



***What Does It Mean To Be American:
Who Are We and What Does It Mean To Be One of Us?***

By Ryan Steele, 2018 CTI Fellow
Mallard Creek High School

This curriculum unit is recommended for:
American History I 9-12th graders

Keywords: American, Identity, Development, Nationalism, Founding Documents, Primary Sources, Civil War, Revolution, Government, History, American History I, Civics and Economics

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

Synopsis: This unit has students thinking about and discussing exactly what it means to be an American. It leaves the answer open ended because being an American and the values of an American are different for everyone. This unit discusses the development through political events and the language leaders use in the documents they create to define America. This unit features a number of different C3 model inquiries that are designed to be completed at the end of each unit in American History I.

I plan to teach this unit during the coming year to 105 students in American History I, grades 9-12.

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

Introduction

As I have grown up, my perception of what it means to be an American has changed drastically. Since attending Catholic School in suburban Iowa, I have sought to expand my worldview and experience as many different opportunities as possible. Travel, working with people from different backgrounds, and higher education are encounters that changed the way I view what it means to be an American. As I continue to grow up and diversify my worldview, my perception of what it means to be an American will continue to change in parallel. As will the depth and breadth with which I consider my two sub-questions: Who are we? And what does it mean to be one of us? I think these two questions are key to answering the first.

In an effort to review the material from the class I have taught for the past 2 years at Mallard Creek High School, I think these are excellent unifying questions to begin asking students at the end of each unit. The questions seem to be more impactful, intriguing, and essential than the one I was hoping to look at earlier: What are American values? My sub-questions bring an inclusive nature to the questions that involves all students from diverse backgrounds and begins to intrigue students by making them ask their own questions.

Rationale

Americans themselves have wide ranging ideas of what it means to be an American, and across the world, nations have differing views on what it means to be a part of their national identity.¹ Yet these ideas for Americans as well as plenty of other nationalities have never stayed constant.² The Pew Research Center globally asks a number of questions when gauging national identity, but it really seems to come down to four factors. The first is a question of language. Across the board, from Europe, to Australia, the U.S., Canada and even in Japan, whether or not one is able to speak the national language is seen as a huge determinant to national identity.³ Though in America this opinion has decreased to 13% of Americans from its 2004 high of 83%, even though it remains the most agreed upon factor among Americans. Other factors include birthplace or national origin, which remains relatively unimportant across the world compared to religion. According to Pew, “only 13% of Australians, 21% of Canadians, 32% of Americans and a median of 33% of Europeans believe that it is very important for a person to be born in their country in order to be considered a true national.” This obviously differs from place to place as Hungary, Japan, and Greece buck the minority trend, having over 50% say that it is very important.⁴ Other factors include religion, specifically Christianity, where the U.S. remains on the relatively high end, seeing it as very important with 32% compared to much lower numbers in Australia (13%), Canada, and Europe (both at 15%).⁵ While these are all important questions and ones that will be asked in class, I want to focus on the final question they ask. The final question is the importance of customs and traditions. All countries surveyed hover around the 50% mark for this factor being very important with Japan (43%) and the U.S. (45%) holding the floor steady and Canada (54%) acting as the roof for whether or not this is very important to national identity.⁶

For example, is it really the watching of hockey and curling that makes one Canadian, or is it something else? I would like to broaden this final question to include values as well which can be as unique as these customs and traditions. In *Civil Religion in America*, Robert Bellah

pronounces, “I am convinced that every nation and every people come to some form of religious self-understanding, whether the critics like it or not.”⁷ This “religious self-understanding” takes the form of “subordination of the nation to ethical principles.”⁸ These ethical principles are what we will define as values when having our conversation in the classroom regarding the uniting questions. We will focus on these unique factors of national identity because they are more effective than the other factors at getting to the heart of the matter of national identity. Certainly, these values, as well as traditions and customs tell us much more about the people in a place than does their language.

Objectives

We will focus on these uniting questions and the values contained in America’s self-understanding at the end of 7 different units, units 2 through 8. We will focus on these questions of America’s self-understandings and today’s students’ understanding of America in two different forms, taking a past-tense and a present-tense view of the questions. Not only looking at, “What does it mean to be an American?” but how does what we just learned inform our ideas of what national identity means to us today. We will also take the past-tense view and ask the question, “What did it mean to be an American? (During the era we just learned about). We can tell by looking at the historical evidence that these definitions are ever changing and perhaps bordering on ineffable, at least when it comes to what can be agreed upon.

Two quick examples can be pointed to in American history as evidence of ever changing definitions when it comes to categorizing people in America. The first example is the ever expanding definition of what it meant to be white in America. Second, the Dred Scott Case defined “American” as white for generations. The first example is seen in many court cases from the late 1800s through to the 1920s that sought to define who was white and therefore due to laws at the time, who was worthy of naturalization in the United States. People from all over the US found themselves arguing their racial identities in courtrooms for this very reason. According to Ian Haney Lopez in *White by Law*:

Applicants from Hawaii, China, Japan, Burma, and the Philippines, as well as all mixed race applicants, failed in their arguments. Conversely, courts ruled that applicants from Mexico and Armenia were “white,” but vacillated over the Whiteness of petitioners from Syria, India, and Arabia.⁹

It was instructive then in showing the contradictory and confusing nature of trying to draw racial identity lines, but it can be just as instructive now in the imprecise and perplexing practice in defining what it means to be an American. The next example that is instructive in showing the changing definitions of who is American is the Supreme Court case that began to define the ability to be a naturalized American citizen in racial terms, Dred Scott. In that decision, Roger Taney, the chief justice, tore everyone but those who were “white” out of the American fabric by saying:

It is true, every person, and every class and description of persons who were at the time of the adoption of the Constitution recognized as citizens in the several states, became also citizens of this new political body; but none

other; it was formed by them and for them and their posterity, but for no one else.... They had for more than a century before been regarded as beings of an inferior order and altogether unfit to associate with the white race, either in social or political relations; and so far inferior that they had no rights which the white man was bound to respect; and that the Negro might justly and lawfully be reduced to slavery for his benefit. He was bought and sold and treated as an ordinary article of merchandise and traffic whenever a profit could be made by it. This opinion was at the time fixed and universal in the civilized portion of the white race.¹⁰

These examples show the ever-changing definition of who is an American and provide reason for examining these unifying questions in an inclusive manner. Today's definition and answer to the unifying questions is certainly different than it was 225 years ago, and much different than it was even 100 years ago. While it is recognizably different, it is our job though teaching historical thinking skills to work with students to figure out why it is so much different. These definitions have always been challenged and the tapestry of America is broad, inclusive, and still under construction.

We will also take a snapshot image in each of these units as to how these values are created. These values are created and become lasting through a concept called civil religion. Our leaders throughout the ages have taken the secular and made it sacred. They have done this often by repurposing religion for secular ends. In each of our units, one of the documents that is examined through the inquiry model will be focused around the creation of these values and America's own creation myth. Students will examine how these values are created in the Declaration of Independence, excerpts of the Constitution, and all the way through to the Battle Hymn of the Republic and Lincoln's Second Inaugural Address.

Demographics

I teach American History I at Mallard Creek High School and taught for the past 2 years. Mallard Creek has a very diverse staff and student body. Mallard Creek's student body in 2017-2018 consisted of 2,604 students. Of this large number of students, 8 were American Indian, 138 were Asian, 228 were Hispanic, 1751 were Black, 371 were white, and the rest were multiracial or non-reporting according to the Charlotte Mecklenburg Schools Diversity Report.¹¹ While Mallard Creek is racially diverse especially compared to many of CMS's hyper-segregated schools, it is not very diverse socioeconomically. In CMS's socioeconomic status Report from last school year, Mallard Creek clocked in with 98.5% of students being "middle" or "high" SES students.¹² We have a fairly active Parent Teacher Student Association though much of that attention goes to athletics. In 2017, we were a 2017 America's Best Urban Schools Medal winner, and our principal was recognized as the Northeast Learning Community Principal of the Year.

The classes I teach tend to be very academically diverse with students at every level, especially when comparing my honors classes to my standard classes. I also generally tend to have at least 2 English language learners in each class, often speaking different languages.

Currently, I have English language learners speaking Spanish, Creole, French, German, and Mandarin.

Teaching Strategies

Over the summer I went to a workshop on inquiry-based learning, primarily based on the C3 model of inquiry. This is the model I am going to use to design my lessons. There are several reasons why I am excited to use this model. First, since my unit is based around the answering of a question and analyzing primary documents, an inquiry based model is the best strategy. Second, since this is a non-linear model, I will be able to create these inquiries for each unit and use them at the end of each unit. This will maximize the level of usability of my curriculum unit. Third, the setup of this inquiry model will allow my lessons to be easily modified for every academic level contained in my classroom. Fourth, this model will easily facilitate the use of primary sources and other documents in the classroom. Fifth, it will improve student skills across the board from reading to critical thinking. Finally, it will create a model practice at the end of every unit that will enhance student knowledge and enthusiasm. It will also help students connect the prior unit review lessons to what they are doing now. Continuously using this model will allow students to create a sequential stream of thought on the question unit after unit.

Unit by Unit Inquiry

In crafting this set of inquiries to review each unit based around the question, “what does it mean to be an American,” I will begin with our second unit, which centers on the American Revolution and is now entitled by CMS, *1733 to 1781*.¹³ Under the subheadings below, I will offer some of my research by discussing the documents and images that will be attached to each unit’s inquiry and in some cases, the supporting questions that will be asked. An example of an inquiry for the French Revolution is attached below for further reference. The goal of these inquiries is not for each of the students to come to one succinct answer as to what it means to be an American. As discussed above, Americans just as any group, are not a monolith, and this is true throughout history.

Unit 2

Our second unit is centered on the American Revolution and is now entitled by CMS, *1733 to 1781*. With the focus of this unit being the events leading up to the American Revolution, the Revolution itself, and the Revolutionary War, there are many essential questions to ask our students, such as one we ask on the test every year: “Was the American Revolution, revolutionary? And why?” But for the purposes of this CU we will be focusing on the development and creation of the American identity and getting a baseline to begin each of the following inquiries.

Americans during this time period were only just starting to think of themselves as Americans if they were thinking that way at all.¹⁴ We start the unit with a day on the Great Awakening. This event will get some involvement especially in one of the summative performance tasks: a timeline. We start with this event because this was one of the first large scale shared experiences by this large group of ethnically and socially diverse colonists and

therefore contributed greatly to an emergence of the American identity.¹⁵ The question of whether or not these colonists even thought of themselves as Americans needs to be asked. Colonists were more likely to think of themselves with local and religious identities than British subjects.¹⁶ Writers of the time period were just as likely to call themselves, “his Majesty’s royal subjects” rather than “Americans,” though the term “Americans” becomes increasingly popular into the 1770s.¹⁷ Colonists even continued to celebrate the King’s birthday and some even argued that the Sons of Liberty stayed loyal to the King while attacking just Parliament and bureaucrats. This two-fold identity will be thoroughly examined in this inquiry.

This inquiry will also include supporting questions regarding the differences between Patriots, Loyalists and those in between and larger big picture questions like when membership in a group becomes part of someone’s identity. One document attached to supporting questions will include Jefferson’s *A Summary View of the Rights of British America*, which seeks to show a separate identity between those living in “British America” and those living in England, showing he held a distinction between the colonists and residents of England.¹⁸ Another document will be Thomas Paine’s *Common Sense*, which through its use of a familial metaphor, sees America as having a distinct identity from and no longer needing its “parent.” It sees the British identity as the foil on which the American identity is set.¹⁹ A British point of view will also be present, using excerpts from a Charles Townshend speech from 1767. He discusses the Stamp Act, characterizing them as “American children.” Colonel Isaac Barre’s eloquent response retorts Townshend’s characterization and defines Americans as those planted by British oppression, who grew up by British neglect, and who he called “Sons of Liberty.”²⁰

Students will finish the inquiry by examining the Declaration of Independence which features the “most seminal statement of the American Creed” and is the most widely cited text of American Values around the world.²¹ Students will examine the central thesis of American values: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — that to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.” This line has been repeatedly used by those fighting for all sorts of causes within the United States on the political Left and Right spectrums. No matter who is citing it, the sacredness with which American’s hold liberty and democracy has always prevailed. Jefferson wrote the Declaration as a document that would put the “American mind” on full display - perhaps so well that its political philosophy was rarely discussed throughout the rest of the 1700s.²² Students will answer today’s major questions about the document by examining whether they think this is still America’s essential creed or whether it has been forgotten. They will also write about whether or not this “promissory note,” as Martin Luther King Jr. called it, has been fulfilled or whether we are still striving to make that happen.

Unit 3

Unit 3 sees these Sons of Liberty continue to grow into well-defined Americans. What used to be a longer unit entitled Forming the New Republic has now been condensed and is entitled, “1781-1790.” This unit will be redesigned at my school this year, so my research will involve a lot of moving pieces.

Though not technically within the years prescribed for this unit, this inquiry will most likely begin with a discussion of the Declaration of Independence's use of "we the people" and exactly which people are included and which are excluded. We will look at not only the Declaration itself, but later figures accounts of this notion. We will look at a myriad of factors from the slave holding nature of many of the founders to the Constitution's tacit approval of slavery to Abraham Lincoln's to John Calhoun and the Dred Scott Decision²³. This era saw the colonists grow from simply an identity of "Anti-British" to truly American with the structuring of a strong central government.²⁴ Before that strong central government was formed, the local colonial identities were reinforced through the writing and ratification of the Articles of Confederation which formed a firm bond of friendship rather than a real republic. This leads certainly to another supporting question on the Articles of Confederation and the weaknesses of it exposed by Shay's Rebellion.²⁵ This galvanized many of the founders to the belief that a stronger central government was needed, albeit one that was restrained in numerous ways. This brings us to the Constitutional Convention and the formation of a strong sense of American identity, though some argue that even here there is no sense of an essential American Identity, but rather they had to define themselves in relation to others or as a foil to them.²⁶ This is reinforced by the first draft of the constitution that began its preamble, "We the People of the States of New-Hampshire, Massachusetts, Rhode-Island and Providence Plantations, Connecticut, New-York, New-Jersey, Pennsylvania, Delaware, Maryland, Virginia, North-Carolina, South-Carolina, and Georgia, do ordain, declare and establish the following Constitution for the Government of Ourselves and our Posterity." It was only in the preamble's later edits that its famous beginning appears.²⁷ This is why the last supporting question will center around the Constitution and its convention where through conflict and compromise and some helpful editing from Gouverneur Morris, an American Identity is first truly formed.

We will end the inquiry with a review of the American civil religion displayed in the Constitution. Students will do this by examining and finding examples of the four main values put forward in the constitution, including personal liberty, democracy, peace and cultural tolerance.²⁸ Students will then write and discuss how they see Americans today and how this era upholds these goals and values. These are the motivations of the American Civil Religion and thus, students will be asked to write about how they will uphold these values in their civic engagement as adults.

Unit 4

The fourth unit in the curriculum is entitled, "1790-1820." It has been entitled in the past, "An Emerging Nation" and, "A New Republic." Both are fitting titles as the unit examines the US becoming a respected nation in the eyes of the world while dealing with the debt of the revolution, developing political parties, expanding with the Louisiana Purchase, fighting its first major war and the following Era of Good Feelings.

After an identity had been cemented with the words "We the People" in the Constitution, nationalism around the identity began to grow. While not everyone was on board with the hotly contested Constitution, George Washington and John Adams' deft handling of early challenges lead to this rise in nationalism and an early cementing of both American identity and the

Constitution that created it.²⁹ In the first supporting question, we will look at Washington and Adams' handling of early crises such as the Whiskey Rebellion, the disparagement to sovereignty of the Citizen Genet Affair, and the XYZ affair that institutionalized the likability of George Washington in the office of the president and made people realize that they were not just Marylanders or Virginians, but Americans.

The second supporting question will surround the Louisiana Purchase and the creation of an attachment between Louisiana and its later becoming a part of the union. We will use this event to look at several different aspects of American identity: 1) the expansionist tendencies of the country that are built into the identity,³⁰ 2) how new people are brought into and become a part of "America," and 3) how this influx of new people, specifically French Louisianans and their claims to being American, bring about and further the idea of whiteness as essential to being American, leading to Louisiana's repressive Black Codes of 1806.³¹

The last supporting question will focus on the increase in nationalism that came with the War of 1812. Nationalism can be the cause of war or be reinforced by war. Both occur during the War of 1812, but predominantly, an American identity is even further cemented as American sailors, not sailors of any specific state, came under impressment from foreign powers. The impressment of sailors helped to begin defining American citizenship during a time period in which that definition was unsettled.³² Thus, the war itself, and the Era of Good Feelings to follow would bring about a much larger sense of identity and nationalism to the American public.

Unit 5

We now move on to the Jacksonian Era. The unit, now entitled "1820 to 1850," features an expansive era characterized by chaos, Andrew Jackson, territorial battles, and a shift from an agrarian to an industrial economy. This era and this inquiry will center around Andrew Jackson, who represents big changes in America. His loss in the 1824 campaign in an event known as the Corrupt Bargain leads to the questioning of John Quincy Adams' legitimacy, questioning of the government, and the even bigger question of whether the bargain was actually corrupt or just the way representatives would have voted.³³ This idea of corruption would run through Jackson's life and presidency with him and his followers featuring a "ruthless pursuit of self-interest."³⁴ His election in 1828 Lynn Hudson Parsons argues is "the death of the elitist political culture of the early republic and the birth of true democracy."³⁵ This ushers us into a new era of American political culture and identity - one based in the spirit of Jackson, a man who came from seemingly nothing to be an era defining president. Though it should be noted that this isn't necessarily a pull-yourself-up-by-your-own-bootstraps kind of story, as much of his wealth was built on the backs of slaves. Instead, it ushered in an era of "white democratization and the frontier."³⁶

The other supporting questions will center on the Indian Removal Act, the Mexican-American War, and hostile and violent territorial expansion. The first part will be to review the idea of Manifest Destiny, an idea which gained strength in the United States in the run up to the Mexican-American War which featured a fledgling nation attempting and failing to stay afloat when countered with American expansionists.³⁷ Only 16 years apart, these brought about an entirely new way that Americans expanded their territory. In this era, Americans began a

sustained campaign of violence against Native Americans, one that seemingly dehumanized all those seen as “other.” The territorial acquisition of the treaty of Guadalupe also brought in new people to the American fold which was doubled by the diversity that California’s gold rush only a year later only for them to be “racialized.” This was all while Americans were “waving banners of liberty, justice, and economic opportunity.”³⁸ It seems as though when it comes to the combination of American actions and identity, a large cognitive dissonance takes place.

Unit 6

There is perhaps no greater example of this dissonance than what students will study in “Unit 6: 1850-1877.” This unit seems to always center on the lead up to the Civil War, which unfortunately sees it as, “the climax for the federal power versus the state’s rights argument.”³⁹ We will be looking at that as well as the political, economic, and social differences between the geographic halves of the country and the untenable balance between them that is exasperated by the South’s “peculiar institution.”

First, we will examine the lead up to the Civil War through the territorial disagreements centering on slavery with the Compromise of 1850 and the Kansas-Nebraska Act, two of perhaps the most consequential compromises made before the war.

Next, we will take a look at the exacerbations of these conflicts with literature excerpts from *Uncle Tom’s Cabin*, as well as writings by other abolitionists such as Sarah Grimke, William Lloyd Garrison, and Frederick Douglass.

Then, we will look at the meaning of the war itself. Because there is so much scholarship about the war, it is sometimes missed as scholars continue to write deep yet narrow pieces on the war.⁴⁰ We examine both the fallacy of “the Lost Cause,” and hopefully have time to view war as a reinvigoration of meaning to the Constitution. This reinvigoration is one that reevaluates views on the document, especially those ever so important words, “We the People.” And we will examine who exactly those people are by taking a look at Radical Republican stances and the Dred Scott Case. I hope to compare and contrast the new identity that comes out of the war as southern and northern Americans do not see a single identity coalesce, but instead this identity seemingly widens.⁴¹ This is based on Alexander Stephens’ Cornerstone speech and perhaps the view that the Civil War was an identity based war. Meanwhile, a new African American identity is born out of the ashes of slavery.⁴²

Finally, the last supporting question will center on Reconstruction. First, students will take a look at outright military win, peacekeeping operations, and power sharing agreements that kept the country from relapsing back into Civil War.⁴³ At the same time, we will look at a group of people who were offered freedom in new amendments, but in the white southern backlash to them were offered bloodshed and terror. This era continues to affect the world today where black families with wealth still are not welcomed into wealthy white neighborhoods and the average black family has about 10% of the wealth of the average white family.⁴⁴

Appendix 1

AH1.H.1 Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.

The unit carries out this standard by covering almost the entire expanse of the American History I course and pausing to take snapshots throughout the year of each Units forms of development. The C3 activities tie together the four interconnected dimensions of historical thinking in a very clear way for students.

AH1.H.2 Analyze key political, economic and social turning points in American History using historical thinking.

As this unit works as review it meets this standard by taking an especially close look at the documents produced during some of these biggest and most consequential political, economic, and social turning points.

AH1.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Many of the documents chosen for the C3 are those that are birthed of these moments of conflict and compromise. Students are then asked to more deeply look at these documents for these documents have affected American culture and values.

AH1.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

This unit is based around the values of the United States. It is the tension between these values and goals that has led to the development of this country and students are asked to examine these values in early creation documents and later statements that define this nation.

Appendix 2

CU: Unit 2		
Compelling Question	What does it mean to be an American?	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What were the social, economic, and political problems in pre-Revolutionary America?	What rights and roles did people in America think they have in the British Empire?	What made Americans confident that they could win a revolution?
Formative Performance Task	Formative Performance Task	Formative Performance Task
List the social, economic, and political problems in pre-Revolutionary.	Write one or two paragraphs explaining how the relationship between the Colonists and the king changed between 1763 and 1776.	Create a poster/flyer advertising either the patriot or loyalist viewpoint.
Sources	Featured Sources	Featured Sources
Source A : Declaration of Independence Source B: Timeline of the American Revolution	Source A: Thomas Jefferson's <i>A Summary View of the Rights of British America</i> Source B: Enlightenment Reading in textbook	Source A: Common Sense Excerpts
Summative Performance Task	Argument	Construct an argument (e.g., detailed outline, poster, or essay) that addresses the compelling question, using specific claims and relevant evidence from historical sources while acknowledging competing views.
	Extension	Express these arguments in a perspective-taking exercise using the medium of Twitter

Appendix 3

CU: Unit 3		
Compelling Question	What does it mean to be an American?	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What were the social, economic, and political problems in post-Revolutionary America?	Was everyone happy after the Revolution? Why or why not?	Who is meant in the Constitution by “We the People?”
Formative Performance Task	Formative Performance Task	Formative Performance Task
List the social, economic, and political problems in post-Revolutionary?	Create a poster/flyer advertising Shay’s Rebellion.	RAFT a Letter from the constitutional convention discussing how things are going and how you see the future of the American project.
Sources	Featured Sources	Featured Sources
Source A : Previous Articles of Confederation Letters Assignment Source B: Timeline of the Articles of Confederation	Source A: Firsthand account of Shay’s Rebellion	Source A: List of people at the Constitutional Convention. Source B: Excerpted views of Native American, Black Americans, and Poor Colonists from previous Choices Assignment.
Summative Performance Task	Argument	Construct an argument (e.g., detailed outline, poster, or essay) that addresses the compelling question, using specific claims and relevant evidence from historical sources while acknowledging competing views.
	Extension	Express these arguments in a perspective-taking exercise using the medium of Instagram

Appendix 4

CU: Unit 4		
Compelling Question	What does it mean to be an American?	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What Problems did early American leaders fight about?	Who did America see as their friends early on?	Did the New American Government always protect everyone's rights?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Complete a HAPPY Analysis of the Lyrics from each of the songs.	Create an outline arguing whether to be Allies with England or France.	Create a poster advertising either the signing of the Alien and Sedition Acts or the Virginia and Kentucky Resolutions.
Sources	Featured Sources	Featured Sources
Source A: Cabinet Battle #1; Hamilton Source B: Cabinet Battle #2; Hamilton	Source A: Textbook, Citizen Genet Affair Source B: Textbook, Jay's Treaty Source C: Textbook, XYZ Affair Source D: Textbook, War of 1812	Source A: Excerpts, Alien and Sedition Acts Source B: the Virginia and Kentucky Resolutions
Summative Performance Task	Argument	Construct an argument (e.g., detailed outline, poster, or essay) that addresses the compelling question, using specific claims and relevant evidence from historical sources while acknowledging competing views.
	Extension	Create a multimedia presentation that addresses the values of Early Americans in government.

Appendix 5

CU: Unit 5		
Compelling Question	What does it mean to be an American?	
Supporting Question 1	Supporting Question 2	Supporting Question 3
Was early America democratic?	How were minorities treated in early America?	What was manifest destiny?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a Poster asking people to come vote. Be sure to include any and all restrictions.	RAFT a letter to the future taking the perspective of someone involved in either sources.	Create a t-chart listing the pros and cons of expansion.
Sources	Featured Sources	Featured Sources
Source A: 14 th and 19 th Amendments Source B: Andrew Jackson and All White Male Suffrage	Source A: Account of Slavery Source B: Account of the Trail of Tears	Source A: textbook; Mexican-American War Source B: Painting; American Progress
Summative Performance Task	Argument	Construct an argument (e.g., detailed outline, poster, or essay) that addresses the compelling question, using specific claims and relevant evidence from historical sources while acknowledging competing views.
	Extension	Create an educational video detailing your argument.

Appendix 6

CU: Unit 6		
Compelling Question	What does it mean to be an American?	
Supporting Question 1	Supporting Question 2	Supporting Question 3
Can words lead to war?	What were the beliefs of the North and South	What was life like after the war for freed slaves?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Answer the question in two paragraphs	Create a T-Chart Comparing the two	Create an advertisement for the Freedman's Bureau
Sources	Featured Sources	Featured Sources
Source A: Excerpt; Uncle Tom's Cabin Source B: Excerpt; Dred Scott Decision	Source A: Textbook, Kansas-Nebraska Act Source B: Textbook, Compromise of 1850 Source C: William Lloyd Garrison Source D: Alexander Stephens; Cornerstone Speech	Source A: Textbook, Freedman's Bureau Source B: Ku Klux Klan Video Source C: 13-15 th Amendments
Summative Performance Task	Argument	Construct an argument (e.g., detailed outline, poster, or essay) that addresses the compelling question, using specific claims and relevant evidence from historical sources while acknowledging competing views.
	Extension	Make 3 Instagram posts from differing perspectives surrounding the Civil War

Resources

Classroom Materials Needed

- All documents can be found at the national archives website (<https://www.archives.gov/>) or the Library of Congress' website (<https://www.loc.gov/>). I prefer these websites because oftentimes they give further very useful context and scanned images of the actual documents which are helpful in making history real for the students.
- For textbook readings use your classroom textbook. The more familiar the students are with the resource the better they will be at using it. If you don't find your school's textbook satisfactory, the University of Houston's Digital History website features a serviceable one: <http://www.digitalhistory.uh.edu/era.cfm?eraID=2&smtID=2>

Resources for Teachers

- C3 Teachers - <http://www.c3teachers.org>
 - This website features further explanations of the inquiry design model. As well as, further resources on carrying them out and a generator so that you can make your own at different times of the year.
- Digital History - <http://www.digitalhistory.uh.edu/era.cfm?eraID=2&smtID=3>
 - This is the University of Houston Digital History website documents page. It features important documents broken down by time period. While it doesn't offer as many documents and images as the sites mentioned in the classroom resources section it does do a better job of breaking them down by time period and offering excerpted versions of historical documents.
- Stanford History Education Group - <https://sheg.stanford.edu/>
 - This is the Stanford History Education Group website. It features many modified documents in order to make scaffolding and modifying assignments for English Language Learners easier as well as, just generally making historical documents more accessible. It also features lots of lessons centered on teaching with primary documents.
- Library of Congress - <http://www.loc.gov/teachers/tps/>
 - This is the website of the Library of Congress and SHEG's teaching with Primary Sources initiative. These website features helpful lessons, tips, tricks, and professional development on teaching with primary sources. It also offers programs and grants around the topic of primary sources.

Resources for Students

- Crash Course - <https://thecrashcourse.com/courses/ushistory?page=2>
 - This is the page for Crash Course's US History videos. These would be good to review before taking part in one of the inquiries to review what has been gone over in the unit beforehand.
- EdPuzzle - www.Edpuzzle.com

- Combining the videos above with EdPuzzle makes sure that students are paying attention, watching the video all the way through, and that they are being checked for understanding.
- Newsela - www.newsela.com
 - This website is great for current news articles as well as historical primary sources and secondary source analysis of historical events. The site then offers the article or document in a number of different reading levels and even in Spanish for students who are struggling with the original documents.
- Library of Congress Timelines - <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/>
 - This website offers various timelines of different eras in American history and will help students put events in context and keep them in chronological order. This can help students examine cause and effect and offer them greater context for major events.

Notes

¹ Stokes, Bruce. "How Countries Around the World View National Identity."

This survey by Pew explains how different nations view national identity. It was informative in what factors Americans see as important in their own identity.

² Rampell, Catherine. "What Does, and Did, It Take to Be Truly American?"

This offered further analysis on the Pew survey and how these factors changed over time.

³ Stokes, Bruce. *What It Takes to Truly Be 'One of Us'*.

This more detailed report offered further clarification on how and perhaps why other nations feel differently on national identity and included the raw data set.

⁴ Ibid.

⁵ Ibid. 21-23.

⁶ Ibid.

⁷ Bellah, Robert. "Civil Religion in America."

The article discusses the creation of American Civil Religion and identifies where it can be seen. It helped me get a grasp for this aspect of American Identity.

⁸ Ibid.

⁹ Lopez, Ian Hanley. *White by Law*.

This book discusses the legal creation of race here in America. It was very influential in showing the expanding ideals of American Identity, especially through the racial lens.

¹⁰ United States Supreme Court, Dred Scott,

This is the decision in the Dred Scott Supreme Court case. It provided a jumping off point for how in the past American identity and who America's laws applied to has changed.

¹¹ Charlotte Mecklenburg Schools. *2017-18 School Diversity Report*.

This report displays all of the diversity data and a racial breakdown for every school under the Charlotte Mecklenburg banner.

¹² North Carolina. Charlotte Mecklenburg Schools. *Socioeconomic Status Report*.

This report displays all of the socioeconomic data for every school under the Charlotte Mecklenburg banner, though it is limited in its breakdown of what categories mean.

¹³ Nabors, Jon. "American History 1."

These are CMS' provided pacing guides and unit structures that set the bases for what my Units would be about.

¹⁴ Bettney, Victoria. "The Development of American Identity and the Language of Revolution."

Gave a brief literature review of past pieces on American Identity. Acted as a jumping off point for the creation of American Identity.

¹⁵ Florio, Emma, "The Problematic Search for an Emerging American Identity before the Revolution: An Analysis of Colonial Newspapers and Secondary Literature

This paper reviews Colonial Newspapers and other historical documents to get to the bottom of American Identity. Which was very helpful in thinking about identity during the revolutionary time period.

¹⁶ Ibid.

¹⁷ Pauline Maier, *From Resistance to Revolution: Colonial Radicals and the Development of American Opposition to Britain, 1765-1776*, 104.

This Paper discusses Americans coming together and examines the who, what, when, and how of colonial opposition to Britain.

¹⁸ Jefferson, Thomas. 'A Summary View of the Rights of British America.'

This pieces discusses the rights Thomas Jefferson see Americans as having based on their identity.

¹⁹ Paine, Thomas. *Common Sense*.

This piece discusses the reasons why Americans should revolt and have confidence in revolting. It painted Americans as Americans putting the opposite the English.

²⁰ *The History of North America, Volume 4*. By Guy Carleton Lee, Francis Newton Thorpe Page 482-483.

This book provided more context to the view in British parliament of Americans as other.

²¹ Gardella, Peter. *American Civil Religion: What Americans Hold Sacred*. 98-105.

This book examines a whole host of documents and symbols that are held as sacred in the American Civil Religion and examines where this sacredness originates.

²² Ibid. Pg. 99

²³ Thomas Jefferson, et al, July 4, Copy of Declaration of Independence. -07-04, 1776.

²⁴ “We, the People of the United States”: The Birth of an American Identity, September 1787
Carol Berkin.

This paper provides context and offers an argument as to when an American Identity was actually created.

²⁵ "How Shays' Rebellion Changed America."

This article added context to the country shattering effects of Shay's Rebellion.

²⁶ Rice, J. M. (2011). This violent empire: The birth of an american national identity. *Fides Et Historia*, 43(1), 94-96.

This article provided further context as to how Americans began defining themselves and the processes which they went through to do this as fairly adversarial.

²⁷ Ibid. See note 21.

²⁸ Ibid. See note 21.

²⁹ Berkin, Carol. "Carol Berkin: The Birth of American Nationalism."

This article broke down the start of American Nationalism and help me connect nationalism to identity.

³⁰ St George, R. (2009). Remodeling the nation: The architecture of American identity, 1776-1858. *Journal of the Early Republic*, 29(2), 357-360.

This Article helped me understand the connection between the physical aspects of America and it's the people's identity.

³¹ Jaede, M. (2005). The nation's crucible: The Louisiana Purchase and the creation of America. *Journal of the Early Republic*, 25(3), 500-502

This article provided further conflict on how American Identity changed through the addition of millions more acres of land and the possibilities of the West.

³² Brunsman, D. (2010). Subjects vs. citizens: Impressment and identity in the Anglo-American Atlantic

This article discussed impressment and exactly how people of Anglo descent defined themselves and others like them during the early years of the United States.

³³ Jenkins, J. A., & Sala, B. R. (1998). The spatial theory of voting and the presidential election of 1824. *American Journal of Political Science*, 42(4), 1157-1179.

This article just provided further context for the “Corrupt Bargain.”

³⁴ Kohl, L. F. (1999). Andrew Jackson and his Tennessee lieutenants: A study in political culture / old hickory's war: Andrew Jackson and the quest for empire.

This article discussed Andrew Jackson, the people who were around him and the goals that they had for the country.

³⁵ Waldstreicher, D. (2010). The birth of modern politics: Andrew jackson, john quincy adams, and the election of 1828/Vindicating andrew jackson: The 1828 election and the rise of the two party system

This Article gave me more context on the end of an era of extreme nationalism, the Era of Good Feelings, and the sort of politics that took place afterwards.

³⁶ Lowndes, J. (2013). Barack Obama’s body: The presidency, the body politic, and the contest over American national identity

This article gave me greater context on the politics of former Democratic presidents leading to Barack Obama.

³⁷ Border Crossings in the Mexican American War - King, Rosemary

This piece gave more context on ways to view the Mexican-American war and the differences between the national identity of those groups and the locations in which they are living.

³⁸ Highway Robbery: “Indian Removal,” the Mexican-American War, and American Identity in The Life and Adventures of Joaquin Murieta - John Carlos Rowe.

This article just gave me greater historical context on Indian Removal and how it was talked about and viewed in popular culture in the past.

³⁹ The Long Civil War - Aaron Sheehan-Dean

This article discussed the history of the way that we talk about the Civil War and it gave information about exactly how we have viewed the Civil War through time.

⁴⁰ Is “identity-based conflict” a valid or banal concept? Event history analysis of civil war onset, 1960–2000
Tosaka, Rumi Morishima.

This article discussed the role of identity in Civil War. It gave greater context to the application of identity to our own civil war.

⁴¹ Ibid.

⁴² Cultural trauma: Slavery and the formation of African American identity. Eyerman, Ron; Hier, Sean P.

This article discussed the formation of African American Identity, the history of it, and how history effects African American Identity today.

⁴³Termination and Recurrence of Civil War: Which Outcomes Lead to Durable Peace after Civil War?

This article discussed the prevalence of Civil Wars recurrence and what steps can be taken to have durable peace after internal conflict.

⁴⁴ Klein, Ezra. "Sam Harris, Charles Murray, and the Allure of Race Science."

This article explained a debate between two current journalists and thinkers on what exactly is forbidden knowledge and how we talk about things. I used it for its discussion of current income inequality being connected to past events of slavery.

Bibliography

- Bellah, Robert. "Civil Religion in America." *Dædalus, Journal of the American Academy of Arts and Sciences*, from the issue entitled, "Religion in America," Winter 1967, Vol. 96, No. 1, pp. 1-21.
- Berkin, Carol. "Carol Berkin: The Birth of American Nationalism." *Herald & Review*. May 25, 2017. Accessed September 16, 2018. https://herald-review.com/news/opinion/editorial/columnists/carol-berkin-the-birth-of-american-nationalism/article_df2d0ad6-e2df-5d59-9af8-4aa087302f97.html.
- Bettney, Victoria. "The Development of American Identity and the Language of Revolution." *The York Historian*, March 27, 2018.
- Border Crossings in the Mexican American War - King, Rosemary; *The Bilingual Review*; Jan-Apr 2000; 25, 1 Proquest Central Pg. 63-85
- Brunsmann, D. (2010). Subjects vs. citizens: Impressment and identity in the Anglo-American Atlantic. *Journal of the Early Republic*, 30(4), 557-586. Retrieved from <http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/1272324929?accountid=13217>
- Cultural trauma: Slavery and the formation of African American identity. Eyerman, Ron; Hier, Sean P. *Canadian Journal of Sociology*; Edmonton Vol. 29, Iss. 2, (Spring 2004): 317-318.
- Florio, Emma, "The Problematic Search for an Emerging American Identity before the Revolution: An Analysis of Colonial Newspapers and Secondary Literature" (2013). Honors Projects. Paper 49. http://digitalcommons.iwu.edu/history_honproj/49
- Gardella, Peter. *American Civil Religion: What Americans Hold Sacred*. 98-105. New York: Oxford Univ. Press, 2014.
- Highway Robbery: "Indian Removal," the Mexican-American War, and American Identity in The Life and Adventures of Joaquín Murieta - John Carlos Rowe. Novel; Spring 1998; 31, 2; ProQuest. Pg. 171-172.
- "How Shays' Rebellion Changed America." History.com. Accessed August 27, 2018. <https://www.history.com/news/how-shays-rebellion-changed-america>.
- Is "identity-based conflict" a valid or banal concept? Event history analysis of civil war onset, 1960–2000
Tosaka, Rumi Morishima. The Ohio State University, ProQuest Dissertations Publishing, 2008. 3325572

Japanese Journal of Political Science 12 (3) 375–398 C Cambridge University Press 2011
doi:10.1017/S146810991100017X
Termination and Recurrence of Civil War: Which Outcomes Lead to Durable Peace after Civil War?

Jaede, M. (2005). The nation's crucible: The louisiana purchase and the creation of america. *Journal of the Early Republic*, 25(3), 500-502. Retrieved from <http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/220963795?accountid=13217>

Jefferson, Thomas. 'A Summary View of the Rights of British America.' *The Avalon Project*. No Date. Accessed Aug 28, 2018

Jenkins, J. A., & Sala, B. R. (1998). The spatial theory of voting and the presidential election of 1824. *American Journal of Political Science*, 42(4), 1157-1179. Retrieved from <http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/196859640?accountid=13217>

Klein, Ezra. "Sam Harris, Charles Murray, and the Allure of Race Science." *Vox*. March 27, 2018. Accessed October 27, 2018. <https://www.vox.com/policy-and-politics/2018/3/27/15695060/sam-harris-charles-murray-race-iq-forbidden-knowledge-podcast-bell-curve>.

Kohl, L. F. (1999). Andrew Jackson and his Tennessee lieutenants: A study in political culture / old hickory's war: Andrew Jackson and the quest for empire. *The Journal of American History*, 86(1), 234-235. Retrieved from <http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/224890294?accountid=13217>

Lopez, Ian Hanley. *White by Law*.

Lowndes, J. (2013). Barack Obama's body: The presidency, the body politic, and the contest over American national identity. *Polity*, 45(4), 469-498.
doi:<http://dx.doi.org/10.1057/pol.2013.22>

Nabors, Jon. "American History 1." CMS SS. Accessed September 12, 2018.
<http://sprintz.weebly.com/american-history-1.html>.

North Carolina. Charlotte Mecklenburg Schools. *Month 1, 2017-18 School Diversity Report*.

North Carolina. Charlotte Mecklenburg Schools. *Socioeconomic Status Report*.

Paine, Thomas. *Common Sense*. Philadelphia: R. Bell, 1796.

Pauline Maier, *From Resistance to Revolution: Colonial Radicals and the Development of American Opposition to Britain, 1765-1776* (New York: W.W. Norton & Co., 1991), 104.

Rampell, Catherine. "What Does, and Did, It Take to Be Truly American?" The Washington Post. February 06, 2017. Accessed August 27, 2018.
https://www.washingtonpost.com/news/rampage/wp/2017/02/06/what-does-and-did-it-take-to-be-truly-american/?noredirect=on&utm_term=.7f30749db72d.

Rice, J. M. (2011). This violent empire: The birth of an american national identity. *Fides Et Historia*, 43(1), 94-96. Retrieved from <http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/867437323?accountid=13217>

St George, R. (2009). Remodeling the nation: The architecture of american identity, 1776-1858. *Journal of the Early Republic*, 29(2), 357-360. Retrieved from <http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/1270365987?accountid=13217>

Stokes, Bruce. "How Countries Around the World View National Identity." Pew Research Center's Global Attitudes Project. August 28, 2017. Accessed August 27, 2018.
<http://www.pewglobal.org/2017/02/01/what-it-takes-to-truly-be-one-of-us/>.

Stokes, Bruce. *What It Takes to Truly Be 'One of Us'*. Report. Pew Research Center. Pew Research Center. 9-12.

The History of North America, Volume 4. By Guy Carleton Lee, Francis Newton Thorpe Page 482-483.

The Long Civil War - Aaron Sheehan-Dean; A Historiography of the Consequences of the Civil War.

Thomas Jefferson, et al, July 4, Copy of Declaration of Independence. -07-04, 1776. Manuscript/Mixed Material. <https://www.loc.gov/item/mtjbib000159/>.

United States Supreme Court, Dred Scott, John F. A Sanford, Roger Brooke Taney, and Alfred Whital Stern Collection Of Lincolniana. *The case of Dred Scott in the United States Supreme Court. The full opinions of Chief Justice Taney and Justice Curtis, and abstracts of the opinions of the other judges; with an analysis of the points ruled, and some concluding observations.* New York, H. Greeley & co, 1860. Pdf.
<https://www.loc.gov/item/10034357/>.

Waldstreicher, D. (2010). The birth of modern politics: Andrew Jackson, John Quincy Adams, and the election of 1828/Vindicating Andrew Jackson: The 1828 election and the rise of the two party system. *Journal of the Early Republic*, 30(4), 674-678. Retrieved from <http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/1272324854?accountid=13217>

"We, the People of the United States": The Birth of an American Identity, September 1787 Carol Berkin.