recall of United States' life prior to the War on Terror. Hold a final class discussion on whether there is a more effective method of fighting a guerilla war than current U.S. policies.	Paper Class discussion