

Humanitas Interdisciplinary Thematic Unit

School: Roosevelt High School	Track: A	Grade: 11	Timeframe: 6 weeks
Team Members:	Deborah Lowe	Paulina Martinez	Deborah Thompson
Subject Area:	American Literature	American Literature	U.S. History

Unit Theme: In Search of America's Self: Creating Myths, Living the Reality

Rationale	<p>Contemporary American values have been greatly influenced by the myths created in the late 19th century and by the reality of life in America during this time. By enacting a historical simulation of the Progressive Reform Convention, students are excited about investigating primary & secondary historical, literary, and visual texts. Through their study of literature and art, students evaluate the contradictions between the myths and the reality in order to recognize past injustices in our society and challenge them. As participants in the convention, students also experience the power of individuals as agents for change and writing as a powerful tool for reform. Their passion for the issues carries them to the more complex task of the interdisciplinary essay, making this challenging task both worthwhile and valuable.</p>		
Student Outcomes			
Focus Standards	<p>ELA 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essay on a topic. 2.4 Write historical investigation reports: b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.</p> <p>U.S. History 11.2 Students analyze the relationship among the rise of industrialization, large scale rural to urban migration, and massive immigration from Southern and Eastern Europe</p>		
Understandings	<p><i>Students will understand that...</i></p> <p>The myths of America as an agrarian paradise and a meritocracy created at the turn of the 20th century by the Hudson River School paintings, Horatio Alger's <i>Bound to Rise</i>, and the Currier and Ives lithograph <i>The Way to Success</i>, have greatly influenced the American values that persist today.</p> <p>Progressive reformers adamantly tackled issues such as labor rights, conservation, consumer protection, city problems, women's rights, business problems, and corruption in the government. These reformers fought for social justice and helped change the role of government in the United States.</p>	Theme-related Essential Questions	<ul style="list-style-type: none"> • What do the myths of the late 19th century reveal about American values and visions? • What does the reality of life in America at the turn of the 20th century reveal about American values? • Does the government value all of the people equally? • How do we create a more just society? • Did Progressive reform go far enough?
Interdisciplinary Essay Prompt	<p>An interdisciplinary persuasive research essay:</p> <p>Choose one of these two passages and write an argument for or against this view of America. Please use the following sources as evidence to support your argument. Be sure to address the counter argument and to consider its evidence as well.</p> <p>(Please see the attached assignment, as the passages do not fit here.)</p>		

Humanitas Interdisciplinary Thematic Unit

Subject-Area Unit Plan

School: Roosevelt High School Teacher: D. Lowe and P. Martinez Subject-Area: American Literature Semester: Fall

Essential Understandings	Knowledge/ Skills	Focus Standards
<p>Important Concepts</p> <ul style="list-style-type: none"> Understand the early 20th century mythical views of America as depicted by the Hudson River School paintings, Horatio Alger’s <i>Bound to Rise</i>, and Currier and Ives’ lithograph <i>The Way to Success</i>. Understand how the myths have contributed to core American values 	<p>Students will know...</p> <ul style="list-style-type: none"> characteristics & themes of Hudson River School of painting characteristics of muckraking journalism themes in “boy’s literature” at the turn of the century 	<p>Writing Applications</p> <p>2.4 Write historical investigation reports:</p> <ol style="list-style-type: none"> Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. <p>Writing Strategies</p> <p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p>
<p>Guiding Questions</p> <ul style="list-style-type: none"> What did the reality of life in America at the turn of the 20th century reveal about our values? What do the myths, literature, and art we create reveal about our values and visions? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> analyze and interpret visual texts write an interdisciplinary persuasive essay support their argument with texts examined in U.S. History and American Literature class. create a criteria chart to evaluate their persuasive essays 	
Assessment Evidence		
<p>Formative Assessments</p> <ul style="list-style-type: none"> Reaction/responses to the Hudson River School paintings Reading comprehension questions in response to an excerpt from Horatio Alger’s <i>Bound to Rise</i> Annotations of primary documents on progressive issues 	<p>Summative Assessments</p> <ul style="list-style-type: none"> Response to a series of questions prompting students to analyze and create their own version of Currier and Ives’ lithograph Interdisciplinary essay (see attached prompt) 	<p>Reading Comprehension</p> <p>2.4 Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.</p> <p>Literary Response and Analysis</p> <p>3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p> <p>3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic</p>
Learning Plan		
<p>Texts, major lessons, events, projects, activities, and ELL/SPED differentiation</p> <ul style="list-style-type: none"> Read and analyze excerpt from Horatio Alger’s <i>Bound to Rise</i> Make inferences about American values based on Currier and Ives’ lithograph <i>The Way to Success</i> Read and respond to Progressive/muckraking primary documents from <i>The American Spirit Vol. 2</i> (collection of historical primary documents) to do additional individual research on group topics from Progressive Simulation Read excerpt from <i>The Annotated Mona Lisa</i> and use it to interpret Hudson River School Paintings from online exhibitions (such as the Albany Institute of History and Art and the New York Historical Society) catalogued on our team homepage http://www.rooseveltlausd.org/apps/pages/index.jsp?uREC_ID=39601&type=u&termREC_ID=&id=3&rn=6458736 Organizing and planning to write interdisciplinary essay 		

Humanitas Interdisciplinary Thematic Unit

Subject-Area Unit Plan

School: Roosevelt High School Teacher: Deborah Thompson Subject-Area: U.S. History Semester: Fall

Essential Understandings	Knowledge/ Skills	Focus Standards
Important Concepts <ul style="list-style-type: none"> • Effects of industrialism on living and working conditions • Political corruption • Development of Monopolies and Trusts • Laissez-faire capitalism, Social Darwinism • Spirit of Progressive reform 	Students will know... <ul style="list-style-type: none"> • The reality of life for poor immigrants • Laissez-faire capitalism led to the development of monopolies/Trusts • Powerful individuals are a force for change • Progressive reform changed the role of government 	<p>11.2. Students analyze the relationship among the rise of industrialization, large scale rural to urban migration and massive immigration from Southern and Eastern Europe.</p> <ol style="list-style-type: none"> 1. The effect of industrialism on living and working conditions 2. the growth of cities: development of cities according to race, ethnicity, and class 3. urban political machines and responses to them 4. the development of Monopolies, Trusts, and the policies of industrial leaders 5. the ideologies of Social Darwinism, Gospel of Wealth, and Laissez-Faire capitalism 6. the effect of political programs and activities of the Progressive Reformers
Guiding Questions <ul style="list-style-type: none"> • What did the reality of life in America at the turn of the 20th century reveal about our values? • Does the government value all the people equally? • How do we create a more just society? • Did Progressive reform go far enough? 	Students will be able to... <ul style="list-style-type: none"> • analyze primary documents on life and work in 1900s America • analyze political cartoons/economic graphs • write persuasive speeches on reform • use debating skills to argue a position • use graphic organizers to organize historical data • evaluate the success and failures of progressive reform 	
Assessment Evidence		
Formative Assessments <ul style="list-style-type: none"> • writing on demand: a persuasive fictional letter analyzing primary documents in the voice of a muckraker • content quizzes • graphic organizer on problems facing America in 1900s 	Summative Assessments <ul style="list-style-type: none"> • Post- simulation on-demand essay: analyze the success or failure of progressive reform efforts • Interdisciplinary essay (see attached prompt) 	
Learning Plan		
Texts, major lessons, events, projects, activities, and ELL/SPED differentiation <ul style="list-style-type: none"> • Analyzing charts and graphs on major industrial trends • Analyzing political cartoons and Jacob Riis photographs • Analyzing primary documents (collection of muckraking excerpts) • Watch <i>Iron Jawed Angels</i> as inspiration for how individuals can bring about change • Progressive Reform Convention Simulation—Teams of reformers, along with President Roosevelt, meet to find solutions to key problems facing America such as labor rights, conservation, consumer protection, city problems, women’s rights, business problems, and corruption in government. Activities include: speeches, debates, historically-accurate costumes, and issue posters. 		

Humanitas Interdisciplinary Thematic Unit

Humanitas Academy 11th grade American Studies

Unit: In Search of America's Self: Creating Myths, Living the Reality An interdisciplinary persuasive essay

Consider these two views of America at the turn of the 20th century:

The Hudson River painters celebrated “the vast nation that lay before them.” They marveled at its seemingly unlimited natural resources and potential, believing that the American wilderness was symbolic of this great country.

From <http://www.pbs.org/wnet/ahas/icon/Hudson.html>

According to Mother Jones's biographer Dale Fetherling, she said: "Often while sewing for the lords and barons who lived in magnificent houses on the Lake Shore Drive, I would look out of the plate glass windows and see the poor, shivering wretches, jobless and hungry, walking alongside the frozen lake front.... The contrast of their condition with that of the tropical comfort of the people for whom I sewed was painful to me. My employers seemed neither to notice nor to care."

From

<http://www.kentlaw.edu/films/majones.htm>

Choose one of these passages and write an argument for or against this view of America. Please use the following sources as evidence to support your argument. Be sure to address the counter argument and to consider its evidence as well.

Use a minimum of three sources:

- the muckraking/progressive documents
- notes from the progressive simulation
- the Hudson River School paintings
- the photographs of Lewis Hines and Jacob Riis
- Horatio Alger's *Bound to Rise*
- Currier and Ives' *The Way to Success*
- *Iron Jawed Angels*
- other sources with approval from one of the teachers

In your essay, please also consider the essential questions for this unit:

- What did the reality of life in America at the turn of the 20th century reveal about our values?
- Does the government value all of the people equally?
- What do the myths we create reveal about our values and visions?

Technical details:

- Word count: 1000-1200 words
- Turn in: prewriting, handwritten draft, typed 2nd draft with visible edits, and final draft
- Grade counts for both American Literature and U.S. History classes
- Due at the end of the school day **Wednesday, December 3, 2008**