



## **Historical Literacy Strategies in High School History Classes**

by Brad Baker, 2016 CTI Fellow  
William Amos Hough High School

This curriculum unit is recommended for:  
United States History, High School Level, 11th grade

**Keywords:** Historical literacy, Guided Reading, Close Reading, Literacy, Prewriting, Shared Reading, Think Aloud, Think/Pair/Share, American Revolution, Voting, Elections, President, Executive Branch, Mayflower Compact, Literature Circle

**Teaching Standards:** See [APPENDIX](#) for the teaching standards used in this unit.

**Synopsis:** My unit plan is to devise a unit that meets the requirements set forth by the AP College Board. According to the College Board the AP U.S. History course focuses on the development of historical thinking and reading skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes: American and National Identity, Politics and Power, Work/Exchange/Technology, Culture/Society, Migration/Settlement, Geography/Environment, and America in the World. In line with college and university United States history survey courses' increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. As a teacher, it allows me the flexibility across nine different periods of U.S. history to teach topics of my choice in depth. My goal is to show this change over time via historical documents created during the time period and their influences on cultural, social, political, and economic change.

*I plan to teach this unit during the coming year to 240 students in AP United States History*

*I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.*

## **Historical Literacy Strategies in High School History Classes**

*Sean Bradley Baker*

### **Preface**

I was fortunate enough to be a participant in the Charlotte Teachers Institute's (CTI) seminar entitled Literacy and Literacies in the 21st Century. This seminar was led by Dr. Kyra Kietrys, professor of Hispanic Studies and Humanities at Davidson College in Davidson, North Carolina. The seminar focused on examining literacy in developing reading and writing skills, as well as developing our students' abilities to read a specified meaning or subject. In this seminar we also explored other issues relevant to today's young learners' development in a multi-cultural and diverse world.<sup>1</sup> Knowledge acquired from the seminar had a profound influence on the outcome of the development of my curriculum unit. As an Advanced Placement teacher at the high school level, it is my job to apprentice students to the practice of history by explicitly stressing the development of historical thinking, writing, and reading skills while learning historical content. Students' best develop historical skills by investigating the past in ways that reflect the discipline of history, most particularly through the exploration and interpretation of a rich array of primary sources and secondary texts and through the regular development of historical argumentation in writing.

Going into the development of my unit I wanted to create something that helped my students reflect on the development of America as a country and to analyze what took place to help develop the United States identity and sense of nationalism. Historical literacy will be a major focus of my unit. As a teacher, how can I incorporate the richness of historical resources into classrooms in ways that are true to the discipline of history and are pedagogically sound? The notion of historical literacy adopts a research-supported stance on literacy processes, and promotes the integration of content-area literacy instruction into history content teaching. It is unique in its focus on the discipline-specific literacies of historical inquiry. Addressing literacy from a historian's rather than a literacy specialist's point of view will be a major objective. I choose to analyze the time period prior to the American Revolution through the War of 1812. You will see the seminar reflected in my unit as I gained new knowledge and ideas about reflecting on topics, in which I later will pass onto my students. We discussed topics such as historical literacy, intercultural proficiencies, cultural differences and examining the customs, practices and behaviors that distinguish one culture from another, as well as common elements among cultures. Other possible literacies to be explored include visual literacy, spatial literacy, historical literacy, informational literacy and digital literacy. As I prepare my unit I use the influence of the seminar to discuss topics to prepare my students to be able to understand the development United States through social, political, and cultural change. We will also see the influence of historical documents that led to major change. The

concepts obtained by the seminar will act as an important framing device in teaching the curriculum framework, giving shape and structure to content the students otherwise might perceive as disconnected.

## **Introduction and Background**

*“It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations--something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.” – Katherine Patterson.<sup>ii</sup>*

This quote was given to me during my first year of teaching. It has had a profound influence on me to remind me not to simply teach at students, but to try and open their minds and allow them to come to their own conclusions about materials I present to them. This is a key instrument in my curriculum unit as I present content materials, historical documents, and visual documents to my students to help them understand the social, cultural, and political development of the United States of America during the time period of 1607-1783 primarily. The British colonists in the mid-1700s were at a crossroads of sorts in trying to determine their national identity. Although they were of British heritage, by 1763 many of the British citizens born in North America had never set foot in England. A deadly war in which the British colonists joined forces with the almighty imperialistic juggernaut Britain to defeat the duo of France and North American natives had just ended. The idea of expansion crossed the colonists' mind only to be imprisoned by an imaginary line that was known as the Proclamation of 1763. The colonists yet again had been beguiled by a king, 3000 miles away, they had never met or had seen. Showered with new taxes to pay for the war, the colonists grew tense and claimed the king was being unjust. Murmurs about independence were starting to form, but this would be treason and many colonists would not entertain the idea due to possible harsh punishments. As act after act was passed and after the colonists demands for fairness were ignored, the colonists had to determine whether to stay the status quo course or go into a world of the unknown and become independent. They would have to start to think and act on the idea of being their own nation and develop a sense of identity and freedom.

This unit will focus on providing my students the appropriate content to understand the history that took place during this time period, but will also use historical documents and cultural perspective of the time period in hope that students can make the connection of how the United States changed their culture, politics, and social structure to become their own independent country. As I present the material to the students I have to get them in the mindset and teach them how to be independent thinkers, but also to help develop their historical literacy minds while reading texts. Students have to ask

themselves many questions while increasing the historical literacy skills. They should learn to ask questions of text like: whose voice is missing? What is the evidence for that claim? How are conclusions about this topic limited? History offers opportunities for students to learn how to identify and write causal claims, use hedging language to assert neither too little nor too much, identify ambiguities, and weigh evidence to make a convincing claim.<sup>iii</sup>

The British colonists experience a major revolution first hand. They fought hard for the idea that was an independent United States. They developed the idea of a perfect nation in the light of their experience before, during, and after the American Revolution. As part of the curriculum in AP United States History, I require that my students think on a more critical and in-depth level. Students will be asked to develop the idea of what colonists thought the American identity should be and to also develop their own idea of what the American identity is today that shapes our nation and how it has changed overtime by examining historical documents of the time periods as well as analyzing historical speeches of colonial leaders and their influence on the people to fight for independence.

Through this unit I want my students to educate themselves on the major events leading up to the Declaration of Independence and analyze the importance and significance of these events on the development of American culture. I want them to come up with an educated political idea of what they believe the American culture is and how that reflects our nation through language, writing, traditions, customs, etc. I want them to develop a sense of what is important to them and what would happen to their social and political behavior during a major event during their lifetime. Developing historical literacy skills will be key in completing the goals of the unit. All historical challenges are designed to promote inquiry skills, historical knowledge acquisition and the development of critical thinking and literacy skills. Developing historical literacy necessitates a particular mode of engaging with history – both in terms of evidence and narrative. When students are challenged to think like historians they must tackle series of essential questions that cannot be answered simply with classroom texts.<sup>iv</sup>

Unit questions that will guide discussions and background information and lead to classroom activities are as follows:

- What were the causes and effects of the Declaration of Independence?
- What were the causes and effects of the American Revolution?
- What historical evidence do we have that helped influence the colonists to rebel and declare independence against Britain?
- What shapes American culture today?
- What would cause American culture to change overtime?

- What ideals inspired the revolutionary cause that reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century?
- Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.
- Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

### **Content Objectives**

Unit objectives will follow the AP College Board curriculum and will meet the requirements of the North Carolina Common Core (See Appendix 1).

Over the course of this unit, the students will engage in activities following the standards found in the NCSCOS and the College Board. The students will engage in various rigorous activities that will result in answering the unit questions and explain the causation of American independence and the development of the American nation. They will review the economic, political, and social characteristics of the French and Indian War and American Revolution. We will look to see how people during these events reacted and if, overtime, their social and political behavior changed. They will understand the characteristics of social and political behavior and how that behavior can be influenced or manipulated in a time of crisis through analyzation of historical documents, speeches, and political cartoons. We will look at analyze to see how events of this magnitude and different forms of thinking influenced the philosophy of what the American nation should be.

Students will be divided up into groups of four to analyze our objectives and to create a presentation answering the objectives at hand. They will develop their own personal and historical thought to see what political trends developed during the American Revolution. Students will create a visual presentation. This presentation may be created using poster boards, a PowerPoint, a video, etc. The goal is to show the political and social history of the events and what characteristics formed the American nation. They will outline, explain, and develop opinions about the ‘American’ point of view by analyzing historical documents, speeches, and political cartoons during the American Revolution. They are to show social behavior and political behavioral patterns through social change, voting, major legislative decisions, Supreme Court decisions, etc. through the documents provided to them and the research they do on their own. They are also to show their own personal feelings of the major events and express how they would have reacted both socially and politically. They will compare those thoughts to those of today.

Is the sense of culture and writing developed in the 1700s the same as it is today in America?

### **Rationale**

I have come to the conclusion that many high school students do not understand the importance of history. They don't understand how events in the 1700s impact them today nor do they care. This is not a new discovery by any means, but it is one that I hope to change and help to make students connect more to historical developments and their impact on today's world. The goal of this unit is to make my students more 'historically literate' that exceeds the requirement of being 'content smart' historically by reading and memorizing facts. I want my students to develop historical literacy skills so they can make a greater connection to the content material and develop a vast forte of historical thinking, reading, and writing skills. "...historians experts is not so much their vast historical content knowledge but their "historical literacy", that is their ability to read, write, and think critically about the past".<sup>v</sup>

### **School Background and Information**

William A. Hough High School opened on August 25, 2010 to meet the needs of the growing population in northern Mecklenburg County. It is built on land on Bailey Road and it is a prototype for future high schools in the Charlotte-Mecklenburg School system. It consists of 99 classrooms along with a full array of athletic facilities. One of the unique features of our school is the fifteen rain gardens that dot the landscape. They filter run-off water through natural filters and then drain the water back into the creek which runs along the back of the property. Hough High School is named after a former principal of North Mecklenburg High School; Mr. Hough served from September 1955 to July 1974 and was very much loved and respected by the people of this area. Hough offers students a traditional North Carolina educational program. We offer Standard, Honors and Advanced Placement courses in each of the four core areas: English, Math, Science and Social Studies. In addition, we offer a variety of elective courses to enrich students' education.

Based on 2013-2014 statistical data, 86% of the student population was white, 8% African American, 3% Asian, 2% Hispanic, and 1% other. The school has over 2,600 students and consists of 109 full-time certified teachers.

William A. Hough High offers a standard course of study curriculum which includes a college/university preparation track, a college technical preparation track, a dual college/university & technical preparation track, and a career track. An occupational course of study leading to an occupational diploma is also available for qualified students

in the Exceptional Children's Program. The curriculum is administered on a modified/hybrid 4x4 block schedule (with some A/B classes), allowing for flexible scheduling, re-looping and acceleration.

William A. Hough High uses weekly collaboration through content area meetings. We encourage student centered classrooms that focus on rigor. We encourage higher level thinking and encourage students to develop answers to problems on their own. This philosophy will play an intricate part in my unit. Students will be organized into groups to understand the political campaign process, which will be important to the development of their political ideology.

As a teacher at William A. Hough High School, I use input, advice, and collaboration from other teachers. Our alignment discussions among Civics teachers are key to focusing on the NCSCOS and the new Common Core that has been implemented in the past few years. We use high level reading resources and implement objective writing assignments to meet the requirements of the Common Core. These writing assignments will play an important part in my unit. Students will actively engage in writing a political party platform and interpret specific propaganda to identify major forms of propaganda and its influence.

According to their website, Charlotte-Mecklenburg Schools (CMS) is located in the Charlotte, North Carolina region and provides academic instruction, rigor and support each school day to more than 141,100 students in kindergarten through 12th grade in 162 schools throughout the cities and towns of Mecklenburg County. CMS believes setting high standards for all students creates a greater opportunity for future success – in our communities, within the region and across our diverse and global society. Each day, CMS students are prepared to be leaders in a technologically savvy and globally competitive world.

CMS is proud of its diverse mix of students who represent 160 different countries and various cultural and ethnic backgrounds. CMS offers an extensive range of magnet programs in 40 of its schools to nurture the talents of students who have interest and ability in specific areas. CMS also educates, supports, and meets the needs of students with learning and physical disabilities.

CMS is one of the largest employers in Mecklenburg County with approximately 18,800 teachers, support staff and administrators. CMS is fortunate to have tremendous support from Charlotte's corporate, faith and business communities and more than 43,000 mentors and volunteers that support learning and instruction in CMS classrooms.<sup>vi</sup>

## **Curriculum Content Information**

### *Organizing Colonies*

Students will have some prior knowledge of how the British established colonies in America from previous schooling, but we will focus and analyze those establishments over time leading up to the era of salutary neglect when the British colonies started forming their own governments. The students will have a prior understanding of the basic characteristics of each colony, its political, social, cultural and economic role in the colonies and how those roles may differ from colony to colony. We will review the evolution of each colony and how the colonies point of view of their relationship with England changed over time. We will point of how many northern colonies were seen as more revolutionary than some of the southern colonies. We will comprehend the major events that happened in some of the colonies that helped form a more radical role when it came to the idea of America (i.e. the Boston Tea Party in Boston, Massachusetts). Review of material prior to activities may be necessary to some. We will focus on these developments to have students come to the conclusion that the colonists were not Americans at first. Their identities, cultures, economies, traditions, etc. were different and that overtime all of these different identities did cluster into one American identity.

### *Note Outlines: "Road to Revolution"*

The first part of my unit will be covering the events leading up to the creation of the United States. The students will complete a discussion regarding three major events leading up to the American Revolution and then the war itself. We will complete a one page notes outline on the political and social effects of the establishment of British colonies in America (overtime), the French and Indian War, and the 'Road to Revolution' which outlines the increased tension developed overtime between the British and the colonists of America that led to war. We will discuss the magnitude and importance of these events and their social and political impacts on the people during that time period. We will read historical documents to see the influence and change over time of the political mindset of the colonists. The students will be able to see how events taking place during or prior to the end of the American Revolution helped shaped the idea of an change and how historical documents such as Thomas Paine's 'Common Sense' influenced the need for independence from Britain. This will help them see the importance of being fully educated on the topics going on at the time and how each played an important role in shaping our American identity. We will discuss major topics of the American Revolution as well as reading the philosophical political ideas of John Locke, Thomas Paine, Baron de Montesquieu, and Jean-Jacque Rousseau and mix this with more modern ideas from philosophical leaders of the 21<sup>st</sup> century. We do this to



develop their sense of what a nation should be and how a government should be involved in your everyday life.

### *Historical Documents*

Throughout this unit we will look at primary historical source documents such as Common Sense, the Second Treatise of Government, the Olive Branch Petition, and the Declaration of Independence. We also look at primary source political cartoons and propaganda of the time to see the influence (for or against) the American Revolution. We use two strategies – one is a strategy known as the acronym ‘APPARTS’:

*Author:* Who created the source? What do you know about the author? What is the author's point of view?

*Place and time:* Where and when was the source produced? How might this affect the meaning of the source?

*Prior knowledge:* Beyond information about the author, and the context of the document's creation, what do you know that would help you further understand the primary source? For example, do you recognize any symbols and recall what they represent?

*Audience:* For whom was the source created and how might this affect the reliability of the source?

*Reason:* Why was this source produced and how might this affect the reliability of the source?

*The Main Idea:* What point is the source trying to convey?

*Significance:* Why is this source important? Ask yourself, "So what?" in relation to the question asked.

The other strategies are the **H.A.P.I.** template:

H (Historical Context) A  
(Author's point of view)  
P (Purpose of the document)  
I (Intended Audience)

The analysis of documents will help students develop and establish different point of views from key events and leaders of the time period in hopes to see how literature, voice, and actions helped shaped an American culture. For example, reading and

discussing Thomas Paine's *Common Sense*, the students will be able to see a shift in colonists who were once loyal to an idea of living under British control to a sense of extreme pride for the idea of an independent America. The overall goal of the historical documents is to have students focus on the roles that ideas, beliefs, social mores, and creative expression have playing in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

### *Collaborative Groups*

Cooperative or collaborative learning is a team process where members support and rely on each other to achieve an agreed-upon goal. The classroom is an excellent place to develop team-building skills needed later in life. Diverse skill levels, backgrounds, and experience allow each individual to bring strength to a group. Each member of the group is responsible to not only contribute his/her strengths, but also to help others understand the source of these strengths in order to develop the necessary skills required to be successful on the AP exam. Any member who is at a disadvantage or not comfortable with the majority should be encouraged and proactively empowered to contribute. Learning is positively influenced with a diversity of perspective and experience, increasing options for problem solving, and expanding the range of details to consider. In this lesson, students will work together to analyze topics prior to the American Revolution through the War of 1812 and act as a group to discuss how the people, events, and actions of the time period had the most influence to the development of the American identity and nationalism when the country was established. Students will be grouped together based on diverse skill levels and background. Groups will be picked and organized by the teacher. They must work together to finish with the best product and group grade possible. Students will be responsible for answering the objective questions and back their answers with clear, concise reason and fact.

### *Debate*

The intent of the strategy is to engage learners in a combination of activities that cause them to interact with the curriculum. Debate forces the participants to consider not only the facts of a situation but the implications as well. Participants think critically and strategically about both their own and their opponent's position. The competitive aspects encourage engagement and a commitment to a position. Most debates will center on the point of view of writers of historical documents during the historical time period discussed. Students will take a position on the point of view of the British vs the American colonists. For example, when students read '*Common Sense*' by Thomas Paine students can debate its influence on American colonists using examples from the text or they can debate from a British perspective on how this is a traitorous act. Debates require

students to engage in research, reading comprehension, encourage the development of listening and oratory skills, create an environment where students must think critically, and provide a method for teachers to assess the quality of learning of the students. Debates also provide an opportunity for peer involvement in evaluation. Students will debate with one another to determine when the American culture was developed and what it was based upon. They will debate on what events, traditions, customs, etc. played the most important development of American culture and each group must break down exactly what it means to call the United States a nation.

### *Free Response Writing*

Free response essays are a requirement for the AP exam. The free-response essay assesses the ability to think critically and analyze the topics studied in the curriculum. Free response writing allows students to demonstrate an understanding of the linkages among the various elements of government. Most free response essay topics are based upon historical document interpretations and content knowledge. Students are usually required to read an excerpt from a historical document, speech, or event. They are required to tie this excerpt with their content knowledge to develop a well thought out, detailed, and historically accurate essay following a rubric set forth by the College Board.

Students will use free response writing in preparing their ideas of American identity based upon what is learned from the curriculum that is presented to them. Students can use their own words and knowledge to develop a sense of how major events led to an idea of a nationalistic United States. For example, students can use their free response essays to analyze the colonists' belief in the superiority of republican forms of government based on the natural rights of the people found specifically in Thomas Paine's *Common Sense* and the *Declaration of Independence*. Students can argue that the ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation is based.

### *Guided Notes*

Students are given an outline of notes (prepared by me) with blanks filled in throughout the notes. As we discuss new topics in class, the note outline is projected on my Promethean Board and as I discuss the material I fill in the blanks and they do the same on their outline. The students will participate in discussion as we fill in the notes and will use the notes to study later on when the assessment is assigned. This allows the students to have a detailed, specific, and organized outline for the content I want them to know for their assessment, but also to incorporate into this lesson. Students will keep the new content material in their notebooks to study later for their test.

## **Student Resources**

### *Notes Outline*

For content knowledge purposes, students will complete a detailed chart outlining the formation of the colonies until 1775. Students will analyze the social, political, and economic impacts experienced and the events that may have influenced the role in the American Revolution. I suggest putting students into groups to complete this role. This is a large amount of material and will cut down on the class time for students to divide the colonies and get the information for purposes of analyzing it to see how the colony played a role in the revolution. Students will focus on the environment, economy, labor, religion, and government of each individual colony. They will research the history of the colony to see how the each colony contributed to the establishment of an independent United States free from British control.

### *PowerPoint Notes*

I provided guided notes for my students and post them on my website to download, print, and study.<sup>vii</sup> These note outlines focus on the key developments and factual knowledge needed during the time period of pre-American Revolution War through the War of 1812. These will help students understand the information in hopes of discussing the material in order to answer the objective questions for the unit. Students are responsible for printing off each PowerPoint and are assessed on the material of the PowerPoint's at the end of the unit. The PowerPoint's are located on my class website:

<http://bakerhistory.cmswiki.wikispaces.net/APUSH+UNIT+II> .

### *Historical Document Reading*

Students will read the documents *Common Sense*, the *Declaration of Independence*, *Two Treaties of Government*, and *Federalist Paper #10*. Students will use the APPARTS and or the HAPIT outline to analyze each document and distinguish how the document influenced American behavior and led to a specific American identity. The students will also have to distinguish how each historical document led to an increased form of American nationalism or influenced thought that led to an increase in nationalism during the time period. The Internet provides a large amount of options providing the texts of the documents. The best website for the documents and the one I have my students use is

<https://www.archives.gov/historical-docs/>.<sup>viii</sup>

### *Free Response Writing*

Students will discuss the topics of ‘When was American Culture Created?’ and ‘Which Historical Document had the Most Impact on Declaring Freedom?’ A class discussion will be led about the historical literacy that was created during the time period and its effect on the time period, based on events that took place between the pre-American Revolution eras through the American Revolution. During the year the students learn skills needed for this activity to work effectively. One of my influences from the CTI seminar Literacy and Literacies in the 21<sup>st</sup> Century plays a key role in this activity. From the beginning of the year the students will develop the Four C’s content literacy skills as discussed from the SEDL Insights written by Ramona Chauvin and Kathleen Theodore.<sup>ix</sup> The four C’s consist of Critical Thinking, Communication, Collaboration, and Creativity. This provides an approach to content instruction that cultivates the skills for 21<sup>st</sup> century literacy. Students will be able to use these skills to develop a written essay that incorporates all aspects of the AP rubric for essay writing.

### *Identification Exercise*

The identification exercise is a great way of incorporating the whole class into a discussion regarding American culture and identity. This was an activity that we did as a whole group in the Charlotte Teachers Institute seminar based on our discussion of the impact of social networking sites on students today and its impact of the development of public image. The development of social media allows us to see people in a different light. It got me thinking of what the American Revolution would be like through the eyes of social media and got me thinking of what Facebook would look like from the perspective of historical figures from the American Revolution and thought it would be a good idea for my students to do the same.

I had my students create Facebook pages for the historical figures of the time period. The students were required to incorporate perspective of the historical figures and any influences of their written works that might show their point of view. “Unlike traditional literacy, in which authors create and readers introduce users to a new interactive medium that requires them to interact and response to text, as well as become authors of their own texts.”<sup>x</sup> Students are required to post Facebook pages for a specific historical figure of the time period and other historical figures were required to respond to their Facebook pages from the point of view of their figure. We brought up the Facebook pages via the Internet and show the interactions from the students and it was quite entertaining. Students were required to show, historically accurately, the interactions between figures using historical literacy skills.

### *Nationalistic Colonial Newspaper Creation*

My unit will also have students complete a colonial newspaper from the point of view of a colony prior to the outbreak of the American Revolution. This will use content and historical literacy skills to enhance content knowledge. This will show the divide between patriots and loyalists living in the colonies. It will show the sense of ‘American’ culture that was being created throughout the colonies during the mid to late 1770s. The purpose is to show the formation of American culture and the beginning of nationalism in our country created cultural unity. The colony in which their group (usually no more than four) picks will determine their point of view emphasized by the newspaper and their stance on whether or not to support the revolution. The students will need to follow this rubric:

Masthead-name (Name of paper)	5
Date (Shows historical perspective of events)	5
City of Publication (Shows point of view of the paper)	5
Cost	5
Three articles (hand written or typed)	20
One "Letter to the Editor" (Show local perspective)	10
Two Pictures	10
One Political Cartoon	10
Proof of increase of Nationalism	20
Layout (Nice and organized)	10

### *Top Ten Visual Presentation*

As a final product of my unit before the assessment, my students will prepare a ‘Top Ten’ presentation listed the top ten events and/or people that had the greatest significant impact on the development of American culture, identity and nationalism from the preAmerican Revolution era through the American Revolutionary War. Students will showcase these top ten events and/or people with a visual representation of the significant impacts the events or people had to the creation of American identity and increase in American culture. After they present the events and/or people, the students will have to prove what makes up our American culture and also when we fully developed this culture. We will discuss prior to the top ten project the historical debate of when America created an identity as a true nation. Some historians argue we developed a true American identity as a result of the events leading up to the Declaration of Independence, but some argue we did not achieve status as a true American nation with true American identity until after the War of 1812.

Guidelines to the project presentation are as follows:

Part I – Written (50pts) – you will need to have a two-page description summary of each event on your top ten lists.

Summaries must typed, 12 pt. font and double spaced. The summaries must describe the historical significance of each event and prove that the event led to an increase the creation of a true American culture or an increase in American identity. Each summary must have one cited primary source. All summaries must be on separate sheets of paper and organized into a presentation folder. Student work must be original. The folder must have a creative cover sheet with all group members name on it, followed by the summaries on separate sheets of paper, and finally a works cited page at the end.

Part II – Creative Project/Presentation – (50pts) – students will need to come up with a creative way of using the top ten list to create a project and present your project to the class. The purpose of this presentation is to prove these events and/or people had the greatest impact on the creation of a true American culture and to explain what that culture is and if that identity is true in modern America. Past projects have included: making a video recreating the events, a mega-photo collage, a newspaper, a photo collage video to music and narrative, dressing up (in a legitimate costume) and portraying historical people with dialogue, an elaborate timeline (it was about 30 feet long with pictures, explanations, quotes, etc.).

## **Pacing Guide**

### Day 1

- Begin content: “Colonization Begins” PPT. Students will discuss the outlines with the teacher and fill in the missing information during the discussion.
- Pass out and go over the ‘HAPI’ outline for reading historical documents. Also located on website.
- Pass out and have students complete the APPARTS template for the Mayflower Compact. Complete the APPARTS template chart on Promethean Board. Have students will in the categories.
- Assign project presentation – Top Ten list
- Students can find the UNIT 2 Identifications on the website. Show students how to complete an effective ID on the Promethean Board.
  - Assign ‘Bacon’s Rebellion’ historical documents. Students must fill out APPARTS or the HAPI template for both documents and be able to compare the two.
  - Have students print off the PPT outline “Colonies in America”

#### Day 2

- Read and go over Bacon's Rebellion
- Content: "Colonies of America" – complete outlines as a class
- Pass out Colonial Map with directions. Allow students to work with partners to complete the map in class. Students may use technology of their choice to complete the assignment.
- Begin Colonial newspaper activity

#### Day 3

- Finish Colonial Newspaper activity, present, and turn in.
- Content: Quickly go over Colonial Life. PPT is complete on website. Emphasize important points – highlight/star significant information.
- Short Answer Questions/Discussion – What is Nationalism? How has Nationalism in America changed overtime?
- National Identity exercise

#### Day 4

- Take quiz on notes (I usually give them open response questions based on all PowerPoint notes taken up to this point)
- Read and go over John Winthrop historical document
- Work on Top Ten project
- Content: 'Beginning of Rebellion' PPT. PPT is complete on website. Emphasize important points – highlight/star significant information.

#### Day 5

- Road to Revolution PowerPoint Outline
- Present Top Ten list final project

#### Day 6

- Unit 2 Formal Test



## **Appendix: Implementing Teaching Standards**

See AP CURRICULUM FRAMEWORK : <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-examdescription.pdf>

Key Concept 2.1: Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

Key Concept 2.2: The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

Key Concept 2.3: The increasing political, economic, and cultural exchanges within the "Atlantic World" had a profound impact on the development of colonial societies in North America

Key Concept 3.1: British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

Key Concept 3.2: The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

Key Concept 4.1: The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.

Key Concept 4.2: Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

Classroom Resources

I. The Thirteen English Colonies Chart

Region	Date of Founding	Founder or People associated with Early History of Colony Notes on the Early History of the Colony: Why was it founded, significant characteristics, terms, and/or laws	Environment, Economy, and Labor of the Region; the role of religion in these colonies	How did each colony contribute to the idea of an independent nation from Britain?
<i>New England</i>				
Plymouth and Massachusetts	Plymouth – 1620  Mass. Bay – 1630			
Connecticut	1636			
Rhode Island	1636			
New Hampshire	1623			
<i>Middle Colonies</i>				
New York	1625			

New Jersey	1664		
Pennsylvania			
	1681		
Delaware	1638		
<i>Southern Colonies</i>			
Maryland	1632		
Jamestown and Virginia	1607		
North Carolina	Carolinas – 1663  NC – 1712		
South Carolina	Carolinas – 1663  SC – 1712		
Georgia	1732		

II. PowerPoint Note Outlines can be found on my class website:  
<http://bakerhistory.cmswiki.wikispaces.net/APUSH+UNIT+II>

III. Historical Document outlines needed for the unit can be found at:  
<https://www.archives.gov/historical-docs/>

IV. APPARTS Outline Document  
*APPARTS Graphic Organizer*

Author	
Place & Time	
Prior Knowledge	
Audience	
Reasons	
The Main Idea	
Significance	

HAPI TEMPLATE

# HAPI Template

~Interpreting and Dissecting Historical Documents in APUSH~

<p><b>Historical Context:</b></p> <p><i>When was the document created and what does that imply?</i></p> <p><i>What historical events, circumstances, and issues surround this time period and source?</i></p>	
<p><b>Author's Purpose:</b></p> <p><i>Who is the author of the source? What was his or her goal in writing the document? What is the main idea?</i></p>	
<p><b>Point of View:</b></p> <p><i>What is the point of view of the author?</i></p> <p><i>What is the feeling that you get reading the document? What stance is taken on what issue?</i></p> <p><i>Additional questions you <u>might</u> answer:</i></p> <p><i>What is the author's profession? What is the author's gender or social class? What religion does the author follow? Does the author have an</i></p>	

<i>identifiable allegiance to a particular group?</i>	
<b>Intended Audience:</b> <i>For whom is this document intended?</i> <i>How do you know?</i>	

### Resources for Students

- Charlotte Teachers Institute. Accessed November 21, 2016.  
<http://charlotteteachers.org/seminars/2016-seminars/literacy-and-literacies-in-the-21st-century/>.  
 Charlotte Teachers Institute website listing the seminar description of Literacy and Literacy in the 21st Century which influenced this curriculum unit.
- Baker, Sean B. *AP US History Classroom Website*. Cornelius, NC: CharlotteMecklenburg Schools, 2016. <http://bakerhistory.cmswiki.wikispaces.net/>. Resource website page used to download notes, class activities, resources, readings, strategies, etc.
- "Charlotte-Mecklenburg Schools." Charlotte-Mecklenburg Schools. Accessed November 21, 2016. <http://www.cms.k12.nc.us/>.  
 Provides background information and demographics of students from Charlotte, North Carolina. Students were used while teaching the curriculum unit.
- Chauvin, Ramona. "SEDL INSIGHTS, Vol. 3, No. 1 (Spring 2015) Teaching ContentArea Literacy and Disciplinary Literacy." SEDL Insights, Teaching ContentArea Literacy and Disciplinary Literacy, Vol. 3, No. 1 (Spring 2015). Accessed November 21, 2016. <http://www.sedl.org/insights/3-1/>.  
 Provides an approach to content instruction that cultivates the skills for 21st century literacy: critical thinking, communication, collaboration, and creativity.
- "Course and Exam Description - College Board." AP US History College Board. Accessed November 21, 2016.  
<https://securemedia.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-examdescription.pdf>.  
 College Board resource page. Outlines class objectives, questions, and pacing requirements for AP US History.

"Declaration of Independence | National Archives." National Archives and Records Administration. Accessed November 21, 2016.  
<https://www.archives.gov/historical-docs/declaration>.  
Declaration of Independence. Used in class to read, analyze, and respond to.

"Famous Quotes About Literacy | Quote Addicts." Accessed November 21, 2016.  
<http://quoteaddicts.com/topic/famous-quotes-about-literacy/>.  
Influential and motivation teaching quote used to inspire and motivate.

Levesque, Stephane. "What Does It Mean To Be Historically Literate." What Does It Mean To Be Historically Literate.  
[http://www.virtualhistorian.ca/system/files/Levesque On Historical Literacy Winter 2010\\_0.pdf](http://www.virtualhistorian.ca/system/files/Levesque%20On%20Historical%20Literacy%20Winter%202010_0.pdf).  
Outline and philosophy of historical literacy. Facts, examples, strategies for historical literacy

### **Teacher Resources**

"Avalon Project - Washington's Farewell Address 1796." Avalon Project - Documents in Law, History and Diplomacy. Accessed November 24, 2012.  
[http://avalon.law.yale.edu/18th\\_century/washing.asp](http://avalon.law.yale.edu/18th_century/washing.asp).  
Very simple excerpt from George Washington's Farewell Address that allows the students to use their reading and writing strategies gain from the unit to analyze the text more efficiently.

Bosworth, Kris, and Sharon J. Hamilton. *Collaborative Learning: Underlying Processes and Effective Techniques*. San Francisco, Calif.: Jossey-Bass, 1994.  
This volume uses information about current developments in collaborative learning across the country to extend our understanding of its possibilities and offer guidance to faculty who wish to establish effective collaborative learning classrooms.

Dworkin, Ronald. *Is Democracy Possible Here?: Principles for a New Political Debate*. Princeton, N.J.: Princeton University Press, 2006.  
Dworkin, one the world's leading legal and political philosophers, identifies and defends core principles of personal and political morality that all citizens can share.

Gagnon, Paul A. *Historical Literacy: The Case for History in American Education*. New York: Macmillan, 1989.

The Bradley Commission on History in Schools was created in 1987 in response to widespread concern over the inadequacy, in quantity and in quality, of the history taught in American classrooms. This book is the practical and prescriptive result, a compelling new argument for Thomas Jefferson's view that the study of history is the only way top free people to look at the future.

Herrell, Adrienne L., and Michael Jordan. *50 Active Learning Strategies for Improving Reading Comprehension*. Columbus, Ohio: Merrill Prentice Hall, 2002.

Practical approach of step-by-step instructional procedures for developing key literacy skills.

Leist, Susan R., and Pamila Cornwell. *Writing to Teach, Writing to Learn in Secondary Schools*. Lanham: University Press of America, 2006.

A comprehensive guide for high school teachers who want to use writing as a teaching tool in any discipline. It provides instructional materials for generating and structuring writing, guidance for developing writing assignments and for evaluating writing, and sample syllabi and assignments.

Provenzo, Eugene F. *Multiliteracies: Beyond Text and the Written Word*. Charlotte, NC: Information Age Pub., 2011.

Emphasizes literacies which are, or have been, common in American culture, but which tend to be ignored in more traditional discussions of literacy--specifically textual literacy.

## Notes

<sup>i</sup> <http://charlotteteachers.org/seminars/2016-seminars/literacy-and-literacies-in-the-21st-century/>

<sup>ii</sup> <http://quoteaddicts.com/topic/famous-quotes-about-literacy/> <sup>iii</sup>

<http://teachinghistory.org/nhec-blog/25172> <sup>iv</sup>

[http://www.virtualhistorian.ca/system/files/Levesque%20On%20Historical%20Literacy%20%20Winter%202010\\_0.pdf](http://www.virtualhistorian.ca/system/files/Levesque%20On%20Historical%20Literacy%20%20Winter%202010_0.pdf)

<sup>v</sup> <http://thenhier.ca/en/content/what-does-it-mean-be-historically-literate> <sup>vi</sup>

"Background, Facts and History." Charlotte Mecklenburg Schools. [www.cms.k12.nc.us](http://www.cms.k12.nc.us)

<sup>vii</sup> <http://bakerhistory.cmswiki.wikispaces.net/APUSH+UNIT+I> <sup>viii</sup>

<https://www.archives.gov/historical-docs/> <sup>ix</sup> <http://www.sedl.org/insights/3-1/> <sup>x</sup>

[https://books.google.com/books?id=jzmafUDYF5wC&pg=PA7&lpg=PA7&dq=Facebook+and+Social+Networking+Sites+Amanda+Goodwin&source=bl&ots=SYoWEDQ5Ka&sig=676lkWLGaXOVFBrd\\_8Se\\_QSdn\\_c&hl=en&sa=X&ved=0ahUKEwjiwvzukoXQAhWYiYKHavmAOIQ6AEIGzAA#v=onepage&q=Facebook%20and%20Social%20Networking%20Sites%20Amanda%20Goodwin&f=false](https://books.google.com/books?id=jzmafUDYF5wC&pg=PA7&lpg=PA7&dq=Facebook+and+Social+Networking+Sites+Amanda+Goodwin&source=bl&ots=SYoWEDQ5Ka&sig=676lkWLGaXOVFBrd_8Se_QSdn_c&hl=en&sa=X&ved=0ahUKEwjiwvzukoXQAhWYiYKHavmAOIQ6AEIGzAA#v=onepage&q=Facebook%20and%20Social%20Networking%20Sites%20Amanda%20Goodwin&f=false)