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Summer 2000

Honors Program for the 7th Grade Language Arts / Social Studies Block Classroom

Rachel Lewis Ulmer

HONORS PROGRAM FOR THE 7TH GRADE LANGUAGE ARTS / SOCIAL STUDIES BLOCK CLASSROOM

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A Project Report

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The Graduate Faculty

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of the Requirements for the Degree

Master of Education

Master Teacher

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by

Rachel Lewis Ulmer

August, 2000

ABSTRACT

HONORS PROGRAM FOR THE 7ᵀᴴ GRADE LANGUAGE ARTS / SOCIAL STUDIES BLOCK CLASSROOM

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The focus for this project is to establish a curriculum outline as well as develop appropriate supplementary projects for a seventh-grade Language Arts/Social Studies Honors program. The rationale behind such a program is discussed, as well as outlining the program structure. This includes student selection, entry, and expulsion from the program. There are seven units outlined, each of which has unit goals, activity descriptions, and project information and materials.

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Chapter One

Background of the Study

The focus for this project is to establish a curriculum outline for a

seventh-grade Language Arts/Social Studies Honors program. Since this

program is a self-select program, it will include a review of current perspectives

on homogeneous grouping. This project will establish course objectives,

outline unit sequences and activities, and describe culminating unit projects

that are appropriate for a seventh-grade honors-level course. The principles of

this project are wide-reaching enough to be applied to most honors-level

courses, and would be useful in establishing a pilot honors program.

Importance of the Project

Early in the 1999-2000 school year, a group of parents met with several

faculty members and administration in an effort to establish a pullout honors

course for the Language Arts/Social Studies program at our school. After

much deliberation, the decision was made to proceed with the new program in

an effort to attract and retain upper-level students and families within our

school and district. Because the education market is becoming increasingly

competitive, the move to begin a special honors class was, in part, made to

make our school more marketable. Another key motivation for instituting this

program comes as a result of current Washington State emphasis on mastery

and successful Washington Assessment of Student Learning (WASL)

achievement scores. The move to a self-select honors program is an attempt to

raise student achievement, challenge students in an environment not previously available, and to demonstrate to our community that our school does offer rigorous academic courses.

The central focus of this study is to identify and implement key modifications to the current seventh-grade curriculum that will challenge students and raise achievement levels. To accomplish this, the intent of this project is to establish objectives appropriate for an honors course, determine unit sequences, and thoroughly delineate projects to integrate into instruction.

Scope of the Project

Since the honors course is new to our school, this project commences with a description of the basic setup of the honors program within our school. This includes how this program differs from the standard courses, how students get into the course, how they maintain good standing within it, and how, if necessary, they are removed from it. From there it establishes objectives for the course and further clarifies the distinctives of the course. This course is primarily a modification of current seventh-grade curriculum, so it continues with a summary of an honors-modified seventh grade curriculum scope and sequence. Following that are unit outlines that include both Language Arts and Social Studies emphases. This section also gives thorough instructions for culminating unit projects.

Definition of Terms

Honors: In our school, the label "honors" typically means an academic designation that students select. In choosing to pursue the honors course,

students commit themselves to more extensive research, reading, critical thinking, and homework. On a report card, the "honors" designation means that the student has met requirements that exceed the standard requirements of the course. In the past, students have needed to pass through a lengthy application process and were then mainstreamed into standard classes. All honors students in the future, however, must be enrolled in the honors LA/SS course in order to receive the honors designation on their report cards.

Pullout: As the term suggests, students are "pulled out" of mainstream or standard courses and placed together as a group which is intended to be higher-ability. This is the option we are pursuing, which is different from our current practice of mainstreaming students to form heterogeneous groups.

Self-select: Rather than pass a test or selection criteria, students (with help from their parents) are allowed to select themselves to be in this course, with little regard to previous academic performance.

Tracking: Students who are tracked are placed in a curriculum sequence intended (or assumed) to be at their cognitive ability level. Tracking often comes in upper, middle, and lower-level versions. In essence, with tracking, students are categorized by the curriculum they are in (Broussard & Joseph, 1998).

Homogeneous Grouping: This type of grouping practice seeks to place students in classes of comparable ability levels. These groups are usually arranged by high, middle, or low ability or achievement levels.

Heterogeneous Grouping: Students that are grouped heterogeneously have mixed ability and achievement levels. Within any heterogeneously-mixed group should be students of high, middle, and low achievement.

Chapter Two

Review of Related Literature

Background of Tracking

Tracking has been practiced in American education since the early 1900's. When the American population was largely homogeneous, and school attendance was less-than-mandatory, tracking students was not necessary. (This is keeping in mind, of course, that Native and African Americans were excluded from this homogeneous mix.) With the immigration waves of the early 1900's came a mix of cultures, religions, and values that, when combined with the increase of compulsory education, demonstrated the apparent need for sorting students. It is from this point in history, namely the 1920's, that tracking became an integral part of the American education system (Broussard & Joseph, 1998).

In its simplest form, tracking is placing students in groups that follow prescribed courses that are at varying academic levels. It is assumed that students are grouped by either similar abilities or educational achievement. Most tracking systems fall within three basic categories: 1. academic or high-level, 2. average or mid-level, and 3. remedial or low-level (Romo, 1998-99).

Summary of the Debate

The motivation behind grouping students homogeneously stems from the idea that students are born with innate ability levels. Since they are inherently able to perform at a certain level, the logic follows that students should be

grouped with others likely to achieve comparable academic results. As a consequence of this grouping, students will perform better, be less competitive, and will feel better about themselves since they are immersed in a group they can identify with and among whom they can feel competent (Oakes, Jones, Wells, & Datnow, 1997).

In recent years, deep concerns have been raised about the equity provided to students under this type of grouping system. Many educators are concerned that the values this type of system promotes are elitist and non-egalitarian. Others are alarmed that minority and socioeconomically-disadvantaged students receive what appears to be the short end of the education stick (Romo, 1998-99).

Because "tracking" is becoming more of a dirty word in American education circles, it is undergoing the transformation to "ability-level grouping." The idea that students grouped at a particular level will proceed through a prescribed course is consistent among both terms, and it is equally unlikely that students, once placed, will be very mobile within groups. This is especially true of students in lower groups, who are very restricted from upward mobility (Gamoran, 1992).

In general, many educational groups are against ability level grouping. In 1992, the National Council for the Social Studies (NCSS) published an official position statement, declaring that tracking "works against democratic egalitarian norms, leads to maldistribution of racial and ethnic groups in lower tracks, hinders the progress of low-ability groups by providing an inferior

education, is destructive to student self-esteem, and fails to offer students worthwhile educational benefits to compensate for its negative effects" (NCSS, 1992, p. 268). From there the council urges educators to support heterogeneous grouping and effective instruction for those groups. Those against tracking argue about its apparent disadvantage for minority, poverty-level, and low achieving students. Even though it may slightly benefit upper-level students, many feel that these students are not receiving the type of values necessary for an egalitarian society (Loveless, 1999).

Ideological Foundations

At the heart of the debate over ability grouping and tracking is a conflict over the nature of intelligence, achievement, and merit. Two competing views about the fundamentals of intelligence hit a sensitive nerve with issues of control and power within school systems. Recent criticism of the tracking system has brought these ideological perspectives to the forefront (Oakes, Jones, Wells, & Datnow, 1997).

The traditional and most culturally pervasive perspective of intelligence or learning ability is that it is inborn, stable, and not likely to be affected much by schooling. This perspective gets its roots as well as its validation from culturally accepted standards such as the Stanford-Binet IQ test, which measures "innate" intelligence, and the statistical distribution of most of nature along the bell curve. These standards give a sense of a scientific basis to classifying individuals in intelligence brackets (Oakes, Jones, Wells, & Datnow, 1997).

Another contributing factor to the operationalizing of intelligence was the rise of Darwinism and the popularity of theories of natural selection. The "survival of the fittest" mentality gave rise to Social Darwinism, a belief that socially advanced classes are somehow biologically superior as well. The logic follows, then, that some learners have more innate ability than others and are biologically determined to particular outcome levels (Crosby and Owens, 1993).

This conventional understanding of intelligence lends itself well to sorting and ranking individuals, and assigning probabilities to their educational outcomes. It also legitimizes providing different educational experiences for different individuals and groups (Oakes, Jones, Wells, & Datnow, 1997).

Recently, a new perspective of intelligence has emerged. At its foundation, this perspective assumes that human knowledge of everyday social life, conceptions of intelligence, and school structures that respond to differences in intelligence, are all social constructs rather than derived from scientific data. That is, these constructs (human social knowledge, intelligence standards, and school structures) do not receive their validation through empirical standards, but rather through socially constructed systems of belief. This new perspective of intelligence perceives intelligence as developmental, "acquired as a product of experiences and social interactions over time, and alterable in social institutions such as school" (Oakes, Jones, Wells, & Datnow, 1997, p. 492).

The construction of knowledge is beginning to be perceived as fundamentally shaped by cultural and political contexts. As a result, some

educators are beginning to see students' abilities not as fixed variables that they cannot control, but as more flexible and "liquid." Learning is being perceived as an unlimited rather than predetermined capacity (Oakes, Jones, Wells, & Datnow, 1997).

As stated earlier, the conflict between these two paradigms is the heart of the issue between tracking and detracking camps. If intelligence is truly an innate ability, then it is logical to group students by those abilities. However, if intelligence is not pre-determined, then it follows that students should be given similar opportunities to develop their intelligence.

Research Results

The only conclusion that most groups can agree upon is that the evidence for or against tracking is ambiguous at its best (Loveless, 1999; Fuligni, Eccles, & Barber, 1995). All research findings demonstrate slight disadvantages or advantages, many of which are not statistically significant. No research at this point has conclusively "proven" that one course of action is unquestionably better than another, although there is a general consensus on who, if anyone, benefits under such a system.

Research Arguments Against Ability Level Grouping

The central argument against ability grouping (tracking) is its apparent disadvantage to non-white ethnic groups and low socioeconomic groups, especially Latinos and African Americans. Research shows that African Americans and Latinos are underrepresented in high track, college prep

programs, talented and gifted programs, and advanced placement classes (Romo, 1998-99). Minority children and poor children are disproportionately placed in low-ability groups in their early years and in non-college bound groups in junior high and high school (Furr, 1993).

An example of this disparity of grouping was shown in a California school district. Students taking an achievement/placement test were placed in algebra classes along racial lines. One hundred percent of Asians scoring in the top quartile were placed in the algebra class and 87% of white students placing in the top quartile were placed in algebra. In contrast, only 51% of African Americans scoring in the top quartile got into the algebra class, and even less, 42%, of Latinos scoring in the top quartile were placed in algebra. In fact, Asians placed in the third quartile were more likely to be placed in algebra than were African Americans and Latinos who scored in the top quartiles (Romo, 1998-99).

With the exception of Asian, white students tend to be grouped in high tracks more than minority students. One data analysis showed that students whose fathers held professional or technical jobs have a much better chance of being placed in the academic track (Broussard & Joseph, 1998). Another study found that, even after test scores were controlled, race and socioeconomic status determined assignments to high school honors courses (Gamoran, 1992). This would demonstrate the likelihood that tracking maintains the status quo by directing white, middle-class children into college

prep courses while poor and minority students are disproportionately placed into general and vocational tracks (Broussard & Joseph, 1998).

There is also evidence that there are wide discrepancies in the quality of instruction offered within the different tracks. In general, research has shown that the quality of instruction of a group is reflected by the level of the group's placement; high placement groups received high quality instruction, while low-level groups received poorer quality instruction. For example, lower track classes have a higher proportion of drill and practice (Oakes, 1992), and lower track classes are missing instruction emphasizing higher-order thinking skills like analyzing, making inferences and comparisons, and evaluating (Veves, 1989). Fewer demands are placed on lower-track students, expecting those students to learn "more slowly and at lower cognitive levels" (Crosby & Owens, 1993, p. 3).

The results of tracking, then, show that children who may start out at comparable levels in their backgrounds and achievement become increasingly different in their goals and achievement as they progress through different tracks (Broussard & Joseph, 1998). Students also begin to differ in their self-concepts. Labeling, an unavoidable practice in tracking, can cause children to believe they do or don't have certain capabilities, which in turn shapes their future behavior (Furr, 1993). A 1996 study showed that students in low-level tracks felt demeaned, lost interest in learning, and gave up on school (Romo, 1998-99). It is easy to see why students could be discouraged at their possibilities of success in school. While students may move from higher to

lower tracks, it is very rare that students can move up to higher tracks from lower tracks (Black, 1992).

Tracking also seems to correlate with post-high school education and adolescent pregnancy. One longitudinal survey demonstrated that, while fifty percent of students in higher tracks receive post-high school education, only fourteen percent in the lower tracks attend some sort of higher education. That is, a full eighty six percent of lower-tracked students don't attain any education beyond high school. Also, pregnancy rates were higher in lower ability groups, while the lowest pregnancy rates were among girls in higher academic tracks. This would indicate that higher-tracked girls have a greater awareness of how pregnancy could jeopardize their future (Broussard & Joseph, 1998).

In support of detracking, the Spenceport School District in New York restructured their students in heterogeneous groups. As a result, the number of students taking and passing the New York State Board of Regents exam increased significantly. At the elementary and middle school level, more students met or surpassed the district's mastery level than before (NCSS, 1992). Results like this would demonstrate the benefits of heterogeneous grouping and support moving away from a tracking system.

Research Arguments in Favor of Ability Level Grouping

There are several rationales that underlie ability grouping or tracking. The first and most dominant stems from the beliefs about students' innate abilities. The argument follows that because students have intrinsic abilities or

because they have attained a particular academic status, grouping students homogeneously is most fair. Another popular argument is that students learn better when grouped heterogeneously and are able to develop better attitudes toward learning. This is perceived as especially true among low-level students who, in a heterogeneous mix, would feel incapable. Homogeneous groups are also easier to teach and manage, a factor which greatly impacts ability grouping policies (Broussard & Joseph, 1998).

One of the greatest factors in the maintenance of tracking is the force of parents who want their children to receive a particular type of education. Outspoken parents who want their children to be challenged are adamant that they do not want to sacrifice their children's education for what appears to them to be a political agenda. Parents of "bright" students often have great influence in schools, and the presence of certain types of students within a school lends it particular marketability. As one proponent of ability grouping phrased it, "High achieving students are a resource that schools cannot afford to squander" (Loveless, 1999, p. 30).

Nobody is disputing that there is a large gap between the achievement of high track and low track students. However, supporters of ability grouping note that while detracking may, in fact, raise the lowest of students' overall achievement, overall achievement and high achievement is lowered. For example, an analysis of tenth graders in the National Educational Longitudinal Study found that low achieving students, when assigned to heterogeneous groups instead of low groups, gained five percentage points on achievement

tests. In contrast, average students lost two percentage points when heterogeneously grouped, and high ability students lost five percentage points. The overall achievement of all students was approximately two percentage points lower in detracked schools (Argy, Rees, & Brewer, 1996). In another longitudinal study comparing achievement levels between heterogeneous and homogeneous groups in mathematics, low-ability students who were grouped with other low-ability students performed worse (albeit statistically insignificantly) when grouped as low-ability than when they were ungrouped. When low-ability students were grouped in a medium-ability group, they fared (insignificantly) better. In contrast, high-ability students performed better when grouped within their ability level than when ungrouped (Fuligni, Barber, & Eccles, 1995).

Research has shown that ability grouping does benefit students in honors classes, "gifted" students, and high performing students, while it also seems to negatively affect students in the lowest performing track. For average or "standard" students, grouping has little effect, unless average students are grouped in a lower or higher level class. The previously mentioned longitudinal study showed that average students placed in low classes performed worse, while those place in higher classes performed better (Fuligni, Barber, & Eccles, 1995). Because tracking does seem to benefit high-end students, possibly at the expense of low-end students, Tom Loveless proposes that "schools could try to maintain the benefit that tracking brings to high-ability students while

launching a concerted campaign to make low tracks more rigorous" (Loveless, 1999, p. 28).

Pro-tracking advocates are also hesitant to agree to the possibility of racial motivation behind tracking. Research done by the Public Agenda Foundation (1994) found that black parents distrust mixed-ability classes as much as white parents, a finding that indicates that parents' hesitancy to embrace heterogeneous grouping may not be from racist intent. Other proponents of tracking are reticent to detrack students because it could harm minority and disadvantaged students who excel in the higher tracks (Loveless, 1999).

The self-esteem or self-concept of students in the lower track is an issue on both sides of the debate. While supporters of detracking claim that tracking lowers student self concept, other evidence demonstrates that tracking either has no effect or a slightly positive effect. One study showed that of all tracking levels, the low group showed the least effect in self-concept, whether grouped or ungrouped. Medium-level students and high-level students, however, showed slightly higher self-concepts when grouped homogeneously (Fuligni, Barber, & Eccles, 1995). This contradicts both the notion that low-level students are adversely affected by homogeneous grouping, as well as the idea that they suffer from comparing themselves to others in heterogeneous classes. It is appropriate to note here that academic placement is not a huge factor in student's assessment of social status. Things such as athletic ability, good

looks, and fashion tend to play a much stronger role in peer relations than academic achievement (Loveless, 1999).

Summary

Current research seems to support that low grouped students do tend to perform worse academically than their ungrouped counterparts. It is important to note, however, that no research shows significantly better results under any particular system. In short, it would be easy to support either viewpoint from current available research. At the core of the issue is the perception of the nature of intelligence, and that ideology will drive the interpretation of any empirical data.

Research Related to Project

In light of current research, it seems evident that the move toward instituting honors classes in our school is a move toward some level of ability grouping. This particular course is slightly different in that it is non-exclusive and self-select, giving all students an equal opportunity to participate. In that sense, it may avoid several of the pitfalls of ability grouping. Research indicates that the primary danger for lower achieving students is in groping those students in a homogeneously low-level classroom. The model our school is pursuing has the potential to be a highly beneficial for both high and low achieving students. Assuming that students have demonstrated varied achievement, the two groups that will be formed as a result of this move will be one which contains students from low to high achievement (in the standard

classroom), and another which contains students from mid to high achievement (in the honors classroom). This type of grouping will likely provide a challenge and stimulus to all ability levels without sacrificing the achievement or self-concept of low-achieving students. The groups will be less heterogeneous, but not completely homogeneous, raising achievement levels for both low and high achieving students.

Review of Applicable Curricula

This course will integrate materials from three main curricula. These have been selected on the basis of the level of critical thinking required of students as well as on the basis of pre-established seventh grade curriculum.

For Language Arts, an excellent interactive literature text is the <u>Daybook of Critical Reading and Writing</u>, published by Great Source. The daybook contains selections of literature in a variety of genres and includes space for students to write. With a daybook, students are instructed on methods of reading responsively, shown models of interactive reading, and then expected to read high-interest pieces critically and responsively. This text is similar to a journal, but it is far more guided and instructive.

For Social Studies, the Lake Washington School District has adopted the <u>American Nation</u> curriculum published by Prentice Hall. This text provides adequate historical summaries and is an excellent source for establishing a knowledge base and instructing in informational writing.

Another important source for Social Studies is the <u>History Alive!</u> curriculum published by the Teacher's Curriculum Institute. Unlike standard

textbooks, <u>History Alive!</u> units come in large binders that are topically

arranged. Each unit comes with masters for copying, sources for students to

read (often in pairs or groups), slides, and sometimes cassettes. This

curriculum emphasizes student participation and interaction.

Together, these three primary sources provide an excellent basis for

creating a program that emphases critical thinking, research, and

participation.

Chapter Three

Procedures of the Study

The author became involved in this study as a result of the decision to create a pullout honors program within her school. As one of the seventh grade instructors, she volunteered for the opportunity to help get this program underway and instruct those students who would be in the seventh grade section of the honors program. Much time was spent with administration and colleagues to determine how these courses would be structured.

In order to conclude which students should be included in this program, faculty and administration met to establish guidelines. Those teachers involved in piloting this honor's program worked together to establish behavior, achievement, and exit requirements. They also worked to establish the ways in which this program would differ from the standard program.

One of the first necessary steps in establishing an honor's course was to establish objectives appropriate for an honors-level class. The author assimilated these objectives from the Lake Washington School District's Curriculum Framework, the Washington State Essential Academic Learning Requirements (EALRs), and specific content goals within her school's seventh-grade curriculum.

The scope and sequence of this course is very similar to that of the standard seventh-grade curriculum. It is, however, a fairly new curriculum and is still getting many of the "bugs" worked out. To establish the scope and sequence of the honors course, the author conferred with her colleagues to

standardize the seventh-grade curriculum within the grade level. She then reviewed the curriculum and made modifications based on the criteria and objectives outlined for the course.

After establishing the scope and sequence of the course, the author outlined specific unit goals, sequences, and projects. These goals and projects were modified to reflect the course objectives and criteria.

Chapter Four

Honors Program for the 7th Grade Language Arts / Social Studies Block

Classroom

Student Selection and Entry

Students within this program are self-selected. That is, students who wish to be enrolled in this class are able to enroll with the permission of their parent or guardian. While there are no specific entry criteria, students and parents are well-informed before entering this course about what they are expected to do in order to succeed. The teachers of the honors program communicate to parents in correspondence, course outlines, curriculum night, and open house. Before beginning, students and parents know that there will be extensive reading, homework, and projects.

After students have registered and a class list is generated, this list is opened to faculty and staff for their input. The list of seventh-grade enrollees is sent to the feeder elementary schools. If a faculty or staff member has a serious concern about the suitability of a student for the course, the counseling staff and administration (if necessary) work together with the parent and student to counsel them away from the honors course. If, however, the parent or student is insistent about remaining in the course, they will be allowed to pursue enrollment. This school will make every effort to provide an honors class for every student who enrolls. There will be no students cut from taking this course, although this may translate to overloaded or smaller class sizes.

In order to receive the "H" or "honors" designation on their report cards, students must maintain at least an 85% average in the class. Simply being in the class does not guarantee an honors designation on the report card. No student in any other course may receive the honors designation, either. In order to obtain honors credit, a student must be enrolled in the honors course. Students will be evaluated at the first quarter and at the semester for compatibility in the honors course. If it is obvious that this is an experience leading to failure for a student, or if a student becomes a behavioral problem, s/he will be removed from the course and placed in a standard classroom. If a student is passing the course (receiving a D) and wishes to remain within the course s/he may. No student with a C or higher will be allowed to transfer. The option to be removed from the course is only open to those for whom it is clearly a poor choice.

This course will differ from the standard course in the pace of instruction and additional expectations for students. There is no class at this school that is not challenging. However, this course will require more reading, homework, and outside research than the standard class in an effort to stimulate those students whose preference is to pursue such a route.

Course Objectives

The purpose for this course is to foster a love of learning, especially in the areas of reading, writing, and historical investigation. Students are expected to read critically, write clearly, and work to integrate historical information into prior knowledge and current events. Critical thinking and in-

depth research are crucial to this learning process. Students are also expected to display their understandings in a variety of forms: discussion, writing, oral presentations, and technological presentations. The following is a list of subject specific goals related to this course. These objectives are an assimilation of Washington State's Essential Academic Learning Requirements, the Lake Washington School District's <u>Student Profile</u>, and course specific goals within this school.

Students will...

In Reading
- Follow the reading process of previewing (pre-reading assessment), relating current reading to prior knowledge, post-reading self-assessment
- Know characteristics of and read in a variety of genres
- Recognize and be able to articulate the purpose of literary elements and text features
- Understand the literal and implied meanings of fictional and non-fictional text
- Read interactively, responding both verbally and in writing to a variety of texts

In Writing
- Understand commonly accepted rules and conventions of English and know how and when to use them
- Express thoughts, feelings and ideas clearly
- Present a coherent, logical argument using relevant evidence
- Focus on persuasive and expository writing for WASL

In Communication
- Work effectively with others
- Be able to work in a team in a variety of roles
- Express thoughts, feelings and ideas clearly
- Use language, presentation strategies, and technologies appropriate to audience/purpose
- Use a variety of forms/technologies to present information

In Social Studies
- Interpret information using maps, globes, technological data/tools
- Understand learning styles and personal strengths
- Know physical and political features of the U.S.
- Learn about Native/Early American peoples and cultures
- Understand events and ideas leading to the development of a Constitutional form of government
- Understand the development of individual rights
- Understand the formation and concept of a representative democracy
- Understand the causes and primary events of the Civil War

In Research
- Gather, analyze, interpret, and integrate information
- Work from a variety of sources including books, periodicals, almanacs, encyclopedias, and the internet
- Check sources for validity and reliability

Scope and Sequence:

The seventh-grade curriculum is largely Social Studies driven. That is, units are primarily aligned under a Social Studies unit theme. The following chart lays out the driving Social Studies unit, the reading and writing focus for Language Arts, and the anticipated time frame for the unit.

It is appropriate to note here, that woven throughout this instruction is consistent use of the Daybook of Critical Reading and Writing. It is seldom mentioned within units themselves, but is an integral part of the Language Arts (especially reading) portion of instruction.

7th Grade LA/SS Honors Curriculum			
SS Unit	**Reading Focus**	**Writing Projects**	**Approx.Time Frame**
Personal Success (learning styles/ goal setting)	Novel: *A Wrinkle in Time*	Expository essay-goals	5 weeks
Geography	Informational text	Persuasive focus: Visit My Continent Nat'l Park Brochure	6 weeks
Native Americans	Folktales Culture Oral proficiency: --legends	Create a legend (narrative focus)	5 weeks
Colonial period	Novel: *The Light in the Forest*	Persuasive Focus: --Advertising – Colony Poster Narrative: Colonial Journal	8 weeks
Colonial Unrest	Daybook, research, textbook	Causes of the American Revolution Timeline	5 weeks
A New Nation	Research / textbook	Federal Government Graphic Organizer	2 weeks
Civil War	Novel: *Narrative of the life of Frederick Douglass, an American Slave*	Civil War Paper -variety of topic options Portfolio – extensive revision and assembly	4 weeks

Unit 1: Personal Success (learning styles / goal setting)

Unit Objectives: Upon completing this unit, students will be able to articulate their individual learning styles and intelligence strengths. They will understand the goal-setting process, set goals for themselves, and create an action-plan for accomplishing those goals. Students will demonstrate their comprehension through discussion, artistic expression, and the five-paragraph essay form.

Unit Activities Leading to Culminating Projects

Personality Assessments: Students take the following personality inventories, excerpted from the book, <u>Psychology for Kids</u> by Jonni Kincher. These inventories help students diagnose their own personality bents, which in turn helps them better assess their own learning needs.

> <u>Optimist/Pessimist</u>—Students determine whether they are oriented toward a positive or negative outlook on life.
> <u>Learning Style</u>—Students assess whether they are more visually, orally, or kinesthetically oriented for optimal learning.
> <u>Introvert/Extrovert</u>—Students determine whether they are more outgoing or introspective from a social aspect.
> <u>Right Brained/Left Brained</u>—Students examine whether they are more creatively or analytically oriented.

Multiple Intelligences Inventory: Students complete the following inventory in order to assess to what extent they are verbal/linguistic, mathematical/logical, musical, visual/spatial, kinesthetic, interpersonal, or intrapersonal. They then use that information to complete the 100% Smart Plate project.

> **Project: 100% Smart Plate**—Students create a pie graph on a plate that represents the proportions of each of their intelligences. A portion of the project requires that they demonstrate understanding of each of the intelligences by drawing a picture that represents the core meaning of that intelligence.
> The following pages include the multiple intelligences inventory as well as the 100% Smart Plate. Following the instruction portion is a reflection piece to be completed by the students as well as a rubric for grading the plate.

Name: _____

Multiple Intelligences Assessment

READ EACH STATEMENT CAREFULLY, AND ASSIGN IT A NUMERICAL VALUE WITH 5 BEING THE HIGHEST AND MOST LIKE YOU, AND 1 BEING THE LOWEST AND NOT AT ALL LIKE YOU.

1. I pride myself for having a large vocabulary.
2. Using numbers and numerical symbols is easy for me.
3. Music is very important to me in my daily life.
4. I always know where I am in relation to my home.
5. I consider myself an athlete.
6. I feel like people of all ages like me.
7. I often look for weakness in myself that I see in others.
8. I enjoy learning new words and do so easily.
9. I often develop equations to describe relationships and/or to explain my observations.
10. I have wide and varied musical interests including both classical and contemporary.
11. I do not get lost easily and can orient myself with either maps or landmarks.
12. I feel really good about being physically fit.
13. I like to be with all different types of people.
14. I often think about the influence I have on others.
15. I love to read and do so daily.
16. I often see mathematical ratios in the physical world around me.
17. I have a very good sense of pitch, tempo, and rhythm.
18. Knowing directions is easy for me.
19. I have good balance and hand-eye coordination and enjoy sports which employ a ball.
20. I respond to all people enthusiastically, free of bias or prejudice.
21. I believe that I am responsible for who I am and my actions.
22. I enjoy hearing challenging lectures.
23. Math has always been one of my favorite classes.

24. My music education began when I was younger and still continues today.

25. I have the ability to represent what I see by drawing or painting.

26. My outstanding coordination and balance let me excel in high speed activities.

27. I enjoy new or unique social situations.

28. I try not to waste my time on trivial things.

29. I like to keep a daily journal of my experiences.

30. I like to think about numerical issues and examine statistics.

31. I am good at playing an instrument and singing.

32. My ability to draw is recognized and complimented by others.

33. I enjoy being outdoors, the change in seasons, and I look forward to different physical activities each season.

34. I enjoy complimenting others when they have done well.

35. I often think about the problems in my community, state, and/or world and what I can do to help rectify them.

36. I read and enjoy poetry and occasionally write my own.

37. I seem to understand things around me through a mathematical sense.

38. I can remember the tune of a song when asked.

39. I can easily duplicate color, form, shading, and texture in my work.

40. I like the excitement of personal and team competition.

41. I am quick to sense in others dishonesty and a desire to control me.

42. I am always totally honest with myself.

43. I talk a lot and enjoy telling stories.

44. I enjoy doing puzzles.

45. I take pride in my musical accomplishments.

46. Seeing things in three dimensions is easy for me, and I like to make things in three dimensions.

47. I like to move around a lot.

48. I feel safe when I'm with people I don't know.

49. I enjoy being alone, thinking about my life and myself.

ASSESSMENT

Using the numbers you assigned to the statements on the first part of this assessment instrument, place them in the boxes next to the statement number. For example, if you assigned statement number one a "4," then you would write a "4" in the same box as number 1 below.

A	B	C	D	E	F	G
1.	2.	3.	4.	5.	6.	7.
8.	9.	10.	11.	12.	13.	14.
15.	16.	17.	18.	19.	20.	21.
22.	23.	24.	25.	26.	27.	28.
29.	30.	31.	32.	33.	34.	35.
36.	37.	38.	39.	40.	41.	42.
43.	44.	45.	46.	47.	48.	49.

Now total the numbers in each of the vertical columns (e.g. total the numbers for column "A"). Place the total for each column in the following boxes:

A	B	C	D	E	F	G
Verbal Linguistic	Mathe- matical/ Logical	Musical	Visual/ Spatial	Kinesthe- Tic	Inter- personal	Intra- personal

Now rank the letters from highest value to lowest, and write in the corresponding intelligence. If you have any ties, give them the same ranking.

1st	2nd	3rd	4th	5th	6th	7th

The 100% Smart Plate

You have just taken an inventory that looks at the different ways you are smart. We have been learning that each person is 100% smart, and our total intelligence or "smartness" is made up of seven different areas of intelligences. We all possess levels of intelligences in each of these areas:

> Logical/Mathematical *(math smart)*
> Spatial *(art smart)*
> Linguistic *(word smart)*
> Musical *(music smart)*
> Bodily/Kinesthetic *(body smart)*
> Intrapersonal *(self smart)*
> Interpersonal *(people smart)*

You are now going to use your multiple intelligences inventory to determine what portion of each intelligence you are. Then you will use a protractor and ruler to graph this on a plate. First, you need to do...**THE MATH!**

From your "Multiple Intelligences Inventory," copy down the total number for each column:

A	B	C	D	E	F	G

Now add up all the numbers from each column (A+B+C...= ?) Put that number here: _____ This is your **Inventory Total**.

Divide each individual column by your **Inventory Total**. This will give you a number much smaller than "1". (e.g.: A=25, Inventory total=312 so 25/312 = .0801) Place the decimal for each column here:

A's dec.	B's dec.	C's dec.	D's dec.	E's dec.	F's dec.	G's dec.

Now add all of your decimals together. They <u>should</u> be very close to the number **ONE**. If your number is close to "1," keep going with the project. If it is not close to "1," go back and check your math.

Next, you'll need to find out how many degrees of a circle each of your intelligences represents. To do this you'll need to <u>multiply</u> the decimal of each column by 360 (the number of degrees in a circle). (Example: A's decimal = .0801, so .0801 x 360 = 28.8 or round up to...29° !) Place the degrees below:

A's °	B's °	C's °	D's °	E's °	F's °	G's °

Next, check to make sure that all of your degrees add up to a number <u>very close</u> to 360. If they do, continue. If not, go back and check your math.

Once you have reached this point, you are ready to begin working on your plate. Use a protractor, ruler, and *pencil* to graph each of the intelligences on the plate you receive. Your finished plate should :

1. Accurately reflect the proportions of your intelligences.
2. Have each intelligence labeled.
3. Have a picture that describes the meaning of each intelligence.
4. Have your name in large letters around the edge on the front.
5. Be fully colored with at least three different colors.
6. Be neat, clean, and your best work.

All final writing should be in INK, MARKER, or *COLORED* PENCIL!

100% Smart Plate Written Reflection (suitable for a learning log, journal entry, or activity prior to submitting the final product):

Look at your 100% smart plate. What are your areas of greatest strength? How do you think these strengths will help you in your life? How can your strengths help you in school? Comment on your area of least strength. How might this area be a hindrance in your life? What do you think you can do to strengthen this intelligence?

100% Smart Plate Rubric

Points Possible		Points Earned
5	Intelligences Proportioned Correctly	_____
7	Each Intelligence Labeled	_____
7	Descriptive Picture w/ Each Intelligence	_____
5	Fully Colored w/ at Least 3 Colors	_____
3	Name in Large Letters on Front	_____
3	Neat, Clean, Best Work	_____

30 Points Possible   _____ **Points Earned**

Goals: Students do an exercise to help them articulate those values which are most important to them. Then, they learn about short, mid, and long-range goals. After setting their goals and relating them to their core values, students write a five-paragraph expository essay that explains their goals and how they intend to reach those goals.

Core values exercise—Begin by handing out the following list of values. Students may insert personal values which are not included in the list on the lines provided. Then, giving adequate time, have students select their top seven values. After they have selected their top seven values, have them pare it down to their top five values. After they have selected their top five, have them cut it down to their top three. Finally, have them identify their top two values.

Name: _____

Core Values Exercise

PEACE	INTEGRITY
WEALTH	JOY
HAPPINESS	LOVE
SUCCESS	RECOGNITION
FRIENDSHIP	FAMILY
FAME	TRUTH
SPIRITUALITY/GOD	WISDOM
POWER	STATUS
INFLUENCE	_____
JUSTICE	_____

Reflection Question: What are your top two values, or your "core values?" Why did you select these values above the others? Give me some examples of how your life reflects how these values are important you.

Establishing Short, mid, and long range goals: Using the attached sheet with the large bull's-eye on it as an overhead visual, explain to students the four levels of goals: Short term (1-2 weeks), Mid-range (weeks to months), Long term (months to years), Pie-in-the-sky (a "big dream" or difficult to accomplish goal, usually in the distant future) Emphasize to students that the goals should be realistic as well as challenging, not to mention within their control. Winning the lottery is an example of a poor goal, since it is something over which an individual has no control. Turning in all homework is an acceptable goal, since it is something the student has significant control over. Students complete the following goal chart for themselves, and then are ready to continue with the five paragraph expository essay project.

Project: "My Goals" 5 Paragraph Essay—After students examine their goals, they are to complete a prewrite, construct paragraphs, and then proceed through the writing process until they have completed the essay. This is an expository piece, which will help students prepare for the WASL. All steps to the process, peer editing sheets, and a rubric for grading are included in the following pages.

Goals

Four goal levels:

- ◆ Short-term:

- ◆ Mid-range:

- ◆ Long term:

- ◆ Pie-in-the-sky:

Your goals should be:

- ◆ Realistic
- ◆ Challenging
- ◆ Possible

Goals For: _____

My core values are: _____ & _____

	Short Term	Mid-Range	Long Term	Pie-in-the Sky
School				
Home/ Family				
Career				
Other				

On the reverse of this paper, select two of your long-term goals and explain how they relate to at least one of your core values.

Writing About Your Goals

Step one: Complete the pre-write activity on the back of this sheet

Step two: Make each of the three goal sections into a paragraph.
- Each paragraph should:
    1) <u>Thoroughly</u> describe the goal
    2) <u>Thoroughly</u> describe how you will accomplish the goal

Step three: Add an introductory and concluding paragraph.
- The introductory paragraph should briefly introduce all three of your goals.
- The concluding paragraph should briefly summarize all three of your goals.

Step four: Put all five paragraphs together, adding transitions between paragraphs.

Step five: Revise and have a friend/partner edit

Step six: Edit, revise, edit, revise

Step seven: Make final copy
- Your final copy should:
    1) Be TYPED or IN INK, DOUBLE SPACED
    2) Be neat, clean, spelled correctly, and your best work.

THIS IS DUE _____!

Name: _____   Period: _____

One of my goals is _____

In order meet this goal I will need to:

_____   _____

_____   _____

_____   _____

My second goal is _____

In order meet this goal I will need to:

_____   _____

_____   _____

_____   _____

My third goal is _____

In order meet this goal I will need to:

_____   _____

_____   _____

_____   _____

Goal Paper Peer Review Sheet

1. **Read through the paper first and check for proper grammar, capitalization, punctuation, and spelling. Make changes directly on the paper.**

2. **Look at the <u>introductory</u> paragraph.**
   Does it have at least three sentences? _____yes _____ no
   Does it introduce the topic of the paper? _____yes _____ no
   Does it summarize the paper's main ideas? _____yes _____ no

3. **Look at paragraph #2, their first goal:**
   Does it have at least five sentences? _____yes _____ no
   Does it thoroughly describe <u>what</u> the goal is? _____yes _____ no
   Does it describe <u>at least three</u> ways they will work to accomplish that goal? _____yes _____ no

4. **Look at paragraph #3, their second goal:**
   Does it have at least five sentences? _____yes _____ no
   Does it thoroughly describe <u>what</u> the goal is? _____yes _____ no
   Does it describe <u>at least three</u> ways they will work to accomplish that goal? _____yes _____ no

5. **Look at paragraph #4, their third goal:**
   Does it have at least five sentences? _____yes _____ no
   Does it thoroughly describe <u>what</u> the goal is? _____yes _____ no
   Does it describe <u>at least three</u> ways they will work to accomplish that goal? _____yes _____ no

6. **Look at the <u>concluding</u> / final paragraph.**
   Does it have at least three sentences? _____yes _____ no
   Does it summarize the paper's main ideas? _____yes _____ no
   Does it end the paper well? _____yes _____ no

Check: Does the paper use any phrases like, "In these paragraphs I will…" "These paragraphs are about…" "I will tell you about…"
_____yes _____ no

What is good about this paper, and what can the author improve? (write response on back)

Name: _____

Goal Paper Rubric

Points Possible		Points Earned
3	Introductory paragraph (3 sentences, intro's topic, summarizes paper's main ideas)	_____
6	Each paragraph has at least five sentences.	_____
3	Each paragraph has a topic sentence that describes what the goal is	_____
9	Each goal describes at least three ways to accomplish the goal	_____
3	Concluding paragraph (3 sentences, wraps up topic summarizes paper's main ideas)	_____
3	Format: neat, clean, typed/in ink, double spaced	_____
5	Spelling/grammar/mechanics	_____
3	Paper reads well, smoothly, makes sense	_____
5	Includes rough draft, proof sheet	_____

40 points possible   **Points Earned** _____

Literature Integration: The Newberry Award winning novel, <u>A Wrinkle in Time</u>, is thematically appropriate to integrate into this unit. It's main character, Meg, undergoes challenges which cause her to evaluate her own values, strengths, and abilities. This is similar to the introspection that these students undergo in this unit. As a work of highly imaginative fiction, this book is a great start to the year and the novel genre.

Culminating Project: Who I am Collage—Students create a collage that represents their personality traits, learning style, multiple intelligences, core values, and goals. Each item they include on their collage should be labeled neatly, and all pictures should clearly represent what the label identifies. The following rubric is given out to students to work with as they create their collage.

Your name: _____

"Who I Am" Collage

7   Includes results from five personality tests   _____
   (1. introvert/extrovert 2. pessimist/optimist 3. right/left/whole brain 4. learning styles
      (visual, oral, kinesthetic) 5. top three multiple intelligences (spatial, musical,
      kinesthetic, verbal, intrapersonal, interpersonal, logical-mathematical))

2   Includes your two core values   _____

3   Includes three of your goals   _____

4   Picture of self   _____

12   Includes an illustration or picture by each   _____
           personality item, core value, and goal to show
           you understand the meaning.

3   Name displayed neatly on front   _____

3   Neatness –shows time and effort   _____

3   All writing in ink   _____

3   Spelling—no errors   _____

40 points possible   Your score: _____

Unit 2: Geography

Students will be able to articulate the parts of a map and create maps which include all important map features. Also, students will be familiar with geographical physical features and apply that knowledge to creating a physical map of the United States. To demonstrate these understandings, students will create their own maps, a national park brochure, and use persuasive writing to encourage others to visit places they have researched or created.

Unit Activities Leading to Culminating Projects

Parts of a Map—Floor Plan—After students can identify the five main parts of a map (title, grid, key, direction, scale), they are asked to draw a floor plan of a room they are familiar with (bedroom, classroom, etc.), being sure to include all five parts on their map.

Lines of latitude/longitude—Since this is review for many students, yet always necessary to review, simply reviewing the concepts and playing a game is usually sufficient. A good game to play is "Bon Voyage," where students are in pairs. One student will locate an item on a map, give its absolute location, and the partner finds the place. They then switch roles and continue play until time is up.

U.S. political map—Students are given a large, blank (only national borders) map of the United States and are then asked to draw in the state boundaries, label each state, locate and draw each state capitol (and national capitol), and other large cities. After several games and review activities, students are tested on states and their capitols.

Physical Features Topo-Quest—With this activity, students are given a page with an imaginary country containing 27 physical features. Students learn to identify those physical features and apply geographic terminology to land and water formations.

U.S. physical features maps—In the first activity, students work in groups to find examples of the 27 physical features on a United States map. After locating each one, students then label their map and write a brief explanation why they think the item they have found qualifies for the label they have given it.

In the second activity, students are given a blank (only national boundaries) map of the United States and are asked to draw, color, and label certain mountain ranges, oceans, lakes, rivers, and other famous and unique

physical features. Students are also to include elevations and make sure that they include all elements of a map on their final product.

Project: Create a Continent—After discussing and applying information on maps, location, political boundaries, and physical features, students create their own imaginary continents and apply what they know of geography and map making. A special supply that I provide for my students is a piece of 11x17 paper that has a grid for their continent already printed on it. After creating their continent, students write a persuasive paper to influence people to visit their continent. The following pages explain the project and include a rubric for grading

Create A Continent
Project

On the grid on the reverse, draw a rough draft of your own continent. Give your continent a theme and a corresponding name. For example, you may want to make your island in the shape of a flower and call it "Pollen Isle."

Your map needs to include the following items:

□ At least one of each of the following features:

basin	cape	island	plain	strait
bay	delta	mountain range	plateau	valley
canal	gulf	peninsula	sea	

□ Each feature must be labeled with a name of your choice.
□ At least five cities, one of which is the capitol.
□ A compass rose
□ Lines of latitude/longitude labeled. Your continent should "fit" on a place on the earth, so you'll need to find some ocean space where it can exist. If your continent is near the equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, or Antarctica, these also must be labeled.
□ A scale
□ A legend with symbols for cities, highlands, lowlands, and water
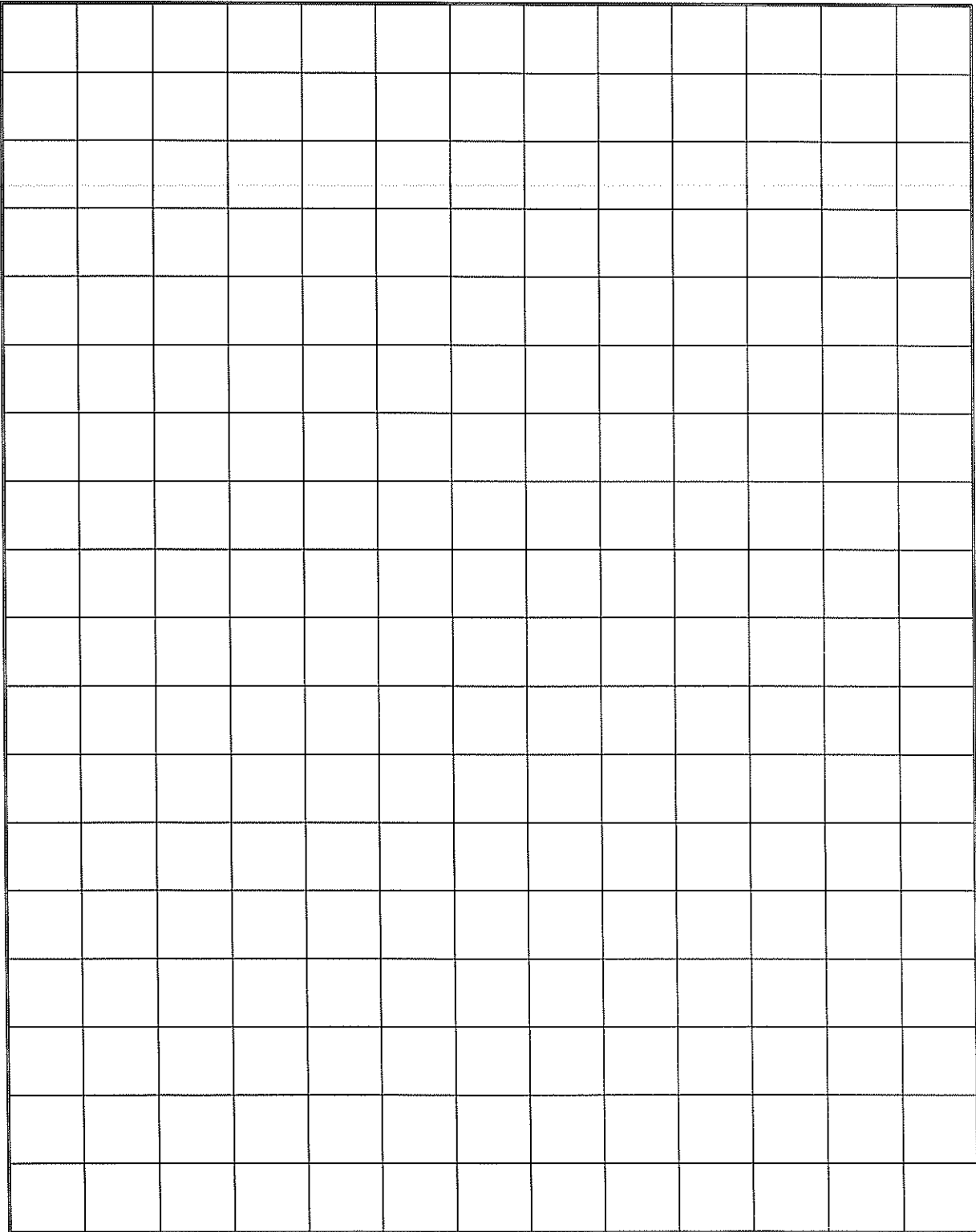□ Fully colored
□ All writing in black ink

Once you have made a complete rough draft, show me your draft and I will give you large paper to do your final copy. Be creative, and enjoy this project!!

Project Due: _____

Create A Continent

Name:_____

Create A Continent Project
Rubric

19 **Continent contains one of each of the following:**   _____
basin, bay, canal, cape, delta, gulf, island, mountain range,
peninsula, plain, plateau, sea, strait, valley, 5 cities

5 **Each feature is labeled**   _____

5 **Key/Legend**   _____

3 **Compass rose/direction**   _____

3 **Scale**   _____

3 **Sensible lines of latitude/longitude**   _____

5 **Colored**   _____

3 **All writing in black ink**   _____

7 **Neatness, effort, overall effect**   _____

50 Points Possible   _____ **Points Earned**

Project: Visit My Continent Persuasive Writing—After students have completed the "Create A Continent" project, they are asked to write a persuasive essay about why someone should visit their continent. This is excellent preparation for the WASL, when students are asked to write to persuade. The following pages include student instructions, brainstorm sheet, peer review sheet, and grading rubric.

Persuasive Paper
Why Should I Visit Your Continent?

STEP 1: BRAINSTORM (Due: _____)

Generate a list of reasons why someone would want to visit your continent. What attractions does it have? What do the cities, resources, and geography have to offer? What are the benefits of living on your continent?

STEP 2: PREWRITE (Due: _____)

Complete the prewrite activity on the reverse side of this sheet.
You should have at least **THREE GOOD REASONS** someone would want to visit your continent, and you should use the following topics to **SUPPORT YOUR STATEMENTS.**
- Describe at least two cities of your continent –location, opportunities, size, what they have to offer.
- Natural resources/geography—what unique natural resources and geographical features does your continent have to offer? What recreation is available to travelers?

STEP 3: PARAGRAPHS (Due: _____)

- From your prewrite activity, generate <u>at least</u> three paragraphs (you will probably need more) persuading someone to visit your continent.
  Remember! A paragraph has a topic sentence, concluding sentence, and supporting sentences!

STEP 4: INTRODUCTORY AND CONCLUDING PARAGRAPHS (Due: _____)

Create an interesting, catchy introductory paragraph that will make readers want to find out what you have to say. This should introduce your material and interest your reader. Conclude your paper with a paragraph that leaves the reader thinking. This should also summarize your main ideas.

STEP 5: MAKE IT FLOW—CREATE A ROUGH DRAFT (Due: _____)

Put all your paragraphs together and check for: 1. Writing conventions (grammar, etc.) 2. Organization (is it put together in a way that makes sense?) 3. Fluency (do your ideas "flow" naturally and sensibly?) 4. Interest (is this worth someone's time to read?)

STEP 6: PEER REVIEW (In class, _____)

FINAL COPY DUE _____
TYPED OR IN (black or blue) INK, DOUBLE SPACED!

Name: _____

Prewrite--Why would someone want to visit your continent?

Main reason #1:

Give at least four proofs to support your reason:

Main reason #2:

Give at least four proofs to support your reason:

Main reason #3:

Give at least four proofs to support your reason:

HAVE SOMEONE CHECK YOUR PAPER

BARE BONES:

Skim this paper to see if it has:

1. An introductory paragraph? _____ yes _____ no
2. At least 3 supporting paragraphs? _____ yes _____ no
3. Each paragraph has a topic sentence/supporting ideas?
   _____ yes _____ no
4. A concluding paragraph? _____ yes _____ no

FIRST READING—Conventions

1. Complete sentences _____ yes _____ no
2. Correct capitalization _____ yes _____ no
3. Correct spelling _____ yes _____ no
4. Correct punctuation _____ yes _____ no

SECOND READING—Organization / "Flow"

1. Does it make sense? _____ yes _____ no
2. Do the ideas go from one to another logically?
   _____ yes _____ no
2. Are there transitions, or do ideas jump around?

THIRD READING—Mission accomplished?

Does this paper convince someone to visit the continent?

Is it interesting and fun to read?

What is good about this paper?

What could the author do to improve?

Create a Continent Persuasive Essay

Points Possible		Points Earned
9	**Introductory Paragraph** Introduces main ideas (3), at least three sentences (3), makes the reader want to continue / doesn't give too much away (3)	_____
30	**Supporting Paragraphs** At least three (6), each has a topic sentence (3), each has at least four supporting ideas (12), at least five sentences each (9)	_____
9	**Concluding Paragraph** Summarizes main ideas (3), at least three sentences (3), gives the reader something to think about (3)	_____
5	**Ideas in logical order**	_____
5	**Smooth transitions between ideas**	_____
5	**Good, strong word choice**	_____
8	**Grammar / conventions** Complete sentences (2), capitalization (2), spelling (2), punctuation (2)	_____
3	**Typed or in black/blue ink, double spaced**	_____
6	**Rough draft, peer edit sheet, prewrite**	_____

80 Points Possible   **Points Earned_____**

Culminating Project: National Park Brochure (persuasive advertisement)— In this project, students integrate their understanding of geography, maps, and persuasive writing to create a travel brochure for a national park. After selecting and researching a park, students follow guidelines to create a very professional-looking brochure. The following pages include student guidelines and expectations, handouts for student notes, a checklist and peer review sheet, and a grading rubric.

National Park Brochure Project
Due_____

EXPECTATIONS:
        You will show that you can do the following: 1) Understand how geography relates to an American National Park. 2) Use source material to find pertinent information. 3) Use maps, charts, and/or graphs to convey information. 4) Present this information persuasively

THE PROJECT
        As a final activity for our Geography unit, you will imagine that you work for a specific state's Department of Tourism. Your job will be to persuade someone to visit a particular national park.
        You will need to do in-depth research of this national park and include information about the following:
1) Its location
2) The history of the park
3) The physical geography of the park
4) Persuasive reasons why people should come to this park

POSSIBLE TOPICS:
        Acadia, Arches, Badlands, Big Bend, Carlsbad Caverns, Channel Islands, Denali, Everglades, Grand Canyon, Haleakala, Katmai, North Cascades, Olympic, Shenandoah, Zion, Yosemite, Grand Tetons, Bryce Canyon, Sequoia, Glacier, Yellowstone, Rainier, Rocky Mountain, Great Smoky Mountains, Mammoth Cave, Capitol Reef, Mesa Verde, Petrified Forest, Lassan Volcanic, Joshua Tree, and more!

THE TRAVEL BROCHURE:
        Should be in booklet or brochure form, in your own words, typed, free of errors and include the following:
1) A cover page with the name of your area, a picture and a slogan
2) A map showing where the park is located, and written directions on how to get there. The map should actually help someone get to the park.
3) A paragraph that gives a brief history of the area. What are some historical sights a tourist may want to visit?

4) A paragraph giving a detailed description of the physical geography. Use sensory language to describe rivers, lakes, mountains, coastline, plateaus, etc. What are the unique features of this park that will draw tourists. Also, describe the climate at various time of the year.
5) A paragraph that describes the outdoor and indoor recreation that is offered. Describe several different activities to appeal to a wide variety of tourists.
6) A paragraph including information on accommodations. Describe a Bed and Breakfast or hotel that is especially unique or interesting. Offer information on costs and ideas on what to bring.
7) Include colored pictures of landforms, attractions, and recreation (colored drawings, photographs, or computer graphics) Pictures should be glued neatly or color-copied. Must look professional!
8) Include your business name, your name, address, and phone number for more information (you can make this up).
9) Your brochure should be very attractive, with no obvious blank spaces. It must have easy-t-read headings for different topics.
10) Bibliography-Formal: Turn in separate from your brochure, minimum of five sources

INTERNET RESOURCES:
http://www.nps.gov/parks.html
http://www.llbean.com/parksearch
Also : go to the official website for the state that your park is located in. You should find many good leads there

+++

Student name: _____ Date:_____

Parent/Guardian Signature: _____

National Park Notes

Name: _____

Name of Park: _____

Map of area and written directions on how to get there (attach map):

_____
_____

A brief history of the area:

_____
_____
_____
_____
_____
_____

Important historical sights:

_____
_____
_____
_____
_____

Detailed description of physical geography (use sensory language to describe rivers, lakes, mountains, etc.)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Describe what indoor and outdoor recreation is offered. Find several different activities to appeal to a wide variety of tourists.

_____

_____

_____

_____

_____

_____

_____

Find out five interesting facts about one of the above attractions:

1._____

2._____

3._____

4._____

5._____

Accommodations (describe a B&B or hotel that is unique or interesting):

_____

_____

_____

Climate/Clothing: Winter: _____

Summer:_____

What to bring / Costs for entry or activities:

_____

_____

_____

_____

Creative slogan for front: _____

Business name, address, phone # _____

This brochure belongs to:_____

Checklist: Does the brochure have:
(use an "x" if the paper <u>does</u> have it, an "o" if it does <u>not</u> have it)

_____ **Cover page**
    _____ park's name
    _____ picture
    _____ slogan

_____ **Map of park / how to get to park**
    _____ directions written clearly

_____ **History**
    _____ when the park was established
    _____ interesting historical events /geological information (optional)

_____ **Physical geography**
    _____ detailed
    _____ uses sensory language
    _____ unique features to draw tourists

_____ **Recreation**
    _____ indoor and outdoor
    _____ describes a variety of activities

_____ **Accommodations**
    _____ describes places to stay
    _____ describes interesting / unique hotel / bed & breakfast **(optional)**
    _____ describes costs / contact information

_____ **Natural resources / consumer products (optional)**
    _____ animals
    _____ unique or interesting things to buy

_____ **How to be prepared to visit the park**
    _____ costs
    _____ clothing / climate preparation
    _____ special things to remember

_____ **Colored pictures**
    _____ for cover
    _____ landforms, attractions, recreation

_____ **Business information**
    _____ company / business name / your name
    _____ phone #, address

Proofreading:

Writing checked for:
_____ Proper spelling
_____ Correct punctuation
_____ Correct grammar
_____ Capitalization

Does the writing sound professional?

_____ yes   _____ no

Does the writing use vivid, sensory language?

_____ yes   _____ no

Does the writer effectively persuade someone to visit this park?

_____ yes   _____ no

What is good, what could be improved?

Name of proofreader: _____

Final Layout Critique

Does the brochure have all of the necessary parts?

_____ yes   _____ no

Does it look professional?

_____ yes   _____ no

Is it neat / clean / carefully made?

_____ yes   _____ no

Are there any obvious flaws, missing parts, blank spaces or things to improve? If so, what?

Name of final layout checker: _____

Name:_____

Grading Criteria—National Park Brochure

CONTENT

5   Cover page   _____
       park's name (2), picture (1), slogan (2)

5   Map of park / how to get to park   _____
       directions written clearly (3), map is useful (2)

5   History   _____
       when the park was established (5), interesting historical events / geological formation

10   Physical geography   _____
       detailed (5), unique features to draw tourists (5)

10   Recreation   _____
       indoor and outdoor (5), describes a variety of activities (5)

5   Accommodations   _____
       describes places to stay (5), describes costs / contact information (5)

10   How to be prepared to visit the park   _____
       costs (5), clothing / climate preparation, special things to remember (5)

10   Colored pictures   _____
       for cover, landforms, attractions, recreation

10   Business information   _____
       company (5)/ business name / your name, phone #, address (5)

DELIVERY

Writing

10   All writing uses vivid, sensory language (no weak, $1 words)   _____

 5   Professional voice, tone   _____

10   Effectively persuades someone to visit   _____

10   Conventions   _____
       Spelling (2), punctuation(2), grammar(2), capitalization (2)

Layout/Appearance

5   Attractive, tidy   _____
       creases tight, glue/tape not distracting, no smudges/smearing, eye-catching, careful work

5   Typing readable / accurate   _____

5   Professional look   _____

120 Total Points Possible   Total Earned _____

Unit 3: Native Americans

Unit Objectives: Students will understand seven basic elements of culture: religion/ceremony, shelter, clothing, food, transportation, daily life (work/recreation). After understanding what culture is, students will investigate the nine primary Native American culture regions, differentiate between their cultures, and in narrative form demonstrate mastery knowledge of at least one culture region.

Unit Activities Leading to Culminating Projects

What's Your Culture?—In order to understand the elements of culture, students investigate two culture groups that they live in: school and home. To do this, students reflect and write on a comparison chart unique features of home and school's religion/ceremony, shelter, clothing, food, transportation, and daily life. As a final activity, students select one of the cultures (home or school) and create a logo that represents all elements of that culture. Afterward, students write a page explanation about the ways the logo they have created represents their culture.

Native American Culture Comparison Chart—After students understand the seven elements of culture, they will read from their American Nation textbook about the nine main culture areas of North American Native Americans. They then interpret and assimilate that information on a chart that compares the various regions

Project: Native American Culture Areas Map—After students gather information on the different North American culture regions, they create a map that displays the culture regions and has a key that explains the essential elements of each region. Along with this project students are asked to respond to two mini-essay questions as a final evaluation. The following pages contain student instructions, final essay reflection questions, a map for students to use, and a grading rubric.

Native American Culture Areas Map
Summary and Review

1. Neatly color and label each of the different culture areas on the map you will receive.

2. On a separate sheet, create a color-coded key for each region. For each culture area, you need to explain the following information:

   --The main tribes that lived in each area
   --The climate, shelter, and main food sources for each area
   --Important customs, beliefs, and traditions for each area (ex: potlatch)

3. Respond thoughtfully to both of the following questions. Make sure that you gather ideas (brainstorm/prewrite), do a draft, edit, and <u>then</u> turn in your final (typed or in black/blue ink) to me.

   a. How did the region in which Native Americans lived affect their way of life? Choose at least two culture areas and give at least three specific examples for each culture area.

   b. Compare/Contrast the cultures of two different (and different from question "a") Native American groups. How were they similar and how were they different? Compare/contrast at least three of their cultural traits, using specific examples.

Native American Cultures Map
Grading Rubric

9	All regions colored and labeled	_____
3	Key is color-coded	_____
9	Each region contains main tribes	_____
27	Climate, shelter, food sources for each region	_____
18	Customs, beliefs, traditions	_____
4	All writing in ink, careful, thoughtful work	_____

60 Points Possible   **Points Earned**   _____

Native American Essay Questions
Grading Rubric

Question A

5	Clearly states how the region affected way of life	_____
5	Describes two culture areas	_____
9	Gives at least three specific examples for each area	_____

Question B

5	Describes two different culture groups' similarities	_____
5	Describes two different culture groups' differences	_____
6	Compares/contrasts at least three cultural traits	_____
3	Uses specific examples	_____
2	Writing is clear, few grammar, spelling errors	_____

40 Points Possible   **Points Earned**   _____

Native American Legend Notes—Every day during this unit, students hear a reading of a Native American legend. While listening, they take notes on the story, writing the culture region it is from, and specific cultural elements that are addressed within the story. Students also have the opportunity to read several legends, take notes on the region they represent and cultural elements represented in the story, as well as observe how cultural elements are woven into the fabric of the story. This daily preparation helps familiarize students with the legend genre so that their own legends are fair representations of the style.

Culminating Project: Create a Native American Legend—After students thoroughly understand the uniqueness of the different Native American regions, they will create a legend that represents the culture of one of those regions. In their writing, students will need to integrate at least six different cultural elements that are true to the region they are representing. Their story must not only convey cultural elements, but it also must explain some natural phenomena or explain a moral. The following pages contain student instructions, a "Think Sheet" to help students generate ideas, a peer editing and revising guide, and a scoring rubric.

Native American Legend Project

Your Native American Legend will be one that explains why something is the way it is <u>and/or</u> gives some moral or "point." It can explain the creation of the earth or Native American people, why an animal looks the way it does, a physical feature of the earth, or some other phenomena. The characters in the story can be people, animals, or supernatural beings.

YOUR STORY NEEDS TO INCLUDE THE FOLLOWING THINGS:

- ❏ A creative title

- ❏ A strong lead that "hooks" the audience

- ❏ An engaging story with a setting, plot, conflict, and resolution

- ❏ At least six different cultural traits from the tribe/culture region of your choice. These cultural traits must accurately represent the region you choose (ex: buffalo in the Great Plains, but not in the Arctic) The cultural traits you choose must be from different categories (religion/ceremony, clothing, food, shelter, transportation, food, daily life), so listing six different types of food is not enough.

- ❏ An explanation about why something is the way it is and/or a moral

- ❏ Correct spelling, punctuation, capitalization, and grammar (you'll get a "0" if it's not spell-checked!)

- ❏ Two pages, double-spaced, 12 point typed minimum

- ❏ All prewrites, drafts, and editing sheets attached

PROJECT DUE:

_____

Native American Legend Think Sheet

Author's Name_____ Culture Area:_____

1. What phenomenon will your legend explain?

2. What is the setting? Describe the time period and the environment.

3. Who will be the main characters? What are their names? What are their personalities like?

4. What will be the main problem or conflict in the story?

5. What will be the main events of the story? In what order will they happen?

a.

b.

c.

d.

e.

f.

6. What six cultural traits will you include? What specific items will you integrate into your story? (shelter, religion/ceremony, clothing, food, transportation, daily life)

LEGEND—PEER REVISING & EDITING GUIDE

WRITER_____ EDITOR_____

1. READ YOUR DRAFT TO YOUR EDITOR ONE TIME. THE EDITOR SHOULD LISTEN TO SEE IF THE DRAFT IS LOGICAL-SOUNDING AND MAKES SENSE.

2. NOW GIVE YOUR DRAFT TO YOUR EDITOR TO READ. EDITORS, ANSWER THE FOLLOWING QUESTIONS IN **COMPLETE SENTENCES**.

a. What is the **title** of this paper? Does it capture your attention? Why or why not?

b. Re-read the first paragraph. In the **lead**, which technique does the author use to catch the reader's attention: problem, dialogue, action, description, or suspense?

c. What are five **vivid** or **descriptive** words the author used to show the reader what is happening?

d. What are **five words** in the story that could be more descriptive?

e. Check the beginning of sentences and look for **words that are repeated**. Suggest ways to fix this.

f. What are the **six cultural traits** the author worked into this story?

g. What is the **natural thing** or **event** explained in this story?

h. Look at the **dialogue** in this story. Check to make sure that exact words are in quotation marks, that a new paragraph is started each time a new character speaks, and that the speaker does not write "said" very often. Suggest other words to use, and make changes right on the draft.

3. Ask the writer **three specific questions** about something you want to know about the **setting, characters, or plot.**

   a.

   b.

   c.

4. **AUTHOR: Answer the above questions** here, and then put these details into your paper:

   a.

   b.

   c.

5. EDITOR: go back over the draft, and **in a different color ink**, put a circle around all spelling, capitalization, and punctuation errors. Make corrections.

6. Overall, what are the strengths of this writing piece?

7. Overall, what are some areas that could use improving in this piece?

Name: _____

Native American Legend Scoring Guide

Narrative Elements:

5   Lead: (uses specific type (problem, dialogue, action, description,   _____
       suspense), captures attention, transitions well to rest of story)
10   Plot: (has rising action, climax, falling action, all parts fit together   _____
       and make sense, no gaps)
5   Setting: (vividly and thoroughly describes time/place)   _____
5   Characters: (at least one character is well-developed, including   _____
       physical description and personality traits)
2   Culture Region: (story identifies a specific Native American   _____
       culture area, remains consistent throughout story)
10   Culture Integration: (integrates at least six specific cultural   _____
       traits from the region, culture traits are accurately linked to the region)

Writing Techniques:

3   Story "flows" smoothly, has good transitions between ideas   _____
5   Uses vivid, descriptive language (no weak words)   _____
5   NTSSWTSW (in a paragraph)   _____
10   Conventions: spelling, punctuation (includes accurate dialog),   _____
       grammar (includes complete sentences)

60 Points Possible   Points Earned _____

Comments:

Unit 4: The Colonial Period

Unit Objectives: Upon completing this unit, students will be able to identify and name the 13 original colonies and identify and name ten principal colony cities. Students will also understand the unique characteristics of the New England, Middle, and Southern colonies and demonstrate understanding by creating an advertisement for one of the colony regions. Students will understand the way of life of the colonists and demonstrate understanding by creating a journal (narrative) from a colonist's perspective.

Unit Activities Leading to Culminating Projects

The 13 Colonies Map—Students receive a map with only the boundaries cities of the original colonies. From their textbook they then need to determine what the different colonies are, label the colonies, label the cities, and color-code the New England, Middle, and Southern regions. After several partner activities, games, and reviews, students are tested on the colonies and cities.

New England, Middle, Southern—From their textbooks, students read and answer questions about the distinguishing features of the New England, Middle, and Southern colonies. They then use this information, combined with the visual/spatial information of the map to create a regional advertising poster.

Project: Colony Advertising Poster—Students use the information from their colonies map and their notes on the New England, Middle, and Southern colonies to create a persuasive advertising poster. This poster is intended to persuade potential immigrants to re-locate to their particular region, so it emphasizes the benefits of the region and briefly states why the region is better than the other two. Specific requirements for this project are:
- a slogan
- a small map of the region
- explanations of seven benefits/details of the region, one of which is specifically geographic
- illustrations for each benefit
- colorful, careful, precise work

For this project, students are simply given the following rubric as a guideline for their work.

Name_____

Colony Advertising Poster Grade Sheet

Points Possible		Your Score
2	Slogan that includes region name in large letters	_____
2	A small map that is labeled showing the region	_____
3	Explains three specific benefits of living in this region	_____
3	Explains three other interesting details about the region	_____
1	Explains one geographical benefit	_____
3	Briefly explains why this region is superior to the others	_____
3	Includes an illustration for each benefit	_____
3	Includes a lot of color	_____
3	Layout/Design is creative – no large blank spots	_____
3	Writing and drawing is perfectly neat (all writing in ink)	_____
3	Perfect spelling	_____
1	Name	_____

Total Possible Points = 30   **Your Total = _____**

Is it OK to hang up your work?   Yes   or   No

Notes on Colonial Life—After looking at the colonies from a geographic and regional perspective, students work with the _History Alive!_ curriculum to understand daily life in the colonies. In this activity, students are in pairs taking notes on specially-created information placards. These placards have a visual image on one side and a description of some aspect of colonial life on the back. Some examples are: "Life on the Small Farm," "Enslaved People and Their Treatment," and "Death and Funerals." There are 18 placards in all. Students read the placards and take summary notes on a handout. When they have finished one placard they show the placard and the notes to the teacher who checks their work and, if their notes are adequate, issues them another placard. Students continue in this until they have read and taken careful notes on all placards.

Project: Colonial Journal—After students have taken thorough notes on various aspects of colonial life, they then need to integrate that information into a journal of colonial life. Students assume the role of a reporter who has come to live and investigate the colonies for one year. In that year, s/he makes observations about the way of life on the North American continent. Students are encouraged to use imaginative techniques to integrate aspects of colonial life into their narrative. The following pages include student directions, a "Think Sheet" to help students generate ideas for writing their first entry, a peer review sheet, and a grading rubric.

DIRECTIONS FOR WRITING A JOURNAL
ABOUT COLONIAL AMERICA

1. You are an 18th century (1700's) English journalist who has spent a year living in and learning about colonial American. While in America, you kept a journal to record your thoughts and impressions of the place, its people, and their cultures. You now want to publish your journal, so that the people of England can learn about and better understand what life is like in colonial America.

2. You will use your notes from **Student Handout 1.3A and an *outside resource** to write a journal with these guidelines:
(*Use the library to find a book on colonial life as your outside resource!)

   a. Your journal should have an appropriate title. Make it look like a book with a decorated cover!

   b. Your journal should be written for an audience that has never been to America and knows little about life in the American colonies.

   c. The intention of the journal is to inform people living in England about American colonial life.

   d. Your writing should be formatted like a journal. Each entry should be dated appropriately and should describe some aspect of colonial life. Be creative and imaginative in explaining how you learned about each of these aspects during your adventurous year in America. Keep your information factual, but you can make up the stories of how you learned about colonial life. Some of your experiences might have been humorous, others sad, and others strange.

   e. Your journal should have at least <u>10 entries</u> that address at least <u>10 aspects</u> of colonial society. You are free to determine which aspects of society that you want to include in your journal. **However, it must be evident that you have done research beyond your classroom notes! Include a bibliography of your resource!**

   f. Your journal should be typed or neatly handwritten in ink. There should be NO spelling, punctuation, capitalization, or grammatical errors.

Name: _____

Colonial Journal Think Sheet

Goal: Write a journal entry that—
- ❑ Has six facts
- ❑ Is historically accurate
- ❑ Is fun to read

STEP 1—Pick a topic

What do you want to center the idea for the entry on? Quilting bee? A day at church? Going to a wedding? Just an ordinary day?

STEP 2—Pick your facts

Write down at least SEVEN facts that relate to your topic (that way you've got an "extra").

STEP 3—Put it together

How can you fit the facts into a sequence? What happened first? What happened second? Use words like "first," "next," "then," "as a result," "finally," "in the morning," "at the end of the day."

Author's Name:_____   Editor's Name: _____

Colonial Journal Peer Review Sheet

Read through the entire journal once and check for spelling, punctuation, and general sensibility. Then, read through each entry more carefully, looking for the following specific items:

1st Entry Topic: _____
How many facts were you able to find? _____
Does it read like a story or a list of facts?
Check: NoTwoSentencesStartWithTheSameWord (in a paragraph) ____
What could the author do to improve this entry?

2nd Entry Topic: _____
How many facts were you able to find? _____
Does it read like a story or a list of facts?
Check: NTSSWTSW ____
What could the author do to improve this entry?

3rd Entry Topic: _____
How many facts were you able to find? _____
Does it read like a story or a list of facts?
Check: NTSSWTSW ____
What could the author do to improve this entry?

4th Entry Topic: _____
How many facts were you able to find? _____
Does it read like a story or a list of facts?
Check: NTSSWTSW ____
What could the author do to improve this entry?

5th Entry Topic: _____
How many facts were you able to find? _____
Does it read like a story or a list of facts?
Check: NTSSWTSW ____
What could the author do to improve this entry?

6th Entry Topic: _____

How many facts were you able to find? _____

Does it read like a story or a list of facts?

Check: NTSSWTSW ____

What could the author do to improve this entry?

7th Entry Topic: _____

How many facts were you able to find? _____

Does it read like a story or a list of facts?

Check: NTSSWTSW ____

What could the author do to improve this entry?

8th Entry Topic: _____

How many facts were you able to find? _____

Does it read like a story or a list of facts?

Check: NTSSWTSW ____

What could the author do to improve this entry?

9th Entry Topic: _____

How many facts were you able to find? _____

Does it read like a story or a list of facts?

Check: NTSSWTSW ____

What could the author do to improve this entry?

10th Entry Topic: _____

How many facts were you able to find? _____

Does it read like a story or a list of facts?

Check: NTSSWTSW ____

What could the author do to improve this entry?

Overall Assessment/Comments:

Colonial Journal Evaluation

Points Possible		Points Earned
1	Creative title	_____
3	Appropriately dated	_____
10	10 entries	_____
20	Each entry contains at least six accurate facts	_____
5	Entries are creative and imaginative, read like a story and not a list of facts	_____
3	Presented in creative book format	_____
4	Typed or neatly handwritten in ink	_____
10	Excellent spelling, punctuation, capitalization, grammar	_____
4	Bibliography of outside source submitted	_____

60 Points Possible   Points Earned_____

Novel: The Light in the Forest—During the Colony unit an appropriate integration is the novel The Light in the Forest by Conrad Richter. This novel integrates well between the colonists and the Native Americans, since it is the story of how a young man is returned to his white family after living with Native Americans since the age of three.

Unit 5: Colonial Unrest

Unit Objectives: Upon completing this unit, students will understand and be able to explain at least nine key historical events that led colonists to revolt against Britain. Students will articulate understanding of these events by creating a timeline of the events leading to the American Revolution. Students will also understand different colonists' positions on revolting against Britain and demonstrate understanding by taking part in a Town Meeting role-play.

Unit Activities Leading to Culminating Projects

The French and Indian War—Students read in their textbooks and take notes on the events and the significance of the French and Indian War. From this, students learn that the result of this war between the French and Native Americans was victory for Britain in America, but it was an expensive war to fight and significantly drained Britain's financial resources. As a result, Britain resorted to unrepresented taxation of the colonists to help alleviate some of the financial strain.

Causes of the American Revolution—Using their textbooks as well as a History Alive! unit, students take notes on, discuss, evaluate, and rank in significance nine key events leading to the American revolution. In one activity, students navigate the information of their American Nation text and take notes. In the other, students again read placards that describe the key events leading to revolution, discuss with a partner the level of discontent the event would give the colonists, and rank the event on a bar graph. At the end, students understand that colonists were deeply concerned about taxation without representation and that they thought their rights were being violated by the British government.

Project: Taxation Timeline—To assimilate this information, students are to create a timeline that graphically represents the events leading to the Revolutionary War. They are to label, briefly summarize, include a representative graphic, and give the specific month, day, and year of each event. The following page is instructions for students as well as point values/scoring for each item.

TAXATION TIMELINE

Review your notes on the taxes imposed on the 13 English colonies in the 1760's and 1770's. Then create a Taxation Timeline showing the British tax acts and the colonial responses.***Before beginning, put the events from your notes in order by year (from earliest to latest) on a sheet of paper.***

Be sure to include the following on your timeline:

✓ A title in neat, large letters at the top.   (2)____

✓ A straight, neat timeline that shows the dates in chronological order. All dates include month and day. (You'll need to do your own library research for this!) Use a ruler for all lines. Use all the space on the page.   (3) ____

✓ The nine events from your notes. Print them neatly next to the dates they occurred. Include a one-paragraph description by each event.   (9)____

✓ A neat illustration for each event on the timeline that helps to explain the event. Illustrations should depict goods taxed or colonists' reactions to these acts. Do not repeat illustrations. Pictures for each event should be original!   (9)____

✓ Color your timeline and illustrations. Use a variety of colors. All writing must be in pen. Do not have pencil marks on your paper.   (3)____

✓ Spelling must be perfect.   (3)____

✓ Your name in the bottom right hand corner.   (1)__

✓ **Due** _____   **Total (30) = ____**

History Alive! Town Meeting—As a culminating activity for this unit, students are divided into groups of Patriots (in favor of revolution), Loyalists (against revolution), and Neutrals (no position). Each student is assigned a historical character (e.g.: Patrick Henry, King George III), and researches the level of discontent, loyalty, or neutrality s/he possesses. After researching, students create propaganda and prepare statements for a Town Meeting. The final step is a class session where students assume their historical roles and debate with each other the reasons for leaving or staying with Britain. Those students who are neutral generate questions to ask during the meeting and select sides based on the quality of arguments. During the meeting the teacher acts as a moderator, taking notes on arguments and making sure that all have an opportunity to participate.

Unit 6: A New Nation

Upon completing this unit, students will understand the challenges that face any group of people wishing to govern themselves. They will examine challenges that the United States faced in its formation and understand how our current form of government is structured.

Unit Activities Leading to Culminating Projects

Group Simulation—Creating a New Government—Students gain an appreciation for the challenges of governing by participating in a role-play. The scenario given is that the students have been shipwrecked (or plane wrecked) on a deserted island with no hope of rescue. Their job is to create a rule book for their island which includes:

1. Community rules
2. How the community will determine if someone is guilty of breaking the rules
3. Punishment for those who do not obey the rules
4. How they will make rules in the future and who will make them
5. A name and flag for the island

In this activity, the teacher is simply an observer, taking notes on student attitudes and expressions that represent autocracy and democracy. After giving instructions and making sure students are clear about what they have to accomplish, the teacher steps back and gives no further input. Oftentimes students want the teacher to "take over," which is an excellent tool for demonstrating the difficulty of governing.

Articles of Confederation—Students are given a copy of the Articles of Confederation, a precursor to the Constitution. After reading through these as a class and understanding what the articles mean, students work with a partner to think of possible strengths and weaknesses of the Articles. After working with their partner they then consult their textbook to confirm or refute their ideas. Through this activity students understand the ideas of a "strong" or "weak" government and the reasons one would prefer the government to be one way or the other.

Federal Government—Using their textbooks as a source, students read and comparatively graph the organization of America's Federal Government. In doing this, students understand the concepts of "balance of power," "checks and balances," and "separation of powers." Students use this information to complete the graphic organizer project

Project: Graphic Organizer—Once students have understood the structure of the U.S. government, they are to create a graphic organizer that visually represents our governmental structure. Their final product should explain what each branch of government is, the responsibilities of each branch, and the checks each branch has on other branches. Below is the handout given to students and a scoring guide:

Create a Graphic Organizer That:

1. Visually represents the organization of our Federal Government
- **checks and balances**
- **separation of powers**

2. Briefly summarizes / explains:
- **who is in each branch**
- **the responsibilities of each branch**
- **how each branch regulates / controls other branches**

3. Is neat, in ink, with perfect spelling

DUE:

Graphic Organizer Scoring Guide

Points Possible		Points Earned
5	**Displays interdependence of branches**	_____
5	**Explains who is in each governmental branch**	_____
5	**Explains the responsibilities of each branch**	_____
5	**Explains how each branch checks other branches**	_____
3	**Neatly done in ink**	_____
2	**Perfect spelling**	_____

25 Points Possible   **Points Earned** _____

Unit 7: The Country Divides / Civil War

Unit Objectives: Upon completing this unit, students will understand the fundamental differences between the Northern and Southern states in the mid-1800's. Students will also examine different perspectives and attitudes toward slavery and understand why slavery was pivotal in the conflict between North and South. To understand the events which led to the Civil War, students will examine four key compromise issues, make inferences, and learn actual historical outcomes. To understand the North's victory, students will graph and interpret significant data that compares the North and South's resources. Students will also understand the most essential landmarks of the Civil War and articulate the most salient features of the Civil War in a project of their design.

Unit Activities Leading to Culminating Project

Attitudes Toward Slavery—In two activities, students evaluate different perspectives and attitudes toward slavery in America. In the first, students read actual runaway slave advertisements to determine the skills slaves possessed, how slaves were treated, how slaves resisted their masters (both passively and actively), and how and where slaves escaped. For more information on this activity, visit:
http://www.history.org/other/teaching/attitude.htm

In the second activity, students work with a <u>History Alive!</u> activity that has them work in partners reading placards that explain a historical character's perspective of slavery. These range from extremely abolitionist to extremely pro-slavery. Students are then asked to rank these individuals from most against slavery to most in favor of slavery, and then they are to explain why they placed individuals where they did. Then, as a class, students discuss the various positions on slavery and why they ranked individuals as they did.

Worlds of North and South—Students use their textbook and <u>History Alive!</u> information to examine the different resources, values, and strengths of the North and South. They then use that information to create a "spoke diagram" (also known as a mind map, thought web, etc.) about the North and the South.

Compromise to Conflict—In this activity, students are placed in groups of four, two representing the North and two representing the South. They are then given historical background on a conflict between the North and South that was (or was not) resolved prior to the Civil War. Their responsibility as a group is to reach a compromise that avoids war yet protects the interests of their region. Students examine these four historical events: the Missouri Compromise, the Compromise of 1850, the Dredd Scott case, and the crisis of secession. After students reach a compromise, they listen to a recording that explains what actually happened. This activity helps students understand the

issue of slavery, secession, the expansion of slavery into the territories, and the motive for the South's secession.

Graphing Civil War Data—In this <u>History Alive!</u> activity, students graph the differences between the North and South in population, casualties, industry, land area, troops, railroads, and finances. Students then respond to fifteen questions that ask them to interpret the data and draw inferences based on the data. From this activity, students are often struck with the immense differences between North and South and often wonder why the South ever imagined it could win.

Interactive Slide Lecture and Notes—From the <u>History Alive!</u> curriculum, students examine ten slides that visually display the Civil War conflict. While viewing notes students are encouraged to ask questions, respond to ideas, and integrate the information with past knowledge. Also, students are given a handout on which to take detailed notes of key Civil War ideas, battles, military tactics, and personalities.

Novel: Narrative of the Life of Frederick Douglass, an American Slave—This autobiography, by Frederick Douglass, is an excellent piece of literature to integrate into the Civil War unit for its unique perspective on slavery. Frederick Douglass, who escaped from slavery, recounts his life as a slave, the injustices of slavery, and the dehumanizing effect of slavery on both blacks and whites.

Culminating Project: Design your own-- As a final project, students are directed to design their own project that demonstrates understanding of the key issues and events surrounding the Civil War. Although they design the project themselves, they are responsible to check with the instructor at several points to make sure their ideas and goals are acceptable. The following page outlines student responsibilities and expectations for the project. Since it is self-directed, students create their own grading expectations and rubrics.

Civil War Project
Design Your Own!

You have the opportunity to display your understanding of the Civil War in designing a project of your choice. Feel free to be as creative as you wish in your design and presentation! Be sure, though, that you have checked your ideas with me to make certain that you are meeting all requirements.

In your project, you are required to demonstrate that you understand the following things:

- The main differences between the North and the South
- The primary issues of conflict between the North and the South
- Significant events which led to the Civil War
- Landmark events within the war itself
- Key statistics: Start and closing dates of the war, number of casualties
- Why the North won and the damage done to the South
- Additional research for one aspect of the war that interests you: medicine, warfare technology, military tactics, African Americans/women serving in the war, etc...

Ideas to get you thinking:
research paper, power point presentation, web page, create a video/play, poster display, oral presentation, children's book, or anything else you get approved!

Your Grade:
This project is worth **100 points**. It is your job to create a scoring guide that reflects what you want to accomplish in your project and how you will earn your points. You will need to meet with me to get your **scoring guide** approved and submitted before you complete your project.

Partners:
If you wish to work in partners you may. Your project will then be worth **200 points** (you'll split them evenly), you will need to research **two aspects** of the war that interest you, and you'll need to prove to me that you are **both** doing **equal** amounts of work in your scoring guide.

Time Frame:
Project proposal due date:
Scoring guide due date:
Project progress check date:
Optional/early project submission date:
Final Project Deadline:

☺ Enjoy this Project ☺

Final Course Project: Portfolio

Project Objectives: Throughout the year, students should be saving all of their projects and best work on disk and in a hanging file folder. At the end of the year, students assimilate a portion of their work from the year, make significant revisions, and write in-depth reflections on their work. In doing this, they create a showcase of their best work through the year. As part of the process, students also write a formal resume and cover letter, demonstrating competence and preparedness for entry into the eighth grade. The following pages contain a criteria sheet for students and parents, self-reflection questions for each of the sections in the portfolio (including end-of-year summary reflection questions), a handout to help students select samples for their portfolio, a checklist with the order of items in the portfolio, and an evaluation rubric.

CRITERIA FOR SHOWCASE PORTFOLIO

The following items must be included in your portfolio for it to be complete. Three items will need to be RE-REVISED and RE-EDITED before they go into your portfolio. You will need to show that you have made major changes on your drafts in ink before you reprint them. You will turn in the revised drafts along with the new FINAL drafts.

MANDATORY ITEMS (must be included in your portfolio)

1. A professional-looking cover page that includes:
    - an illustration or design
    - a title in large letters
    - your name
2. A table of contents with page numbers
3. About the author page with a picture of you, the author
4. Letter of application (cover letter) to the 8th grade
5. Resume
6. Section dividers that use original and creative artwork and / or graphics from your word processor (Examples: photos, drawings, paintings, printed borders – NO magazine cutouts (they are too messy))
7. Self-reflection questions, which are to be answered and inserted before each of the following pieces of writing or projects. There are also concluding summary questions that should be included at the end of the project
8. One piece displaying the entire writing process
9. One piece of narrative writing
10. One piece of persuasive writing
11. One Social Studies project that integrates artwork
12. One persuasive advertisement
13. One piece of writing or a project of your choice
14. A typed reading list – list all of the books you've read this year by title, author, and genre. Also, include a brief summary of the 5 best books you've read this year.
15. Two blank sheets at the end for people to comment (Your portfolio is NOT accepted without parent/guardian comments!)

OPTIONAL ITEMS

1. Any other drafts of your choosing
2. Any demonstrations from other classes
3. Items from previous years
4. Awards you have received
5. Letters, photographs, or other meaningful items

<u>What will I be looking for?</u>

- All items included
- Self-reflection pieces show honesty, depth of thought, and pride in work
- Extensive revision of all drafts—no spelling, punctuation, or mechanical errors!
- Risk taking—you show that you have attempted a variety of types of writing and skills
- Professional look—portfolio is well-organized, neat, and creative

****

Your portfolio is DUE _____! IT CANNOT BE LATE!!

Student Signature: _____

Parent / Guardian Signature: _____

PORTFOLIO SELF-REFLECTION

PART I DIRECTIONS: The following questions need to be answered and placed in front of each corresponding piece of writing or project. Answers need to be in complete sentences and must be typed **in paragraph format.** There should be no spelling, punctuation, or grammatical errors in your answers.

WRITING PROCESS
  •What was the purpose of this piece?
  •Explain what you did for each of the steps of writing. Which step of the writing process is most difficult for you, and why?
  •How does following the writing process affect your finished product?

BEST PIECE OF NARRATIVE WRITING
  •What are at least three things that are "good" about this piece of writing?
  •Summarize what you have learned about this type of writing.
  •Some of the skills on which I think I need additional practice are...

BEST PERSUASIVE WRITING
  •How difficult was it to work on this piece? Describe the stages the piece went through, when and where you worked on it, and roughly how long each stage took.
  •What changes did you make in this piece improve it, and why did you make them?
  •What problems do you encounter when writing? How do you solve them?

BEST PIECE OF SOCIAL STUDIES WORK THAT INTEGRATES ART
  •What was the purpose of this project?
  •Explain how art is important in Social Studies projects.
  •Describe the challenges or the enjoyment that art brings to you.

BEST PIECE OF "YOUR CHOICE" WRITING OR PROJECT
  • What about this writing or project is different from other types of writing or projects that you have done this year?
  •Allow a friend to look at this piece of writing or project. What about it is interesting to them?
  •If you could further improve this piece, what would you do?

BEST PIECE OF PERSUASIVE ADVERTISING
• What makes this piece of writing "persuasive?"
• What is something that you learned while doing this project?
• How does this skill of persuading relate to something you might do in the "real world"?

YOUR READING LIST
• What was your favorite book this year?
• What are your continuing goals as a reader?
• What kinds of reading do you do outside of school?

PART II DIRECTIONS: The following questions need to be answered **in complete sentences** and placed at the end of your portfolio. They also must be typed and without error. Be sure to answer the question thoroughly.

1. What is one area of learning that still makes you nervous or challenges you?

2. What is something you'd like to learn about next year? Why?

3. What should I look for when grading this portfolio?

4. What types of learning do you seem to like best? Explain.

5.   a) What areas do you want to continue learning about on your own?
       b) How will you go about doing that?

6.   a) Ten years from now, what would you like to be able to put in a portfolio?
       b) Which samples in your current portfolio represent things you think you'll still be interested in and/or good at in the future?

7. What is the biggest challenge or change you have had to face in order to improve or become more successful? Explain.

8.   a) How difficult would you say it is to make a portfolio?
       b) Would you be willing to do it again? Why or why not?

9. How might you change the way in which you go about making your next portfolio?

10. a) What is one of the most important things you have learned in Language Arts this year? Explain.

b) What is one of the most important things you have learned about United States history this year? Explain.

c) What is one of the most important things you have learned about getting along with others this year? Explain.

d) What is one of the most important things you have learned about yourself this year? Explain.

11. a) What could I have done differently that might have helped you more? Be specific and honest.

b) If you had to name one thing that I did that helped you the most this year, what would it be?

12. If you had to write your own year-end report, what grade would you give yourself in the following categories?

Writing _____

Reading _____

Speaking _____

Listening _____

Attitude _____

Effort _____

13. Take your portfolio home and share it with your parents. **On a separate sheet of paper, have your parents comment in writing about what they notice about your growth this year.** Have them give their impressions about what they read. Tell them that this is a time to look for the **positive! Include this sheet in your portfolio. Your portfolio will not be accepted without these comments!**

Thank you for all that you have taught me this year!!!!!!!!

Name: _____

SELECTING SAMPLES

DIRECTIONS: List the sample (by assignment and title) that you plan to include in each section of your portfolio. Also, defend why that is the best piece to include in that section. Keep in mind that items with a ** beside them need to be revised once more, before final inclusion in the portfolio.

**ONE PIECE DEMONSTRATING THE WRITING PROCESS (must include prewrite, draft, editing, edited final, and new final)
- Title:
- Included because:

**BEST PIECE OF NARRATIVE WRITING (colonial journal, legend, other)
- Title:
- Included because:

**BEST PIECE OF PERSUASIVE/EXPOSITORY WRITING (visit continent, goals)
- Title:
- Included because:

**BEST PERSUASIVE ADVERTISEMENT (national park brochure, colonial poster)
- Title:
- Included because:

BEST SOCIAL STUDIES PROJECT THAT INTEGRATES ART
- Title:
- Included because:

"MY CHOICE" PIECE OF WRITING OR PROJECT
- Title:
- Included because:

Portfolio
Order of Items, Contents

I.   Cover Page (graphic, title in large letters, your name)
II.   Table of Contents (titles and page numbers)
III. Author Page (picture, brief autobiography)
IV.   Letter of Application
V.   Resume
*

VI.   Demonstration of Writing Process
      1. self-reflection
      2. new final copy
      3. prewrite, draft, editing, original final
*

VII. One Piece of Narrative Writing
      1. self-reflection
      2. new final copy
      3. revised / edited draft
*

VIII. One Piece of Persuasive Writing
      1. self-reflection
      2. new final copy
      3. revised / edited draft
*

IX.   One Social Studies Project Integrating Art
      1. self-reflection
      2. final copy
*

X.   "Your Choice" Piece of Writing or Project
      1. self-reflection
      2. final copy
*

XI.   Best Persuasive Advertisement
      1. self-reflection
      2. final copy
*

XII. Reading List
      1. self-reflection
      2. title, author, genre of all books read (typed list)
      3. brief summary of 5 books
*

XIII. Other Items (optional)
*

XIX. Summary Self-Reflection Questions
XX.   Comments
      1. parents
      2. peers
* = section divider with creative artwork inserted

Portfolio Evaluation

for

_____

	Present	Quality
Cover Page (/8)		/5
graphic	/1	
title in large letters	/1	
your name	/1	
Table of Contents (/3)		
titles and page numbers	/3	
Author Page (/10)		
picture	/1	
brief autobiography	/4	/5
Letter of Application (/10)	/5	/5
Resume (/10)	/5	/5
Writing Process (/25)		
self-reflection	/5	/5
new final copy	/4	/5
prewrite, draft, editing, original final	/6	
One Piece of Narrative Writing (/20)		
self-reflection	/5	/5
new final copy	/2	/5
revised / edited draft	/3	
One Piece of Persuasive Writing (/20)		
self-reflection	/5	/5
new final copy	/2	/5
revised / edited draft	/3	

One Social Studies Project Integrating Art (/17)
self-reflection	/5	/5
final copy	/2	/5

"Your Choice" Piece of Writing or Project (/17)
self-reflection	/5	/5
final copy	/2	/5

Best Persuasive Advertisement (/17)
self-reflection	/5	/5
final copy	/2	/5

Reading List (/20)
self-reflection	/5	/5
title, author, genre of all books read	/5	
brief summary of 5 books	/5	

Summary Self-Reflection Questions (/10)   /5   /5

Section Dividers with Creative Artwork (/13)   /8   /5

Comments (/5)
parents	/3
peers	/2

TOTAL: / 205

"Quality" Rubric:

5 – Exceeds project expectations. Attends to details in project. Looks
    professional. No spelling, punctuation, or grammatical errors.
3 – Meets minimum standards for project completion.
1 – Completes project. Does not meet all minimum standards.

Chapter 5
Summary and Recommendations

Summary

The intent of this project was to establish a curriculum outline for a seventh-grade Language Arts / Social Studies honors program. Since this program reflects a move toward ability-level grouping or tracking, a portion of the project included a review of current perspectives on homogeneous grouping. This project also established course objectives, outlined unit sequences and activities, and described culminating unit projects that are appropriate for a seventh-grade honors-level course.

Because this program is new to the author's school, a team was selected to establish basic goals and student expectations. However, more work was needed to establish specific course objectives, and those were an assimilation of state, district, and school-curriculum objectives. The primary method of establishing this curriculum was solidifying course objectives and then modifying the current seventh-grade curriculum to reflect those honors-appropriate objectives.

Part of the intent of this project was to create a framework that would facilitate implementation of a similar honors-level program. Since the principles of this project are wide-reaching enough to be applied to most honors-level courses, they would be useful in beginning or piloting an honors program.

Recommendations

The author holds reservations about the appropriateness of this level of course for the range of students it will most likely draw. Because it is self-select, at the seventh-grade level it is possible that the majority of the "selves" selecting this program will be parents. In consequence, many students could be placed in this course who are simply not ready for the rigor it will require.

Seventh grade is a difficult transitional year for many students. Not only are they changing physiologically, they are establishing their social roles and autonomy from their families. In the middle of all of these incredible changes, many students struggle to keep their previous academic focus. Many others do not struggle at all and simply have no academic focus.

There is no way to know which students will thrive academically in seventh grade. This year is often a "trial period" for them, as they establish themselves, test the water, and determine what they want to accomplish in school. In consequence, there are many students for which this type of course would be a disaster. Many of them may be cognitively prepared, but few are likely to be socially and motivationally prepared.

This is not to say, however, that this program will not succeed. A course of this type is likely to have incredible impact on many of the students within it. The challenges and work they will be required to do will have a positive impact on student involvement and achievement.

In light of the unique features of seventh grade, the author recommends reviewing the progress of overall achievement in this course after

no more than two years of its implementation. It may be necessary to implement more stringent entry requirements. On the other hand, it may be necessary for students to prove themselves capable in seventh grade, adjust to junior high life, and then pursue the honors course in the eighth or ninth grade.

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