



Identifying America: Analyzing Representations of the American Identity

by Deanna Kurtz, 2017 CTI Fellow
South Mecklenburg High School

This curriculum unit is recommended for:
High School Social Studies:
Civics and Economics, 10th grade
American History, 11th and 12th grade

Keywords: American Identity, Representation, Melting Pot, Salad Bowl, American, United States History, Civics and Economics, Citizenship, Immigration

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: The “American Dream” is an ever-evolving ideology that drives many American families, the economy, and society. With this American Dream comes an American Identity that formulates is continuously changing. This curriculum unit encourages students to push the boundaries of commonly accepted themes within the definition of the American “Identity” to understand how and why it has evolved over time. This unit will begin with a lesson in the history of the basic American dream ideology and its origins. It will then move into having students conduct research to gain a deeper understanding of the social and economic changes that have occurred over the decades and have led to the evolution of the ideology. Students will be tasked with presenting a researched explanation of their interpretation of the evolution of the American Dream ideology and conclude with their own interpretation of the current American dream and American identity. Students will also create a monument that encompasses their personal ideologies. The methods used within this unit will move from direct instruction, towards group, and eventually individualized instruction through use of lecture, annotated readings, jigsaw readings and research, and eventually individual research. Use of these methods will allow students to learn how to do effective research, including how to find informative and educational resources, how to interpret new research findings, and how to effectively communicate a position regarding a subjective topic with supportive from beneficial resources.

I plan to teach this unit during the coming year to 90 students in American History: The Founding Principles, Civics and Economics.

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Introduction and Rationale

This curriculum unit was created for the sophomore centered course American History: The Founding Principles, Civics and Economics courses, but can also be used in American History I and II courses. Students will be introduced to the idea of the American Dream and will identify various forms of the American Dream as well as the American Identity that have come to fruition throughout American history.

The curriculum unit will typically focus on the necessity for students to understand that the American Identity has changed over time, analysis of the changing perspectives and where they came from, understanding different periods of time and how they have impacted the definition of the American identity. Students will study primary sources, including writings, media influences, and physical structures (buildings, statues, monuments, etc.) to understand the variety of definitions for the “American Dream” and “American Identity”. They will learn how to identify and understand multiple perspectives of a central theme.

As students progress through high school and towards their careers or college experiences, they will need to build their analytical thinking and reasoning skills. This curriculum unit will allow students to begin building and utilizing these skills to develop a rationale for an individualized argument and find appropriate resources to create support for their argument. The argument that students will formulate will be centered on the topic: “What is the American Dream?”

School/Student Demographics

Charlotte Mecklenburg Schools (CMS) is a fairly large district with over 146,000 students within 170 schools. CMS includes students from 160 different countries creating a diverse system, and includes magnet programs in over 37 schools.¹ One such program is the language magnet at South Mecklenburg High School, the school at which this curriculum unit was taught. CMS was also central in the desegregation of US public schools via the Swann v CMS landmark Supreme Court case. I mention this, as it will be discussed within the lessons to help students understand, on a local level, the changing role and identification of citizens and their access to civic rights.

South Mecklenburg High School is a large and diverse school. The population is divided with 36% white, 26% African American, 31.5% Hispanic, 3.1% Asian, .3% American Indian, and 3.2% identifying as two or more ethnicities. There are 260 LEP students, making up 8.5% of the population.² The school also houses a Language Magnet program, as well as an IDEA (Innovation, Design, Engineering and Art) Academy. Students in these programs are also immersed in general education courses.

This unit will be taught to sophomores in the “American History: The Founding Principles, Civics and Economics” course, a graduation requirement for all students. This unit will be taught to an array of classes, including an honors level course, a standard level course, and a standard level course with 14 English Language learners, therefore many modifications may be needed to accommodate all learning needs.

Unit Goals

Through this unit, students should be able to identify factors that are considered when defining the American Identity. They should be able to relate government functions and citizenship standards to understand who is counted within this definition of American. They should also be able to understand how historical events and documents have had an impact on how people identify within a culture.

Another consideration is what level of participation is necessary as a minimum within the definition of the American Identity. Is someone considered an American if they are simply born here, or must they have some level of civic participation that includes them within this cultural identity? Lastly, can someone become an “American” or is it a natural identity?

Students will identify and analyze external factors that can have influence on the definition and will be able to make arguments supporting their beliefs and their personal definition of the “American Identity”. They will be able to identify characteristics that they value and explain how they will be visualized and why they are important. These actions can be seen in the following North Carolina Public School standards defined for three courses: Civics and Economics, American History I, and American History II.

See Appendix 1 for North Carolina Public School standards

American History: The Founding Principles, Civics and Economics³

- FP.C&G.4.2 Explain how the development of America’s national identity derived from principles in the Declaration of Independence, US Constitution and Bill of Rights (e.g., inalienable rights, consent of the governed, popular sovereignty, religious and political freedom, separation of powers, etc.).
- FP.C&G.4.3 Analyze the roles of citizens of North Carolina and the United States in terms of responsibilities, participation, civic life and criteria for membership or admission (e.g., voting, jury duty, lobbying, interacting successfully with government agencies, organizing and working in civic groups, volunteering, petitioning, picketing, running for political office, residency, etc.).
- FP.C&G.4.5 Explain the changing perception and interpretation of citizenship and naturalization (e.g., aliens, interpretations of the 14th amendment, citizenship, patriotism, equal rights under the law, etc.).

American History I and II⁴

- AH2.H.2 Analyze key political, economic and social turning points in American History using historical thinking.
- AH2.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.
- AH2.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.
- AH2.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Content Research

The American Dream is a topic of discussion that is constantly changing with time, place, and heritage. It centers on the theory that through the freedom and opportunity offered due to the resources in America, one can be financially and personally successful. At various points in time, this dream has differed. Wants and needs have changed with each generation of US citizens and residents. According to Parissa Jahromi:

Though it does not have one unanimous definition, the term often conjures up the idea of material or financial success, at least in its present form. The idea is both deeply engrained into American culture and also ever changing; it is unclear whether the concept retains meaning for youth in America today. Because hopes and goals are an important part of identity, the ways that youth define and value the American dream and believe that they can realize a form of it can be illustrative about how youth integrate American values as they form national identity.⁵

In 1997, Sheldon Hackney published an essay questioning the American Identity and its origins. He referenced many “social ills” including public policy issues, that even twenty years later we see directly here in Charlotte-Mecklenburg, such as “immigration, affirmative action, and race-conscious congressional districting.” According to Hackney:

When examined, the question “Who are we?” turns out to be three related questions: (1) what principles of governance for our common life should we hold dear, (2) what widespread traits of characteristic or typical behavior give evidence that we share ideals of admired behavior and definitions of unacceptable behavior, and (3) how do we think about or describe the whole, the “ONE,” and what does that imply about who is *really* included in the nation.⁶

One central theme in many readings on the American Identity is that there is “civic nationalism” and strong beliefs that stem from American documents, specifically the Declaration of Independence and the Constitution. These beliefs, mainly freedom from oppressive government and freedoms of expression, drive the American society. Hackney found through his discussions with various civic groups across the United States that another common theme is one of tolerance, however there is a strong division on which beliefs from other cultures are acceptable.⁷ This division on acceptability is where culture clashes occur within the American society and drive for a common American identity.

This debate over where the American Identity comes from has been occurring since the United States was formed, with political ideologies stemming from what people wanted from their country, their government, and their economy.⁸ Hackney argued:

...there is a sense that out of our history has come a set of meanings and attitudes and preferences and typical behaviors and tastes that amount to a national character. However difficult it is to specify it with accuracy, it is nonetheless real, and it is recognized by other Americans, and especially by foreigners encountering Americans.⁹

The question that arises is what exactly are these attitudes to which Hackney references? As seen in his interviews, they vary depending on who you are talking to. Wealthy people of all races see certain values as necessary, such as a will to persevere and to learn, while people with lower incomes are more certain in needs to unite and have a government that provides.¹⁰ Social classes have varying views on society and they must be seen as truths to certain groups of people. Although one has a negative perception does not mean that it is a false perception. We must be able to define a large, diverse group using similarities but also taking into accounts differences between visions of the whole.

It is also necessary to realize that many topics included in the discussion on American Identity are symbolic and ritualistic. Beliefs such as national pride, self-reliance, and progress are traditions in a sense, as many people automatically revert to these as answers to defining the American identity. With this, many of these traditional beliefs have become engrained in our governmental systems, a threat that Milton Singer believes will allow the government to become more powerful and overbearing, directly in contrast to the principles of democracy that make up the American government.¹¹

The central tenants of democracy such as popular sovereignty and limited government are important to develop other ideas such as freedom, central to many definitions of the American Identity. According to Deborah Schildkraut:

Liberalism...is the image of America that comes most easily to mind when people think about what it means to be American... It stresses minimal government intervention in private life and promotes economic and political freedoms along with equality of opportunity.¹²

It must also be noted that republicanism is a central tenant for American society and democracy, with a main aspect being that citizens put the good of the whole ahead of their individual interests. This then takes away the power from the citizens in the sense that they cannot make all of their own decisions but at times are limited by the decisions of society. It is also necessary for citizens to participate within their society, following laws, staying informed, and voting. These traits are also seen as American.¹³

As culture has shifted through various influxes of immigrants over time, the definition of nationalism and American identity has also shifted. Early cultural expectations centered around assimilation and becoming American. Thinking in terms of assimilation allows for a commonality amongst all citizens, even those who are of mixed identities.¹⁴ However, through assimilation many citizens tend to lose their original identities. Sheldon Hackney finds through his interviews with various communities that American culture is very hybrid. He notes:

It reflects the understanding that when various world cultures encountered each other in North America over long periods of time, the relationships were not simply those of dominance and submission but of mutual influence...¹⁵

American does not mean that there is one culture, but rather that history has led to American culture being influenced by many others. While it may not be apparent at first interaction, there are a number of influential cultural traditions that make up the American Identity and culture. The tenant of Freedom of Religion that is central to American government has its impacts on society and leads to more diverse religious cultures that people interact with and participate in.

More recently, the theory has shifted from assimilation to an expectation of tolerance and multiculturalism. This shift may be a product of global economic interdependence that the United States has encountered. The idea that to be interdependent means to be more tolerant of other cultures to build these relationships is a focal point of the need for continuing acceptance of other cultures.¹⁶ As many of our acts for survival depend on interactions with others, it is necessary that we will accommodate change within society to meet our needs.

There is also the idea that the American identity is unique to people depending on their cultural heritage.¹⁷ Many people want to be included in the national identity and will play the part, but many also have been influenced by their individual cultures, a characteristic that builds one's self and does not simply vanish. It is seen that those of ethnic minorities are not going to achieve the same sense of American identity as those of European heritage. While one may not be able to simply change their ethnicity, they can participate in democratic and capitalistic ideals that are central to American history. The ethnic and cultural minorities may need to participate more in democratic traditions to feel included. At the same time, they may also push for policy issues that are beneficial to their minority status.¹⁸

Having a thorough understanding of founding documents and government ideals can initiate a starting point of considering the American Identity. Why did people come to America? Who were the early American settlers and what was their desire for their new home? Students should have a study regarding early American History to have an understanding of the roles of participants within early society. Understanding documents such as the Declaration of Independence, the Articles of Confederation, and the Constitution allow students to grasp the goals that early American government had for society to function successfully.

Students also need to have an understanding of what events may have influenced early changes to that society. The Boston Massacre, the Boston Tea Party, the Sons of Liberty, and Shays Rebellion are all acts that have impacted who we believe we are. These historical events currently impact society today and how people are treated or fit within the realm of the national

culture. Historical events and influences have limited the tolerance and ideals of multiculturalism. Slavery has led to continuous acts of discrimination against minority populations, mostly the African American demographic.

Recent events, such as September 11, 2001, created more distrust of foreign-born citizens and have tried to limit citizenship rights of people from certain backgrounds and cultures. We also see divisions in regards to lingual abilities and religious practices.¹⁹ Even with a small divisive spirit that has been found in certain American aspects of society, there is still an underlying theme of diversity and acceptance.

The view of foreign countries and people also impacts how Americans can be defined. Many insights into American culture can be found on websites across the Internet, through fun posts and academic readings. Having students engage in these discussions allows for immigrant students to participate even if they may not necessarily identify with the national culture. Outside views and relations are critical in understanding the shift of definition over time. Introducing views from the 19th and early 20th century can also give students a starting point to understand how the definitions have changed. Glenn Altschuler's essay reviewing three travel writer's guides to American culture gives insight into these older perceptions.²⁰ It is necessary to include outside perspectives to give a thorough representation of American culture on a global scale.

While teaching students regarding the American Identity it is also easy to get caught up in our individual narrative. However, it is optimal to approach the subject within as much objectivity as possible. Themes regarding government influence and roles are necessary to unpack to discuss exactly what is expected from citizens and students alike. Reading Geoffrey Scheurman's article "America as Metaphor: Using Argument to Teach about American Identity" can give insight into best practices when approaching the discussion regarding American Identity and to encourage argument that provides growth amongst students' thinking.

It is also necessary to give a variety of visuals for students to assess while creating their own definition. Many will point to the Statue of Liberty as a symbol of American culture. This is a good starting point as it unites symbolism with government practices, allowing students to understand content in a visual sense. Including buildings, monuments, and memorials to understand how architecture is a symbol of government and cultural ideas is a way that students will be able to visualize their identity without connecting solely to actions.

Instructional Implementation

See Appendix 2 for Teacher Resources: Lesson Plans, Teacher copies of Worksheets, Rubrics
See Appendix 3 for Student Resources: Student Worksheets, Rubrics

Lesson Plans

Lesson 1 (Unit 1): What is the American Identity?

Lesson Objective: Students will be able to identify how a variety of different memorials, statues, or buildings symbolize the American identity or America.

Materials:

- USAToday website
- Monuments/Memorials Website List
- Analyzing Monuments of Identity worksheet

Time: 80 Minutes (1 class period)

Direct Instruction:

This lesson will begin as a culmination of previous Unit 1 lectures, including reviewing terms of naturalization, Melting Pot Theory, Salad Bowl Theory, Assimilation, Multiculturalism, and American Identity. Ask students to silently consider how they envision the following words: Melting Pot, Salad Bowl, naturalization process, assimilation, multiculturalism, American. Have them turn and talk to a neighbor to compare their thoughts. Discuss as a class the similarities and differences that pairs found in their visualization of these terms. Teacher will direct students to define the American Identity and will provide images that could relate to identifications. This instruction will lead into Guided Practice.

Guided Practice:

Using the website below, show images of various memorials and monuments. Have students discuss the importance using the provided questions. Model research of monuments by accessing additional websites for each chosen memorial/monument from the Memorials List provided.

<https://www.usatoday.com/story/travel/experience/america/2016/03/04/50-most-visited-national-monuments-memorials-215/81287256/>

What do we see from these memorials?

Why do you believe they are so popular?

What story do these memorials tell of American history and American beliefs?

Activity: Analyzing Monuments of American Identity

Provide students with copies of Memorial List and Analyzing Monuments of American Identity worksheet. Using the Internet, students will research their choice of monument or memorial and complete the worksheet.

Part 1: Choose a monument or statue from the list. Using the websites included, do some research to understand the following:

- a. When was the memorial created?
- b. Where is it located?
- c. What does it look like? What is it made of? What is included in the design?
- d. What is the history of the memorial? Why was it created?
- e. What is the significance of the memorial in American culture? What does it represent to people today?

Part 2: Write a summary of the importance of the monument using your research. The summary should be at least 3 paragraphs including an introduction to the monument, a description of the history of the monument, and concluding with an explanation of the importance of the memorial in American culture.

Lesson 2 (Unit 2): How has history shaped the American Identity?

Lesson Objective: Students will be able to describe how historical events are memorialized today and influence current places and government.

Materials:

- American Revolution Memorial Proposal Worksheet
- Berkin, Carol. "We the People of the United States: The Birth of an American Identity, September 1787" *OAH Magazine of History*, Vol. 20, No. 4 (Jul. 2006), p. 53-54.

Time: 80 Minutes (1 class period)

Direct Instruction:

Ask the students the following question: Which event of the Revolution do you think was the most important in forming our belief in democracy and influencing our government post revolution? How do we SEE remnants of the Revolution and fight for independence today? Explain to students that by the end of this lesson, students should be able to explain how various revolutionary events and original forms of government have had impact on current society and government.

Show current monuments and places that are related to Revolutionary events, including the American Revolution Statuary and Boston Harbor. Discuss the importance of the events on democracy.

Guided Practice: American Revolution Memorial Proposal

Assign student groups of three/four to decide which event should be memorialized in Washington, D.C. today to remind people of the event's importance on our society. Have students research the event and answer the following questions:

1. What event is being memorialized? Describe the event in detail.
2. What are the important details of the event that influenced democracy? How do you believe they influenced democracy?
3. What would the memorial look like? Draw a first draft of the memorial. Write a summary of what you included and why it is important (why these details need to be included).

Activity:

Students will read, annotate, and respond to questions for the Carol Berkin article “We the People of the United States: The Birth of an American Identity, September 1787”.

Berkin, Carol. “We the People of the United States: The Birth of an American Identity, September 1787” *OAH Magazine of History*, Vol. 20, No. 4 (Jul. 2006), p. 53-54.

Lesson 3 (Unit 3): How do we see the American Identity in our government?

Lesson Objective: Students will be able to describe how monuments and buildings of US government reflect the American Identity.

Materials:

- Government Buildings Research direction sheets
- Venn Diagram Worksheet

Time: 80 Minutes (1 class period)

Direct Instruction:

Write down the three branches of government on the board: Executive, Judicial, Legislative. Have students give as many details that they have learned about each of the branches of government, including who is involved with the branch and what the key jobs are. Discuss as a group how the branches work together and how they each have influence on the government.

Guided Practice:

In groups of 3, students will each chose one of the branches of government and research the building associated with it using the guided research worksheet, creating a three slide presentation for their assigned building. In a jigsaw activity, they will then explain how the branch uses the building in government aspects and how it is reflective of history and American society. Finally, they will discuss as a group how their branches would interact with each other.

Activity:

Students will then individually complete a three-sided Venn diagram showing the roles of each branch of government as individuals and how they interact with the other two branches. To end the class students will be asked to answer the following question using their shared research and Venn diagram: Which branch of government would you get rid of and why? Include an explanation of how one of their roles is not important.

Lesson 4 (Unit 4): How are more specific American identities visualized? (Southern, NC, Charlotte)

Lesson Objective: Students will be able to identify the American Identity within local culture and more specific regional and local identities as seen in local monuments, memorials, and architecture.

Materials:

- Local Monument Research and Response Worksheet

Time: 80 Minutes (1 class period)

Direct Instruction:

Showing pictures of Charlotte and North Carolina monuments, ask the class what they know of the memorials. Give brief descriptions of each after the class has responded then follow with a discussion on the question: How are these monuments or memorials reflections of America as a whole? How are they different?

Guided Practice:

Divide the class into two groups. Assign one group “North Carolina Identity” and the other group “Charlotte Identity”. Have the groups use butcher paper and write down or illustrate any characteristics of their assigned identity (Guiding question: What makes North Carolina unique? What makes Charlotte unique?) Ask them to include any buildings, monuments, or memorials that are visual representations of the identity. Have the groups share to the other half of the class their drawn representations.

Activity:

Students will choose a historic site or monument from the following two websites. They will then research the history and details of the site or monument. Finally, they will complete an essay detailing the historic site or monument and its reflection of the local identity in comparison to the American Identity using information from past lessons.

- <http://www.nchistoricsites.org/>
- <https://www.mecknc.gov/ParkandRec/Facilities/Pages/Historical%20Sites.aspx>

Lesson 5 (Unit 5&6): How has democracy influenced the American Identity?

Lesson Objective: Students will be able to describe how legislation and democratic participation has influenced aspects of the American Identity.

Materials:

- New Proposed Legislation Worksheet
- Newsela Access - <https://newsela.com/read/lib-history-confederate-statues/id/34164>
- Writing Prompt: Memorial Movement

Time: 80 Minutes (1 class period)

Direct Instruction:

What is one thing that you believe all citizens of the United States should do in society? As a class, discuss different movements within American society that have changed how our government functions, including Women’s Suffrage movement and the Civil Rights Movement. Discuss the laws that have influenced these movements or have been influenced by these movements (Jim Crow laws, voting laws, equal protection laws).

Guided Practice:

In small groups, create a law that would change how society functions. Does it give a new group of people rights or limit them? Is it constitutional? Will it impact all people or just a select group (which one)? What parts of society will it impact? What historical events inspired you to create this law? What is your goal with this law? What changes do you think it will bring?

Activity:

1. Newsela Reading: How has society included negative aspects of our history in memorials and how can civic participation change how history is memorialized? Read the Newsela Article and answer the questions and written response. <https://newsela.com/read/lib-history-confederate-statues/id/34164>
2. Memorial Movement- Choose a memorial that reflects a movement within society. Explain how it is significant for people to remember this movement. What is the history of the memorial? Where is it located, when was it created, who designed it, what are the design aspects, and what was the purpose of its creation? Explain the aspects of the memorial that you believe are most important and reflective of the movement. Include a picture of the memorial.

Lesson 6 (Final Lesson): How has the “definition” or version of identity changed over time?

Lesson Objective: Students will be able to construct their version of the American Identity through definition, explanation, and construction of a physical memorial reflecting their vision.

Materials:

- Memorializing the American Identity Design Instructions
- Rubric

Time: 240 minutes (3 class periods) over final 2-week period.

Direct Instruction:

Class 1: Review of all memorials the class has covered and why they have been reflective of the American Identity. Discuss specific aspects or details that were included in each and what their meanings were or why they were included. Review website descriptions to understand information that needs to be included to give the audience knowledge of the memorial significance.

Activity: Create your own Memorial

Class 1 and 2: Students will be directed to create their own memorial or monument that symbolizes their definition of the American Identity.

Part 1: Definition- Formulate a written definition of American Identity. What characteristics are the most important in defining an “American”? Include at least 5 with descriptions of why you believe they are important.

Part 2: Memorial- Students will work on designing a physical representation of their definition for American Identity.

1. Draw a draft of what they intend to create including annotations- Details of specific aspects within the monument/memorial and significance. Include: Where will it be placed? What materials are needed? What inscriptions/descriptions will be included on the monument or at the site?
2. Create a document (website description of memorial) that explains the significance of their monument- why it was created, historical significance of the event or person memorialized, who created it (short bio and relation to event/person), at least 5 characteristics/aspects included and their significance.

Class 3:

Part 3: Reflection- Students will complete a 3-page reflection on the American Identity, their definition and how they believe it is seen in society and globally. They will explain their monument of the American Identity and how it relates to their definition, including the 5 aspects included with significance as well as the inscriptions that may be included. They will include references to research from throughout the semester, including at least 4 sources, citations of sources, and 4 quotes from sources.

Appendix 1: Teaching Standards

NC DPI- *American History: The Founding Principles, Civics and Economics*

- FP.C&G.4.2 Explain how the development of America’s national identity derived from principles in the Declaration of Independence, US Constitution and Bill of Rights (e.g., inalienable rights, consent of the governed, popular sovereignty, religious and political freedom, separation of powers, etc.).
 - Students will analyze the founding documents to understand the original intent in definitions of national identity. The central aspects of government as seen through these documents are also central tenants in the definition of the American Identity and students will analyze how they are visualized within society.

- FP.C&G.4.3 Analyze the roles of citizens of North Carolina and the United States in terms of responsibilities, participation, civic life and criteria for membership or admission (e.g., voting, jury duty, lobbying, interacting successfully with government agencies, organizing and working in civic groups, volunteering, petitioning, picketing, running for political office, residency, etc.).
 - Students will understand how the roles of citizens lend themselves to parts of the definition of an American, understanding the need for democratic participation and how that is visualized within American society and citizenship.

- FP.C&G.4.5 Explain the changing perception and interpretation of citizenship and naturalization (e.g., aliens, interpretations of the 14th amendment, citizenship, patriotism, equal rights under the law, etc.).
 - Students will also define how the American Identity has changed over time along the change of population status through varying theories of society, changes in the naturalization process, and immigration laws and status changes. They will also be able to discern how various sub groups may have different identities because of their status within American government.

Additional NCDPI Teaching Standards Alignment- *American History I and II*

- AH2.H.2 Analyze key political, economic and social turning points in American History using historical thinking.

- AH2.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

- AH2.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

- AH2.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Common Core

Key Ideas and Details

- CCSS.ELA-LITERACY.RH.9-10.1
 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-LITERACY.RH.9-10.2
 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CCSS.ELA-LITERACY.RH.9-10.3
 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

- CCSS.ELA-LITERACY.RH.9-10.4
 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CCSS.ELA-LITERACY.RH.9-10.5
 - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CCSS.ELA-LITERACY.RH.9-10.6
 - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

- CCSS.ELA-LITERACY.RH.9-10.7
 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CCSS.ELA-LITERACY.RH.9-10.8
 - Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CCSS.ELA-LITERACY.RH.9-10.9
 - Compare and contrast treatments of the same topic in several primary and secondary sources.
 - Range of Reading and Level of Text Complexity:
- CCSS.ELA-LITERACY.RH.9-10.10
 - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Appendix 2: Teacher Resources- Detailed lesson plans, worksheets, and websites

Lesson 1: What is the American Identity?

Subject: Civics and Economics	Central Focus: What is the American Identity?
Essential Standard/Common Core Objective: FP.C&G.4.5 Explain the changing perception and interpretation of citizenship and naturalization (e.g., aliens, interpretations of the 14th amendment, citizenship, patriotism, equal rights under the law, etc.).	Date Taught: End of Unit 1- Citizenship and Types of Government
Daily Lesson Objective: Students will be able to identify how different variations of memorials, statues, or buildings that symbolize the American identity or America.	
21 st Century Skills: Literacy, Annotation, Critical Thinking about readings, Independent Research	Academic Language Demand (Language Function and Vocabulary): Identify supporting information, Describe visual representations, Respond to questions from visuals and research.
Prior Knowledge: Citizenship, Naturalization, Population of US	

Activity	Description of Activities and Setting	Time
1. Focus and Review	Ask students to silently consider how they envision the following words: Melting Pot, Salad Bowl, naturalization process, assimilation, multiculturalism, American. Have them turn and talk to a neighbor to compare their thoughts. Discuss as a class the similarities and differences that groups found in their visualization of these terms. Direct students to agree on a definition of the American Identity while providing images that could relate to identifications. Write the definition and any other additional terms that students think are important on butcher paper and save for the end of the semester to compare definitions of the American Identity.	10 min
2. Statement of Objective for Student	By the end of this lesson, and the course, students should be able to identify varying interpretations of the American Identity and the role of citizens within a country.	5 min
3. Teacher Input	This lesson will begin as a culmination of previous Unit 1 lectures, including reviewing terms of naturalization, Melting Pot Theory, Salad Bowl Theory, Assimilation, Multiculturalism, and American Identity. Teacher will direct students to define the American Identity and will provide images that could relate to identifications. This instruction will lead into Guided Practice.	10 min

4. Guided Practice	<p>Identifying visual representations of “America”: Showing images of “American” memorials, statues and buildings, ask students how they “know” these are American symbols and what about American society do they represent?</p> <p>What do we see from these memorials? Why do you believe they are so popular? What story do these memorials tell of American history and American beliefs? Ex: Statue of Liberty- Why is it a symbol of America? White House- What does it represent to Americans? What does it represent to foreigners?</p> <p>https://www.usatoday.com/story/travel/experience/america/2016/03/04/50-most-visited-national-monuments-memorials-215/81287256/</p>	20 min
5. Independent Practice	<p>Analyzing Monuments of American Identity</p> <p>Choose a monument or statue from the list. Using the websites included, do some research to understand the following:</p> <ol style="list-style-type: none"> When was the memorial created? Where is it located? What does it look like? What is it made of? What is included in the design? What is the history of the memorial? Why was it created? What is the significance of the memorial in American culture? What does it represent to people today? <p>Write a summary of the importance of the monument using your research. The summary should be at least 3 paragraphs including an introduction to the monument, a description of the history of the monument, and concluding with an explanation of the importance of the memorial in American culture.</p>	30 min
6. Assessment Methods of all objectives/skills:	Students should be able to find answers and complete written response including 3 references to research.	
7. Closure	Exit Ticket: What is one thing that you saw in your research that made you think “America”? Why was it so representative of “America”?	5 min
<p>Materials/Technology:</p> <ul style="list-style-type: none"> Internet Access/Presentation Technology https://www.usatoday.com/story/travel/experience/america/2016/03/04/50-most-visited-national-monuments-memorials-215/81287256/ Memorial/Monument Website List Worksheet for Analyzing Monuments of American Identity 		

United States Memorials and Monuments

Lincoln Memorial, Washington, D.C.	https://www.nps.gov/linc/index.htm
Vietnam Veterans Memorial, Washington, D.C.	http://www.vvmf.org/memorial
World War II Memorial, Washington, D.C.	https://www.nps.gov/wwii/learn/index.htm http://www.wwiimemorial.com/
Statue of Liberty National Monument, New York, N.Y	https://www.libertyellisfoundation.org/about-the-statue-of-liberty https://www.nps.gov/stli/index.htm
Thomas Jefferson Memorial, Washington, D.C	https://www.nps.gov/thje/learn/historyculture/index.htm https://www.nps.gov/nr/travel/wash/dc73.htm
Mount Rushmore National Memorial, Keystone, S.D	https://www.nps.gov/moru/index.htm http://www.history.com/topics/us-presidents/mount-rushmore
Martin Luther King, Jr. Memorial, Washington, D.C.	https://www.nps.gov/mlkm/index.htm https://washington.org/visit-dc/martin-luther-king-jr-memorial
Jefferson National Expansion Memorial (including the St. Louis Arch), St. Louis, Mo	https://www.nps.gov/jeff/index.htm https://www.nationalparks.org/explore-parks/jefferson-national-expansion-memorial
Castle Clinton National Monument, New York, N.Y.	https://www.nps.gov/cacl/index.htm http://www.nyharborparks.org/visit/cacl.html
Fort Sumter National Memorial	https://www.nps.gov/fosu/index.htm http://www.history.com/topics/american-civil-war/fort-sumter
Franklin Delano Roosevelt Memorial, Washington, D.C	https://www.nps.gov/frde/index.htm https://washington.org/DC-guide-to/franklin-delano-roosevelt-memorial
Korean War Veterans Memorial, Washington, D.C.	https://www.nps.gov/kowa/index.htm http://www.koreanwarvetsememorial.org/the-memorial/ https://washington.org/DC-guide-to/korean-war-veterans-memorial
Washington Monument	https://www.nps.gov/wamo/index.htm https://washington.org/DC-guide-to/washington-monument
Arlington House, The Robert E. Lee National Memorial	https://www.nps.gov/arho/index.htm http://www.arlingtoncemetery.mil/Explore/History/Arlington-House
World War II Valor in the Pacific National Monument, Pearl Harbor, Hawaii	https://www.nps.gov/valr/index.htm
Governors Island National Memorial	https://govisland.com/ https://www.nps.gov/gois/index.htm
Wright Brothers National Memorial	https://www.nps.gov/wrbr/index.htm
Flight 93 National Memorial	https://www.nps.gov/flni/index.htm https://www.nationalparks.org/explore-parks/flight-93-national-memorial
Little Bighorn Battlefield National Monument	https://www.nps.gov/libi/index.htm https://www.nationalparks.org/explore-parks/little-bighorn-battlefield-national-monument
LBJ Grove Memorial	https://www.nps.gov/lyba/index.htm
Additional Monuments and Memorials	https://en.wikipedia.org/wiki/List_of_National_Monuments_of_the_United_States



Analyzing Memorials and Monuments of American Identity

Part 1: Choose a monument or statue from the list. Using the websites included, do some research to understand the following:

- a. When was the memorial created?
- b. Where is it located?
- c. What does it look like? What is it made of? What is included in the design?
- d. What is the history of the memorial? Why was it created?
- e. What is the significance of the memorial in American culture? What does it represent to people today?

Part 2: Write a summary of the importance of the monument using your research. The summary should be at least 3 paragraphs including an introduction to the monument, a description of the history of the monument, and concluding with an explanation of the importance of the memorial in American culture.

Lesson 2: How has history shaped the American Identity?

Subject: Civics and Economics	Central Focus: How has history shaped the American Identity?
Essential Standard/Common Core Objective: FP.C&G.4.2 Explain how the development of America’s national identity derived from principles in the Declaration of Independence, US Constitution and Bill of Rights (e.g., inalienable rights, consent of the governed, popular sovereignty, religious and political freedom, separation of powers, etc.).	Date Taught: End of Unit 2- Revolutionary Events
Daily Lesson Objective: Students will be able to describe how historical events are memorialized today and influence current places and government.	
21 st Century Skills: Research and literacy skills, describing and explaining importance of events on society.	Academic Language Demand (Language Function and Vocabulary): Describe importance of historical events as found through discussion and research. Identify relationship and impact of events on current society.
Prior Knowledge: Founding forms of colonial government, Revolutionary War Events, Articles of Confederation	

Activity	Description of Activities and Setting	Time
1. Focus and Review	Ask the students the following question: Which event of the Revolution do you think was the most important in forming our belief in democracy and influencing our government post revolution? How do we SEE remnants of the Revolution and fight for independence today?	5 min
2. Statement of Objective for Student	By the end of this lesson, students should be able to explain how various revolutionary events and original forms of government have had impact on current society and government.	

3. Teacher Input	Show current monuments and places that are related to Revolutionary events, including the American Revolution Statuary and Boston Harbor. Discuss the importance of the events on democracy.	10 min
4. Guided Practice	<p>American Revolution Memorial Proposal</p> <p>Assign student groups to decide which event should be memorialized in Washington, D.C. today to remind people of the event's importance on our society. Have students research the event and answer the following questions:</p> <ol style="list-style-type: none"> 1. What event is being memorialized? Describe the event in detail. 2. What are the important details of the event that influenced democracy? How do you believe they influenced democracy? 3. What would the memorial look like? Draw a first draft of the memorial. Write a summary of what you included and why it is important (needs to be included). 	40 min
5. Independent Practice	<p>Students will read, annotate, and respond to questions for the Carol Berkin article "We the People of the United States: The Birth of an American Identity, September 1787".</p> <p>Berkin, Carol. "We the People of the United States: The Birth of an American Identity, September 1787" <i>OAH Magazine of History</i>, Vol. 20, No. 4 (Jul. 2006), p. 53-54.</p>	20 min
6. Assessment Methods of all objectives/skills:	Students should be able to identify connections between events and current society as seen through Revolutionary War Memorial. They should also be able to accurately answer questions from reading utilizing literacy skills as seen in annotation.	
7. Closure	Which event do you think had the least impact on our current society? Why?	5 min
<p>Materials/Technology:</p> <ul style="list-style-type: none"> • American Revolution Memorial Proposal Worksheet • Reading: Berkin, Carol. "We the People of the United States: The Birth of an American Identity, September 1787" <i>OAH Magazine of History</i>, Vol. 20, No. 4 (Jul. 2006), p. 53-54. 		

American Revolution Memorial Proposal

Which event of the American Revolution should be memorialized in DC today?

Research the event and answer the following questions:

1. What event is being memorialized? Describe the event in detail.

2. What are the important details of the event that influenced democracy? How do you believe they influenced democracy?

3. What would the memorial look like? Draw a first draft of the memorial. On the back of this page, write a summary of what you included and why it is important (needs to be included).



Activity: Article and questions

Berkin, Carol. "We the People of the United States: The Birth of an American Identity, September 1787" *OAH Magazine of History*, Vol. 20, No. 4 (Jul. 2006), p. 53-54.

file:///D:/Lesson%202%20Berkin%20We%20the%20People.pdf

Lesson 3 (Unit 3): How do we see the American Identity in our government?

Subject: Civics and Economics	Central Focus: How do we see the American Identity in our government?
Essential Standard/Common Core Objective: FP.C&G.4.2 Explain how the development of America’s national identity derived from principles in the Declaration of Independence, US Constitution and Bill of Rights (e.g., inalienable rights, consent of the governed, popular sovereignty, religious and political freedom, separation of powers, etc.).	Date Taught: End of Unit 3 (The Constitution) or 4 (The Three Branches of Government)
Daily Lesson Objective: Students will be able to describe how monuments and buildings of US government reflect the American Identity.	
21 st Century Skills: Research and analyze characteristics of buildings to understand historical context and relation to current society.	Academic Language Demand (Language Function and Vocabulary): Differentiate the characteristics and functions of different branches of government, diagram how the three branches interact, and argue for or against the importance of a branch of government utilizing details from shared research.
Prior Knowledge: Declaration of Independence, Founding aspects of Democracy, The Constitution, Roles and Purposes of the three Branches of Government	

Activity	Description of Activities and Setting	Time
1. Focus and Review	Write down the three branches of government on the board: Executive, Judicial, Legislative. Have students give as many details that they have learned about each of the branches of government, including who is involved with the branch and what the key jobs are. Discuss as a group how the branches work together and how they each have influence on the government.	10 min
2. Statement of Objective for Student	By the end of the lesson, students should be able to clearly describe the three branches of government and their roles within the national government as well as how they interact with the other branches of government.	

3. Teacher Input	Discuss as a class how the branches work together and how they each have influence on the overall government.	10 min
4. Guided Practice	In groups of 3, students will each chose one of the branches of government and research the building associated with it using the guided research worksheet, creating a three slide presentation for their assigned building. In a jigsaw activity, they will then explain how the branch uses the building in government aspects and how it is reflective of history and American society. Finally, they will discuss as a group how their branches would interact with each other.	35 min
5. Independent Practice	Students will then individually complete a three sided Venn diagram showing the roles of each branch of government as individuals and how they interact with the other two branches.	20 min
6. Assessment Methods of all objectives/skills:	Students should be able to clearly identify through the Venn diagram the main jobs of each branch of government as well as at least 2 checks on each of the other branches of government.	
7. Closure	Exit Ticket: Which branch of government would you get rid of and why? Include an explanation of how one of their roles is not important.	5 min
Materials/Technology: <ul style="list-style-type: none"> • Government Buildings Research direction sheets • Venn Diagram Worksheet 		

Government Buildings- The White House

You will research the Executive Branch main building, the White House.

Use the following websites to assist in your research:

- <https://www.whitehouse.gov/about/inside-white-house>
- <http://www.history.com/topics/white-house>
- <https://www.nps.gov/places/white-house.htm>

Create a 3 slides using research you have found on your building. You will share your information with your group.

Slide 1: Picture of the Building

Slide 2: History of the Building- When was it built? What was the intention? Where is it located? What type of amenities (details) are in the building?

Slide 3: What branches of government do daily business in this building? Which specific roles (people/jobs) of these branches work in this building? What types of business are they doing? How does the building reflect these activities and government roles of this branch?

After presentation of all branches discuss the following question with your group members:

How might people from your building interact with the people from the other member's assigned buildings?

Government Buildings- The U.S. Capitol Building

You will research the Legislative Branch's main building, the US Capitol Building.

Use the following websites to assist in your research:

- <https://www.aoc.gov/capitol-buildings/about-us-capitol-building>
- <https://www.nps.gov/nr/travel/wash/dc76.htm>
- <https://www.visitthecapitol.gov/about-capitol/evolution-capitol>

Create a 3 slides using research you have found on your building. You will share your information with your group.

Slide 1: Picture of the Building

Slide 2: History of the Building- When was it built? What was the intention? Where is it located? What type of amenities (details) are in the building?

Slide 3: What branches of government do daily business in this building? Which specific roles (people/jobs) of these branches work in this building? What types of business are they doing? How does the building reflect these activities and government roles of this branch?

After presentation of all branches discuss the following question with your group members:

How might people from your building interact with the people from the other member's assigned buildings?

Government Buildings- The Supreme Court Building

You will research the Judicial Branch's main building, the Supreme Court Building

Use the following websites to assist in your research:

- <https://www.supremecourt.gov/about/courtbuilding.aspx>
- <https://www.aoc.gov/capitol-buildings/supreme-court-building>
- <https://www.nps.gov/nr/travel/wash/dc78.htm>

Create a 3 slides using research you have found on your building. You will share your information with your group.

Slide 1: Picture of the Building

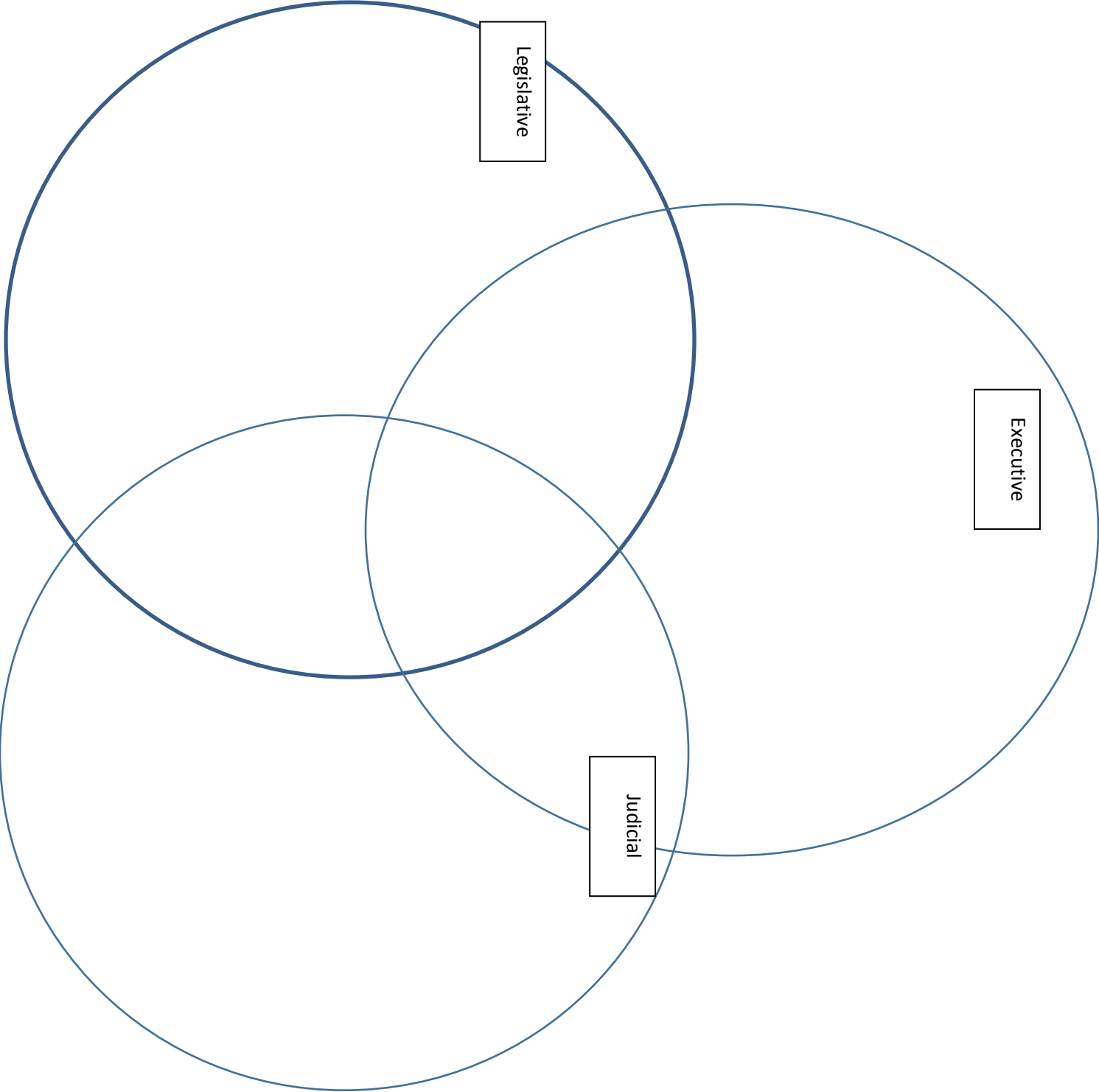
Slide 2: History of the Building- When was it built? What was the intention? Where is it located? What type of amenities (details) are in the building?

Slide 3: What branches of government do daily business in this building? Which specific roles (people/jobs) of these branches work in this building? What types of business are they doing? How does the building reflect these activities and government roles of this branch?

After presentation of all branches discuss the following question with your group members:

How might people from your building interact with the people from the other member's assigned buildings?

Venn Diagram Instructions: Write out a description and the jobs of each branch of government. Include those jobs of each branch that check and balance the other branches of government.



Lesson 4: How are more specific American identities visualized? (Southern, NC, Charlotte)

Subject: Civics and Economics	Central Focus: How are more specific American identities visualized? (Southern, NC, Charlotte)
Essential Standard/Common Core Objective: FP.C&G.4.3 Analyze the roles of citizens of North Carolina and the United States in terms of responsibilities, participation, civic life and criteria for membership or admission (e.g., voting, jury duty, lobbying, interacting successfully with government agencies, organizing and working in civic groups, volunteering, petitioning, picketing, running for political office, residency, etc.).	Date Taught: End of Unit 4 (Three Branches of Government, State and Local Governments)
Daily Lesson Objective: Students will be able to demonstrate knowledge of aspects of the American Identity and more specific regional and local identities as seen in local monuments, memorials, and architecture.	
21 st Century Skills: Reflection, group participation and cooperation, literacy and written response skills, independent research from basic prompts.	Academic Language Demand (Language Function and Vocabulary): Identify and Describe basic tenants of society and culture, create an argument in favor of a specific monument and its importance within society.
Prior Knowledge: The Constitution, The NC Constitution, Three Branches of Government, NC State and Local Governments	

Activity	Description of Activities and Setting	Time
1. Focus and Review	<p>Warm up: Where are you from? Where is your family from? How would someone know or guess these things if they were to just meet you?</p> <p>Use student answers to explain that there are characteristics that define us as individuals but also within our more specific local cultures. We will be defining those characteristics of the South, North Carolina, and Charlotte within American Identity.</p>	10 min

2. Statement of Objective for Student	By the end of this lesson, students should be able to understand how the local and state government buildings and memorials are reflective of American identity but also include specific details that visualize regional and local identities.	
3. Teacher Input	Showing pictures of Charlotte and North Carolina monuments, ask the class what they know of the memorials. Give brief descriptions of each after the class has responded then follow with a discussion on the question: How are these monuments or memorials reflections of America as a whole? How are they different?	10 min
4. Guided Practice	Divide the class into two groups. Assign one group “North Carolina Identity” and the other group “Charlotte Identity”. Have the groups use butcher paper and write down or illustrate any characteristics of their assigned identity (Guiding question: What makes North Carolina unique? And What makes Charlotte unique?) Ask them to include any buildings, monuments, or memorials that are visual representations of the identity. Have the groups share to the other half of the class their drawn representations.	15 min
5. Independent Practice	Students will choose a historic site or monument from the following two websites. They will then research the history and details of the site or monument. Finally, they will complete an essay detailing the historic site or monument and its reflection of the local identity in comparison to the American Identity using information from past lessons. http://www.nchistoricsites.org/ https://www.mecknc.gov/ParkandRec/Facilities/Pages/Historical%20Sites.aspx	40 min
6. Assessment Methods of all objectives/skills:	Students should be able to identify connections between local or regional cultures and American culture and identity through historical research.	
7. Closure	What’s your favorite characteristic of one of these cultures? What is your least favorite? Why?	5 min
Materials/Technology: <ul style="list-style-type: none"> • Local Monument Research and Response Worksheet 		

Local Monuments and Memorials

Choose a monument or memorial from one of the following websites to complete your research:

- <http://www.nchistoricsites.org/>
- <https://www.mecknc.gov/ParkandRec/Facilities/Pages/Historical%20Sites.aspx>

1. What is the memorial called? _____

2. When was it built? _____

3. Where is it located? _____

4. Why was it built? _____

5. What is it made out of? _____

6. What details have significance? _____

7. What part of history does it memorialize? _____

8. What part of society does it represent (Charlotte, North Carolina, Southern)? _____

9. Why is it important for historical remembrance? _____

Lesson 5: How has democracy influenced the American Identity?

Subject: Civics and Economics	Central Focus: How has democracy influenced the American Identity?	
Essential Standard/Common Core Objective: FP.C&G.4.3 Analyze the roles of citizens of North Carolina and the United States in terms of responsibilities, participation, civic life and criteria for membership or admission (e.g., voting, jury duty, lobbying, interacting successfully with government agencies, organizing and working in civic groups, volunteering, petitioning, picketing, running for political office, residency, etc.).	Date Taught: End of Units 5 (Politics and Political Parties &6 (Law)	
Daily Lesson Objective: Students will be able to describe how legislation and democratic participation has influenced aspects of the American Identity.		
21 st Century Skills: Discussion, collaboration, and independent research from prompt.	Academic Language Demand (Language Function and Vocabulary): Evaluate aspects of culture and society, debate over legislation, and research and respond to prompts regarding opinions of social movements within the United States.	
Prior Knowledge: Foundations of Democracy, Branches and Functions of Government, Political Parties and Ideologies, Social Movements, Laws and law process		

Activity	Description of Activities and Setting	Time
1. Focus and Review	Free Write: What is one thing that you believe all citizens of the United States should do in society?	5 min
2. Statement of Objective for Student	By the end of this lesson, and the Civics aspect of the course, students will be able to describe how legislation and democratic participation has influenced aspects of the American Identity.	

3. Teacher Input	As a class, discuss different movements within American society that have changed how our government functions, including Women’s Suffrage movement and the Civil Rights Movement. Discuss the laws that have influenced these movements or have been influenced by these movements (Jim Crow laws, voting laws, equal protection laws).	5 min
4. Guided Practice	In small groups, create a law that would change how society functions. Does it give a new group of people rights or limit them? Is it constitutional? Will it impact all people or just a select group (which one)? What parts of society will it impact? What historical events inspired you to create this law? What is your goal with this law? What changes do you think it will bring? Carousel Share and Discussion with other groups.	45 min
5. Independent Practice	<ol style="list-style-type: none"> 1. Newsela Reading: How has society included negative aspects of our history in memorials and how can civic participation change how history is memorialized? Read the Newsela Article and answer the questions with written response. https://newsela.com/read/lib-history-confederate-statues/id/34164 2. Memorial Movement Research: Choose a memorial that reflects a movement within society. Explain how it is significant for people to remember this movement. What is the history of the memorial? Where is it located, when was it created, who designed it, what are the design aspects, and what was the purpose of its creation? Explain the aspects of the memorial that you believe are most important and reflective of the movement. Include a picture of the memorial. 	20 min + Homework assignment
6. Assessment Methods of all objectives/skills:	Students memorial reflection should include all answers to questions found through independent research. Students should be able to locate this information with less guidance than previous lessons.	
7. Closure	Exit Ticket: Why is democratic participation so important for our society?	5 min
Materials/Technology: <ul style="list-style-type: none"> • New Proposed Legislation Worksheet • Newsela Access- https://newsela.com/read/lib-history-confederate-statues/id/34164 • Memorial Movement Research Guidelines 		

Memorial Movement

Choose a memorial that reflects a movement within society. Explain how it is significant for people to remember this movement. (Civil Rights Movement, Women's Suffrage, etc.)

Things to Consider: What is the history of the memorial? Where is it located, when was it created, who designed it, what are the design aspects, and what was the purpose of its creation? Explain the aspects of the memorial that you believe are most important and reflective of the movement. Include a picture of the memorial.

Resources to Start:

National Park Service. <https://www.nps.gov/index.htm>

This website gives access to information about any Nationally protected or run park in the United States. This includes memorials, monuments, and national buildings.

North Carolina Historic Sites. <http://www.nchistoricsites.org/>

This website contains information regarding all historical sites located within North Carolina in an easy to search and read format

Lesson 6: Final Lesson- What is the American Identity?

<p>Subject: Civics and Economics</p>	<p>Central Focus: What is the American Identity?</p>
<ul style="list-style-type: none"> • Essential Standard/Common Core Objective: FP.C&G.4.2 Explain how the development of America’s national identity derived from principles in the Declaration of Independence, US Constitution and Bill of Rights (e.g., inalienable rights, consent of the governed, popular sovereignty, religious and political freedom, separation of powers, etc.). • FP.C&G.4.3 Analyze the roles of citizens of North Carolina and the United States in terms of responsibilities, participation, civic life and criteria for membership or admission (e.g., voting, jury duty, lobbying, interacting successfully with government agencies, organizing and working in civic groups, volunteering, petitioning, picketing, running for political office, residency, etc.). • FP.C&G.4.5 Explain the changing perception and interpretation of citizenship and naturalization (e.g., aliens, interpretations of the 14th amendment, citizenship, patriotism, equal rights under the law, etc.). 	<p>Date Taught: Final Unit/Review- Last 2 Weeks of Course</p>
<p>Daily Lesson Objective: Students will be able to construct their version of the American Identity through definition, explanation, and construction of a physical memorial reflecting their vision.</p>	
<p>21st Century Skills:</p> <p>Students will research and develop a definition of the American Identity then construct a visual representation of this identity in a form of a memorial or monument.</p>	<p>Academic Language Demand (Language Function and Vocabulary): Students will be able to formulate a definition and construct a visual representation of the American Identity using investigation and research techniques to develop their design.</p>
<p>Prior Knowledge: US Democracy, Citizenship, Functions of Government, Governing Documents, Economics, Interdependence, American Identity</p>	

Activity	Description of Activities and Setting	Time
1. Focus and Review	What is the “American Identity”? Have student answer what they think at that moment and write them on the board or butcher paper where you may have written answers to this question from earlier in the semester.	10 min
2. Statement of Objective for Student	Students will research and develop a definition of the American Identity then construct a visual representation of this identity in a form of a memorial or monument.	
3. Teacher Input	<p>Class 1: Direct Instruction: Review of all memorials the class has covered and why they have been reflective of the American Identity. Discuss specific aspects or details that were included in each and what their meanings were or why they were included. Review website descriptions to understand information that needs to be included to give the audience knowledge of the memorial significance.</p>	20 min.
4. Independent Practice	<p>Class 1 and 2: Create your own Memorial. Students will be directed to create their own memorial or monument that symbolizes their definition of the American Identity.</p> <p>Part 1: Formulate a written definition of American Identity. What characteristics are the most important in defining an “American”? Include at least 5 with descriptions of why you believe they are important.</p> <p>Part 2: Students will work on designing a physical representation of their definition for American Identity.</p> <ol style="list-style-type: none"> 1. Draw a draft of what they intend to create including annotations- Details of specific aspects within the monument/memorial and significance. Include: Where will it be placed? What materials are needed? What inscriptions/descriptions will be included on the monument or at the site? 2. Create a document (website description of memorial) that explains the significance of their monument- why it was created, historical significance of the event or person memorialized, who created it (short bio and relation to event/person), at least 5 characteristics/aspects included and their significance. <p>Class 3: Part 3: Students will complete a 3-page reflection on the American Identity, their definition and how they believe it is seen in society and globally. They will explain their monument of the American</p>	<p>Class 1: 50 min</p> <p>Class 2: 80 min</p> <p>Class 3: 60 min</p>

	Identity and how it relates to their definition, including the 5 aspects included with significance as well as the inscriptions that may be included. They will include references to research from throughout the semester, including at least 4 sources, citations of sources, and 4 quotes from sources.	
6. Assessment Methods of all objectives/skills:	Rubric provided to assess definition, monument, and reflection.	
7. Closure	How has your definition of the “American Identity” changed since the beginning of this course? Discuss answers to finalize lesson.	15 min
Materials/Technology: <ul style="list-style-type: none"> • Memorializing the American Identity Design Instructions • Rubric 		

Memorializing the American Identity

You are a wonderful sculptor who has a passion for creating physical representations of America! You have been hired to create a memorial or monument that symbolizes your definition of the American Identity so that the American people and tourists can remember and see what an American really is!

Part 1:

Definition - Formulate a written definition of American Identity. What characteristics are the most important in defining an "American"? Include at least 5 with descriptions of why you believe they are important.

Part 2:

Memorial - Design a physical representation of your definition for American Identity.

1. Draw a draft of what you intend to create including annotations- Details of specific aspects within the monument/memorial and significance. Include:
 - a. Where will it be placed?
 - b. What materials are needed?
 - c. What inscriptions/descriptions will be included on the monument or at the site?

2. Create a document (website description of memorial) that explains the significance of your monument- why it was created, historical significance of the event or person memorialized, who created it (short bio and relation to event/person), at least 5 characteristics/aspects included and their significance.

Part 3:

Reflection - Complete a 3-page reflection on the American Identity, your definition and how you believe it is seen in society and globally. Explain your monument of the American Identity and how it relates to your definition, including the 5 aspects included with significance as well as the inscriptions that may be included. Include references to research from throughout the semester, including at least 4 sources, sources correctly cited using AMA format, and 4 quotes from sources.

Memorializing the American Identity Rubric

Category	Excellent	Good	Needs Work	Incomplete
Definition	Definition is clear and researched including characteristics and 5+ explanations for characteristic significance. (10 pts)	Definition is clear and includes characteristics and 4-5 explanations for characteristic significance. (7 pts)	Definition is vague and includes limited characteristics and 2+ explanations for characteristic significance. (3 Pts)	No definition is provided. If one is provided, it does not connect to any material learned or have a clear connection to Identity. (0 Pts)
Description of Monument	Description is clear and includes detailed information including 5 symbols and annotations. Has descriptive and detailed annotations and connection to identity is clear but thoroughly thought out. (20 pts)	Description is clear and includes basic information including the symbols and annotations. Lacks detail in annotations and connection to identity is clear but basic. (15 pts)	Description provides basic information but has fewer than 3 annotations and symbols of significance. Sketch is provided but is not detailed with descriptions and annotations. (10 Pts)	No description is provided. Or- Description is provided but lacks most of the requirements and details needed. No Sketch is provided. (0 Pts)
Model of Monument	A physical model of the monument is provided with clear detail, thought in creation, and includes all aspects that have been described. The model matches the description provided. (40 pts)	A physical model of the monument is provided with sufficient detail, thought in creation, and includes 3+ aspects that have been described. The model mostly matches the description provided. (30 Pts)	A physical model of the monument is provided with little detail, thought in creation, and includes few aspects that have been described. The model basically matches the description provided. (20 Pts)	Physical model is not provided or very poorly done with no connection to the description provided. (0 Pts)
Reflection	The reflection includes a clear definition, explanation of definition, description of monument, and thorough analysis of the connection between the monument and the researched definition of the "American Identity". Includes 4 or more sources, cited correctly and quoted within the reflection. (20 pts)	Reflection provides requirements in cohesive statements. Description of monument is connected to visual representation provided. There is an analysis of the connection between the monument and researched definition of the American Identity. 4 or fewer sources are included, cited correctly and quoted. (15 Pts)	A reflection is provided but lacks many details from requirements. Description of monument is limited and lacking in detail. Sources are limited and incorrectly cited. (10 Pts)	No Reflection is provided or does not include more than 3 of the required aspects. Sources are not included or cited. (0 Pts)
Effort and Style	Student made obvious effort with creativity, research, and thought. (10 pts)	Student made basic effort with creativity, research, and thought. (7 pts)	Student made limited effort with creativity, research, and thought. (3 pts)	No effort was made. (0 pts)

Total: _____/100

Comments:

Appendix 3: Student Resources

Lesson 1 Activity: Memorial List and Worksheet

United States Memorials and Monuments

Lincoln Memorial, Washington, D.C.	https://www.nps.gov/linc/index.htm
Vietnam Veterans Memorial, Washington, D.C.	http://www.vvmf.org/memorial
World War II Memorial, Washington, D.C.	https://www.nps.gov/wwii/learn/index.htm http://www.wwiimemorial.com/
Statue of Liberty National Monument, New York, N.Y.	https://www.libertyellisfoundation.org/about-the-statue-of-liberty https://www.nps.gov/stli/index.htm
Thomas Jefferson Memorial, Washington, D.C.	https://www.nps.gov/thje/learn/historyculture/index.htm https://www.nps.gov/nr/travel/wash/dc73.htm
Mount Rushmore National Memorial, Keystone, S.D.	https://www.nps.gov/moru/index.htm http://www.history.com/topics/us-presidents/mount-rushmore
Martin Luther King, Jr. Memorial, Washington, D.C.	https://www.nps.gov/mlkm/index.htm https://washington.org/visit-dc/martin-luther-king-jr-memorial
Jefferson National Expansion Memorial (including the St. Louis Arch), St. Louis, Mo	https://www.nps.gov/jeff/index.htm https://www.nationalparks.org/explore-parks/jefferson-national-expansion-memorial
Castle Clinton National Monument, New York, N.Y.	https://www.nps.gov/cacl/index.htm http://www.nyharborparks.org/visit/cacl.html
Fort Sumter National Memorial	https://www.nps.gov/fosu/index.htm http://www.history.com/topics/american-civil-war/fort-sumter
Franklin Delano Roosevelt Memorial, Washington, D.C.	https://www.nps.gov/frde/index.htm https://washington.org/DC-guide-to/franklin-delano-roosevelt-memorial
Korean War Veterans Memorial, Washington, D.C.	https://www.nps.gov/kowa/index.htm http://www.koreanwarvetsememorial.org/the-memorial/ https://washington.org/DC-guide-to/korean-war-veterans-memorial
Washington Monument	https://www.nps.gov/wamo/index.htm https://washington.org/DC-guide-to/washington-monument
Arlington House, The Robert E. Lee National Memorial	https://www.nps.gov/arho/index.htm http://www.arlingtoncemetery.mil/Explore/History/Arlington-House
World War II Valor in the Pacific National Monument, Pearl Harbor, Hawaii	https://www.nps.gov/valr/index.htm
Governors Island National Memorial	https://govisland.com/ https://www.nps.gov/gois/index.htm
Wright Brothers National Memorial	https://www.nps.gov/wrbr/index.htm
Flight 93 National Memorial	https://www.nps.gov/flni/index.htm https://www.nationalparks.org/explore-parks/flight-93-national-memorial
Little Bighorn Battlefield National Monument	https://www.nps.gov/libi/index.htm https://www.nationalparks.org/explore-parks/little-bighorn-battlefield-national-monument
LBJ Grove Memorial	https://www.nps.gov/lyba/index.htm
Additional Monuments and Memorials	https://en.wikipedia.org/wiki/List_of_National_Monuments_of_the_United_States

These websites give information and historical details regarding the specific National Park listed.

Lesson 2 Activity: Berkin article and questions

Berkin, Carol. "We the People of the United States: The Birth of an American Identity, September 1787" *OAH Magazine of History*, Vol. 20, No. 4 (Jul. 2006), p. 53-54.

<file:///D:/Lesson%20%20Berkin%20We%20the%20People.pdf>

Reading and questions on article.

Additional Resources for research

- <https://www.whitehouse.gov/about/inside-white-house>
- <http://www.history.com/topics/white-house>
- <https://www.nps.gov/places/white-house.htm>
Resources that give information and history regarding the White House.
- <https://www.aoc.gov/capitol-buildings/about-us-capitol-building>
- <https://www.nps.gov/nr/travel/wash/dc76.htm>
- <https://www.visitthecapitol.gov/about-capitol/evolution-capitol>
Resources that give information and history regarding the US Capitol Building.

- <https://www.supremecourt.gov/about/courtbuilding.aspx>
- <https://www.aoc.gov/capitol-buildings/supreme-court-building>
- <https://www.nps.gov/nr/travel/wash/dc78.htm>
Resources that give information and history regarding the US Supreme Court Building and Judicial Buildings

- <http://www.nchistoricsites.org/>
Website with list and details regarding North Carolina Historical Sites.

- <https://www.mecknc.gov/ParkandRec/Facilities/Pages/Historical%20Sites.aspx>
Website with information and list of North Carolina and Mecklenburg Country Parks, Memorials and Monuments.

- National Park Service. <https://www.nps.gov/index.htm>
This website gives access to information about any Nationally protected or run park in the United States. This includes memorials, monuments, and national buildings.

- North Carolina Historic Sites. <http://www.nchistoricsites.org/>
This website contains information regarding all historical sites located within North Carolina in an easy to search and read format

¹“CMS About Us. Background, Facts and History.” Charlotte Mecklenburg Schools.

<http://www.cms.k12.nc.us/mediaroom/aboutus/Pages/default.aspx>

² “2016-2017 South Mecklenburg High School Improvement Plan Report”

<http://schools.cms.k12.nc.us/southmecklenburgHS/Documents/SIP%20Template%202016%20-%202017.pdf>

³ “North Carolina Essential Standards- Social Studies –American History: The Founding Principles, Civics and Economics Course.” State Board of Education, Department of Public Instruction.

<http://www.dpi.state.nc.us/docs/curriculum/socialstudies/scos/civics.pdf>

⁴“North Carolina Essential Standards- Social Studies – American History Course I: The Founding Principles.” State Board of Education, Department of Public Instruction.” <https://ec.ncpublicschools.gov/disability-resources/intellectual-disabilities/ocs/new-standards/american-history-1.pdf> ,

“North Carolina Essential Standards- Social Studies - American History Course II.” State Board of Education, Department of Public Instruction. <https://ec.ncpublicschools.gov/disability-resources/intellectual-disabilities/ocs/new-standards/american-history-2.pdf>

⁵ Jahromi, Parissa. “American Identity in the USA: Youth Perspectives.” *Applied Developmental Science*. Vol 15, Iss.2, 2001. Pp. 79-93.

⁶ Hackney, Sheldon. “The American Identity.” *The Public Historian*. Vol. 19, No. 1 (Winter, 1997), pp. 11-22.

⁷ Hackney, Sheldon. “The American Identity.” *The Public Historian*. Vol. 19, No. 1 (Winter, 1997), pp. 11-22.

⁸ Altschuler, Glenn C. "Creating an American Identity." *New York History* 57, no. 4 (1976): 501-07.

<http://www.jstor.org.librarylink.uncc.edu/stable/23169429>.

⁹ Hackney, Sheldon. “The American Identity.” *The Public Historian*. Vol. 19, No. 1 (Winter, 1997), pp. 11-22.

¹⁰ Hackney, Sheldon. “The American Identity.” *The Public Historian*. Vol. 19, No. 1 (Winter, 1997), pp. 11-22.

¹¹ Singer, Milton. “On the Symbolic and Historic Structure of an American Identity,” *Ethos*, Vol. 5, No. 4 (Winter 1977), pp. 431-454.

¹² Schildkraut, Deborah J. “Defining American Identity in the Twenty-First Century: How Much “There” is There?” *The Journal of Politics*. Vol. 69, No. 3 (Aug 2007), pp. 597-615.

¹³ Schildkraut, Deborah J. “Defining American Identity in the Twenty-First Century: How Much “There” is There?” *The Journal of Politics*. Vol. 69, No. 3 (Aug 2007), pp. 597-615.

¹⁴ Hackney, Sheldon. “The American Identity.” *The Public Historian*. Vol. 19, No. 1 (Winter, 1997), pp. 11-22.

¹⁵ Hackney, Sheldon. “The American Identity.” *The Public Historian*. Vol. 19, No. 1 (Winter, 1997), pp. 11-22.

¹⁶ Li, Qiong, & Marilyn B. Brewer, “What Does It Mean to Be an American? Patriotism, Nationalism and American Identity after 9/11”, *Political Psychology*, Vol. 25, NO. 5 (Oct. 2004), pp. 727-739.

¹⁷ Deaux, Kay. “An Immigrant Frame for American Identity.” *Applied Developmental Science*. Vol.15, Iss.2, 2011. pp.70-72. Huynh, Q.-L., Devos, T. and Altman, H. R. “Boundaries of American Identity: Relations Between Ethnic Group Prototypicality and Policy Attitudes.” *Political Psychology*, Vol. 36, Iss. 2015. 4. pp. 449–468.

¹⁸ Huynh, Q.-L., Devos, T. and Altman, H. R. “Boundaries of American Identity: Relations Between Ethnic Group Prototypicality and Policy Attitudes.” *Political Psychology*, Vol. 36, Iss. 2015. 4. pp. 449–468.

¹⁹ Schildkraut, Deborah J. “Defining American Identity in the Twenty-First Century: How Much “There” is There?” *The Journal of Politics*. Vol. 69, No. 3 (Aug 2007), pp. 597-615.

²⁰ Altschuler, Glenn C. "Creating an American Identity." *New York History* 57, no. 4 (1976): 501-07.

<http://www.jstor.org.librarylink.uncc.edu/stable/23169429>.

Annotated Bibliography

“CMS About Us. Background, Facts and History.” Charlotte Mecklenburg Schools.

<http://www.cms.k12.nc.us/mediaroom/aboutus/Pages/default.aspx>

This Fact sheet on the Charlotte Mecklenburg Schools website gives background information and enrollment facts regarding the student body population of the school district.

“2016-2017 South Mecklenburg High School Improvement Plan Report”

<http://schools.cms.k12.nc.us/southmecklenburgHS/Documents/SIP%20Template%202016%20-%202017.pdf>

This document provides citizens with information regarding South Mecklenburg High School, it's demographics, and its efforts to create a more inclusive school with high expectations of education.

“North Carolina Essential Standards- Social Studies – American History Course I: The Founding Principles.” State Board of Education, Department of Public Instruction.”

<https://ec.ncpublicschools.gov/disability-resources/intellectual-disabilities/ocs/new-standards/american-history-1.pdf>

This document states the specific standards that are assigned to the American History I course, as required by the NCDPI.

“North Carolina Essential Standards- Social Studies - American History Course II.”

State Board of Education, Department of Public Instruction.

<https://ec.ncpublicschools.gov/disability-resources/intellectual-disabilities/ocs/new-standards/american-history-2.pdf>

This document states the specific standards that are assigned to the American History II course, following the American History I course, as required by the NCDPI.

“North Carolina Essential Standards- Social Studies –American History: The Founding Principles, Civics and Economics Course.” State Board of Education, Department of Public Instruction.

<http://www.dpi.state.nc.us/docs/curriculum/socialstudies/scos/civics.pdf>

This document states the specific standards that are assigned to the American History: The Founding Principles, Civics and Economics course as required by the NCDPI.

Common Core State Standards Initiative. English Language Arts Standards » History/Social Studies » Grade 9-10. <http://www.corestandards.org/ELA-Literacy/RH/9-10/>

The Common Core website includes standards that are English Language Arts based but cross over with the Social Studies state curriculum.

“The 50 most visited monuments and memorials in the USA” USA TODAY. Published March 4, 2016. <https://www.usatoday.com/story/travel/experience/america/2016/03/04/50-most-visited-national-monuments-memorials-215/81287256/>

This slideshow contains pictures of the 50 most visited monuments and memorials in the US and includes access to websites that contain information about the pictured sites.

National Park Service. <https://www.nps.gov/index.htm>

This website gives access to information about any Nationally protected or run park in the United States. This includes memorials, monuments, and national buildings.

North Carolina Historic Sites. <http://www.nchistoricsites.org/>

This website contains information regarding all historical sites located within North Carolina in an easy to search and read format.

Altschuler, Glenn C. "Creating an American Identity." *New York History* 57, no. 4 (1976): 501-07. <http://www.jstor.org.librarylink.uncc.edu/stable/23169429>.

In this review of three essays, Glenn Altschuler addresses various definitions and perspectives of the American Identity, including those of foreign tourists and immigrants. The review has a central focus on the aspects of defining American Identity.

Berkin, Carol. "We the People of the United States: The Birth of an American Identity, September 1787" *OAH Magazine of History*, Vol. 20, No. 4 (Jul. 2006), p. 53-54.

This article is a historical analysis of the exact purpose behind the inclusion of the term "We the People" within the *Declaration of Independence*. It is a short reading that is within the Lexile levels of most secondary students and includes teacher questions for discussion or response by student.

Deaux, Kay. "An Immigrant Frame for American Identity." *Applied Developmental Science*. Vol.15, Iss.2, 2011. pp.70-72.

This article references research that discusses social identity and the American identity within the framework for social identity. It is a great piece that incorporates both the development of the meaning of the American Identity as well as how immigrant communities may define or accept these definitions of social identity.

Grubiak, Margaret M. "Characteristically American: Memorial Architecture, National Identity, and the Egyptian Revival by Joy M. Giguere (review)." *Technology and Culture*. Vol 57, No. 1 (Jan. 2016), p.256-257. <https://muse.jhu.edu/article/611818/pdf>.

This book review of Joy Giguere's *Characteristically American: Memorial Architecture, National Identity, and the Egyptian Revival* highlights examples of the influences of other cultures on American architecture and shows the how these influences have morphed into unique American identities.

Hackney, Sheldon. "The American Identity." *The Public Historian*. Vol. 19, No. 1 (Winter, 1997), pp. 11-22.

In this essay, Hackney questions the American Identity and in an effort to find answers in preparation for a National Convention reflects on his interviews with various groups of citizens around the country to determine a common theme and identity.

Huynh, Q.-L., Devos, T. and Altman, H. R. "Boundaries of American Identity: Relations Between Ethnic Group Prototypicality and Policy Attitudes." *Political Psychology*, Vol. 36, Iss. 2015. 4. pp. 449–468.

This study is an analysis of the perceptions of who embodies American Identity, including definitions and explanations of characteristics that are identified as being aspects of the American Identity.

Jahromi, Parissa. "American Identity in the USA: Youth Perspectives." *Applied Developmental Science*. Vol 15, Iss.2, 2001. Pp. 79-93.

This article presents an interview approach in which Jahromi attempts to understand how the younger demographic identifies within larger American society and focuses on the results which feature differences in ideals of American society and reality.

Li, Qiong, & Marilynn B. Brewer, "What Does It Mean to Be an American? Patriotism, Nationalism and American Identity after 9/11", *Political Psychology*, Vol. 25, NO. 5 (Oct. 2004), pp. 727-739.

This analysis of a questionnaire regarding national identity following 9/11/2001 aims to understand various concepts and visualizations of the American identity as well as describing the relationship of national identity with tolerance of other cultures.

Mickenberg, Julia. "Condensing the Cold War: "Reader's Digest" and American Identity (review)." *American Literature* 74, no. 1 (2002): 181-183. <https://muse.jhu.edu/>

Sandage, Scott. "A Marble House Divided: The Lincoln Memorial, the Civil Rights Movement, and the Politics of Memory, 1939-1963." *The Journal of American History*, Vol. 80, NO. 1 (Jun. 1993), pp. 135-167.

This essay gives perspective of the Civil Rights Movement and its impact on government in efforts to create a more tolerant nation. It highlights the struggles that have led to and happened because of the Civil Rights Movement over time.

Scheurman, Geoffrey. "A 'Canon' for American Identity." *OAH Magazine of History*, Vol. 20, No. 4 (Jul. 2006), p. 7.

In this short announcement, Scheurman presents a list of "required" reading to help understand the American Identity from a teaching perspective.

Scheurman, Geoffrey. "America as Metaphor: Using Argument to Teach about American Identity." *OAH Magazine of History*, Vol. 20, No. 4 (Jul. 2006), p. 27-35.

In this article, Scheurman presents methods and resources that assist in teachers and students building arguments for a definition of the American Identity.

Schildkraut, Deborah J. "Defining American Identity in the Twenty-First Century: How Much 'There' is There?" *The Journal of Politics*. Vol. 69, No. 3 (Aug 2007), pp. 597-615.

This study analyzes how the changing population make-up of the United States has an impact on the defining traits of American Identity and addresses the theory of multiple traditions.

Singer, Milton. "On the Symbolic and Historic Structure of an American Identity," *Ethos*, Vol. 5, No. 4 (Winter 1977), pp. 431-454.

This article is a reflection on the impact that the past has had on the American identity as well as the influence of government and systematic organization of society on morals and beliefs of Americans.