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An Interdisciplinary, Teaming Approach to History and English Instruction at the Secondary Level

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ABSTRACT

AN INTERDISCIPLINARY, TEAMING APPROACH TO HISTORY AND ENGLISH
INSTRUCTION AT THE SECONDARY LEVEL

By

Miles J. Caples

July 2003

The relationship of integrating history and English objectives to enhance student achievement was studied. A model curriculum has been developed to connect U.S. History and American Literature content. Research has been obtained that indicates improved student learning when subjects are integrated in a relevant fashion. Secondary schools using interdisciplinary curriculum are showing improved GPA's, attendance and standardized test scores. Secondary teachers must align their daily lesson plans and assessments with the state essential learning's in both the history and language arts area.

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Chapter One: Introduction

Overview

Throughout the average high school day in America, most students are required to deal with six or more teachers in as many different disciplines. In life, very little is fragmented to such an extent. “ In the factory-model high school...knowledge has been parceled out in discrete units, and the result is a fragmented view of the world” (Schaller & Wenk, 1997, p. 75). Much of our recent reform movement has focused on this problem and ways to make curriculum relevant for our students while maintaining high academic targets. Thus in high schools across the country, interdisciplinary teams are increasingly being implemented as potentially powerful tools of this reform (Spies 1995,1997, 2001).

The current national cry for higher standards, which began with the publishing of *A Nation at Risk* (1983), has made public education a vital plank in every candidate's political platform from the State to the National level. *A Nation at Risk* claimed that American students were underachieving in comparison with students of other industrialized nations. As stated in the opening paragraph of the document: “... We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur- - others are matching and surpassing our educational attainments.” (Nation at Risk, 1983) The report was published at a time when our nations economy and our place in the “global market” were being

carefully examined. The result was that business leadership and political leadership joined forces to reform American education so that the United States could maintain its place as the worlds' dominant industrial power.

Following the publication of *A Nation at Risk* states began to examine their own educational practices and by the early 1990's the reform movement was evident. Oregon was one of the first states to pass education reform legislation in 1991. One of the main components of the Oregon reform was the Certificate of Mastery, which would be obtained when students met specific standards on performance based assessment. In 1992 Washington followed suit as the legislature passed SSB 5953 creating the initial framework for education reform. The major pieces of this bill were the creation of the Commission on Student Learning, the development of "essential academic learning requirements" (EALR's), the creation of a new assessment system and increased flexibility to school districts to offer educational programs. The following year changes were made to SSB 5953 and the end result was the adoption of ESHB 1209 in 1993. Engrossed House Bill 1209 established four basic education goals: The opportunity for all students to develop the knowledge and skills essential to:

1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and

4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

ESHB 1209, Sec. 1 further states, To increase student achievement, the legislature finds that the state of Washington needs to develop a public school system that focuses more on the educational performance of students, that includes high expectations for all students, and that provides more flexibility for school boards and educators in how instruction is provided. The legislature further finds that improving student achievement will require:

- (1) Establishing what is expected of students, with standards set at internationally competitive levels;
- (2) Parents to be primary partners in the education of their children, and to play a significantly greater role in local school decision making;
- (3) Students taking more responsibility for their education;
- (4) Time and resources for educators to collaboratively develop and implement strategies for improved student learning;
- (5) Making instructional programs more relevant to students' future plans;
- (6) All parties responsible for education to focus more on what is best for students;
and
- (7) An educational environment that fosters mutually respectful interactions in an atmosphere of collaboration and cooperation. (OSPI, 1999)

The EALR's thus became the objectives that students are expected to know as stated in point 1 of ESHB 1209, Sec. 1. In order to assess that the students were indeed meeting

the stated objectives, the Washington Assessment of Student Learning (WASL) was created in cooperation with Riverside Publishing.

The WASL is the standard by which all districts in the state of Washington are measured with regards to student learning and school program effectiveness. While the requirements are continually changing, the current plan has the class of 2008 required to pass the WASL with minimum scores in all area in order to receive a Certificate of Mastery, which is tied to the high school diploma.

With such important ramifications tied to the WASL and the EALR's it is imperative that students are able to make connections between subject matter so that they will be prepared for the assessment. Teachers and school districts have a responsibility to deliver content in a fashion that will enable the student to be successful. As a result districts are re- thinking the factory approach to education and looking at alternative methods for curriculum delivery. One area that seems to hold promise is an interdisciplinary approach.

In his book, *Cultural Literacy*, E.D.Hirsch (1987) suggests a more streamlined approach to education based on the assumption that human beings form intricate memory patterns or connections know as schemata. These schemata are webs of information that are interconnected and complex. When the human mind is presented with a piece of information, it automatically links that piece of information to hundreds of thousands of other related materials.

The case that Hirsch makes for intentionally linking schemata is a strong one. Psychology and science tend to support the theory that this is the manner in which the human brain processes information (Woolfolk, 1993). Cromwell (1989) looks at how

the brain processes and organizes information. The brain organizes new knowledge on the basis of previous experiences and the meaning that has developed from those experiences. The brain processes many things at the same time, and holistic experiences are recalled quickly and easily. "The human brain," writes Shoemaker, "actively seeks patterns and searches for meaning through these patterns" (p. 13).

Caine and Caine (1991) support this research when they connect neuro-psychology and educational methodologies and state that the search for meaning and patterns is a basic process in the human brain. In fact, the brain may resist learning fragmented facts that are presented in isolation. Learning is believed to occur faster and more thoroughly when it is presented in meaningful contexts, with an experiential component (Lake, 1994).

According to James W. Loewen (1995), author of *Lies my Teacher Told Me*, High school students hate history. (p.1). Perhaps the problem lies in a lack of connection between history class and the student's life. The cold facts of most history textbooks and lectures do little to help the high school aged student relate to historical material. Recently, history textbooks have made more of an effort to add a human perspective to the traditional text, but these additions do little to create true empathy or understanding. "Textbook history tends to create in the minds of beginning students... narrowly drawn, cardboard characters, too easily classified and robbed of their humanity and complexity" (Berard, 1983, p. 506). The reason historical novels and films are so popular is that they allow the audience to view history through the eyes of a character or characters to which they can relate.

“Literature can become a lens through which content is viewed. This lens holds the young reader’s attention while connecting content with the variety of human experiences” (Smith & Johnson, 1994, p. 198). Unfortunately, even though literature can often be viewed through a historical framework, most schools rarely make the curricular connection between the History and English classrooms.

The benefits of this kind of integration are various. Obvious connections can be made between the material being taught in History and that presented in English. Most English teachers find it necessary to provide detailed background and historical information. Teaching these classes in an integrated fashion effectively does away with the need to cover this information in both courses.

Furthermore, combining these classes will make school more interesting for the average high school student. The streamlined curriculum will be attractive to the busy student who finds it difficult to focus on six or more periods a day. The added connection will also serve to make the requirement of both subject areas more justifiable to students and teachers alike.

Above all, the integration of these two subject matters makes sense because it is natural. Clearly, an educated citizen must know his or her history, or as the age-old cliché states, we will be doomed to repeat it. (Hirsch, 1987)

Many journal articles and studies are available defending the integration of these two disciplines. Unfortunately, most focus on the elementary or middle school years or a form of alternative education. Relatively few recent articles can be found which provide examples of integrating literature with history at the high school level.

This is slowly changing as the Gates foundation is funding grants to explore new ways for High Schools to operate. One of the main threads in this new approach is the integration of curriculum.

In his book *Basic Principles of Curriculum and Instruction*, Ralph W. Tyler (1949) states that five defects in the learning of information are commonly identified:

1. Students frequently memorize by rote rather than acquiring any real understanding or ability to apply ideas.
2. Students typically forget 50% of the information they acquire within a year after completing a course and 75% of the information within two years.
3. Students remember information only as isolated bits and are unable to relate these items in any organized or systematic fashion.
4. The large degree of vagueness and the large number of inaccuracies in what students recall.
5. Students show very limited familiarity with sources of accurate and recent information. (p. 72-73).

While making curricular interdisciplinary connections appears to appeal to common sense, it is amazing to witness the lack of cohesiveness in the information and experiences presented on a classroom-to-classroom and school-by-school basis in our society. A more unified high school curriculum seems to be in order.

Purpose of the Project

The purpose of the project was to design and implement a model-integrated curriculum. The curriculum would integrate sophomore English and History to reduce fragmentation and assist students in making appropriate content relationships.

Need

To connect curriculum with EALR's and coordinate classroom assessment with performance based assessment required on the WASL.

Limitations of the Project

For the purpose of this project it was necessary to acknowledge the following limitations:

1. The curriculum was designed specifically for sophomore students at Cashmere High School in the State of Washington.
2. The curriculum integrates the content of Cashmere's sophomore American Literature and American History classes.
3. The skill level required by many of the suggested curriculum activities may not be appropriate for students of other grade levels.
4. The need for approval of the curriculum by the Cashmere School District Board of Directors during the 2003-2004 school year for implementation in 2004-2005.

Research

The research and literature reviewed was limited to the past twenty years.

Target Population

This project has been designed for the 10th grade students at Cashmere High School.

Definition of Terms

Significant terms used in the context of this project have been defined as follows:

Integrated Curriculum: A scenario in which an individual teacher includes elements of other disciplines in his or her classroom teaching.

Interdisciplinary Curriculum: A general term referring to several ways in which a school or teacher may structure curriculum so two or more distinct disciplines are connected via theme and/or content.

Parallel Teaching: A situation in which two or more teachers align classroom content in order to “parallel” classes, lessons or units.

Block Teaching: A situation in which one or more teachers, combine one or more traditional class periods to make curricular connections.

Team Teaching: A situation in which two or more teachers work together to instruct the same group of students.

Block Scheduling: A daily schedule of 4 ninety-minute blocks which Cashmere High School employs.

EALR's: The Essential Academic Learning Requirements established by the State of Washington.

WASL: The assessment administered to 4th, 7th and 10th grade students in the state of Washington to determine student achievement of the EALR's.

Chapter Two: Review of Related Literature

Introduction

The purpose of this project was to design and develop an interdisciplinary curriculum that would improve student achievement while addressing prescribed EALR's.

The review of literature and research summarized in the following pages has been organized to address:

1. Best practices for the integration of History and English curriculum into a single interdisciplinary setting.
2. Required Essential Academic Learning Requirements as determined by the State of Washington.

The research addressed in Chapter Two was identified through an Educational Resources Information Centers (ERIC) computer search along with hand research of other related sources.

General Background

Research and examples of curriculum integration exists more at the elementary and middle school than at the high school level. This is because one finds cross-curriculum teaching more often in these settings. It is not completely clear why this trend does not continue at the high school level, but the traditional high school includes little or no interdisciplinary teaching. Secondary teachers are usually trained only in one or two academic fields and they often face content specific state and local learning outcome goals (Jacobs, 1989). Nevertheless, this lack of integration in later school years is

reflected in a relatively small body of age-specific literature dealing with interdisciplinary teaching.

The Paidea Program, based on the writings and ideas of Mortimer Adler, which he published in the *Paidea Proposal* (1982), believes that democratic society needs to provide an excellent education to all students. Structurally, the Paidea Program believes in block scheduling, cooperative learning, interdisciplinary unit planning, and heterogeneous group instruction (Three Reforms, 1998).

With the publishing of *Breaking Ranks* (National Association of Secondary School Principals 1996) recommendations, high schools have been urged to reorganize so that more interdisciplinary effort was forthcoming, with fewer barriers represented by academic departments. A more integrated curriculum would help students see the coherence with in the world of knowledge. Therefore techniques and lessons that have been developed for the middle school years might successfully transfer to older students. Thus, some articles focusing on the earlier years of education have been utilized for the purposes of this study.

Much of the related literature suggests one of two ways to successfully connect curriculum. "Curriculum integration" usually refers to the individual teacher incorporating elements of other disciplines into his or her classroom. "Interdisciplinary curriculum" tends to refer to scenarios utilizing alternative schedules, which allow teachers to either team-teach or parallel their courses to create curricular connections. The following pages will discuss general thoughts from related literature concerning these methods and outline the necessities for planning a successful curriculum.

Planning for Integration or Interdisciplinary Teaching

When planning to restructure a traditional school curriculum, most literature points to similar needs for successful implementation. Gardner and Southerland (1997) summarized many of these requirements in “Interdisciplinary Teaching? It Only Takes Talent, Time, and Treasure.” They suggested that one of the key components for success are, “Teachers who are knowledgeable and passionate about their discipline” (p. 32).

While this element may be easily overlooked, personalities, teaching style and educational philosophies must mesh in a significant way if an interdisciplinary experience is to be successful.

Another necessary talent that is reflected throughout the literature is the need for teacher expertise in his or her given field of instruction (Smith & Johnson, 1994). The necessity for expertise is summed up nicely by Robert Beard (1983), “In the hands of a teacher who appreciates neither the complexity of history nor the nature of artistic truth, the attempt to integrate history and literature will prove clumsy, superficial, or dangerously misleading” (p. 513).

Based on this expertise, the teacher of an interdisciplinary curriculum must also have a talent for selecting literature, which fits the needs of his or her students. This literature should be age appropriate, historically accurate and must hold student interest (Beard, 1983; Brozo & Tomlinson, 1986; Tarpey & Bucholc, 1997). Much of the literature provides specific suggestions for novels, plays, essays and poetry that would be appropriate for connecting history and literature courses.

Time also plays a key role in the implementation of any new teaching method. Most teachers in the high school setting teach back-to-back classes with an hour-long

planning period. The rigidity of this schedule and the pressing concerns of the normal day, make it virtually impossible for teachers to plan new curricula during school hours.

The literature consistently stresses the need for blocks of planning time for which participating teachers are reimbursed. Once the preliminary curriculum is designed, Gardner and Southerland (1997) suggested meeting, “weekly for two hours to continue coordinating...teaching, revise... expectations, discuss grading, and reflect on what...worked or didn’t work” (p. 33). To provide this necessary time, schedules must be aligned so that common planning times are established for all involved.

Finally, Gardner and Southerland stressed the need for administrative and financial support, which they referred to as “treasure.” They recommended that the following costs be covered to insure success:

- Scheduled revision time to allow participating teachers to teach and plan together;
- Sufficient summer funds to pay teachers to create the course;
- Support from boards for collaborative but labor-intense teaching;
- Funding to pay for both internal and external evaluation and assessment of the course (p. 34).

The lack of “treasure” is often cited as reason for not pursuing the interdisciplinary or integrated curriculum. Keith Hanson the Curriculum Director for the Redmond, Oregon School District responded regarding his districts integrative curriculum; “Four years ago we developed an integrative format for Language Arts and Social Studies for grades K-12...it reflects more of an interdisciplinary approach.

Unfortunately, with our increased growth and shrinking dollars it was not sustained” (K.Hanson, personal communication, April 29, 2003).

The task of thoroughly constructing an interdisciplinary or integrated curriculum will require time for the participating teachers to work together in the development of the program. Furthermore, Jacobs (1989) suggested that those who take on the task of planning an interdisciplinary curriculum should ask questions of validity. Curriculum choices should be valid within the individual disciplines. In other words, “Validity within disciplines requires teachers representing each discipline to verify that the concepts identified are not merely related to their subjects but are important to them” (p.27). Curriculum designers should also be concerned with validity for the individual disciplines. This question asks whether or not the interdisciplinary method will be mutually beneficial for all the included disciplines. For example, will students become more knowledgeable about history because it is presented simultaneously with relevant literature? Jacobs encouraged the planner to determine the possibility of validity beyond the disciplines. Consideration should be given as to whether students would gain some larger perspective of the subject matter and/or life as a result of the teaching structure (p.32).

Jacobs (1989) also described the several choices curriculum designers may choose from when constructing an integrated or interdisciplinary teaching model. This “continuum of options for content design” ranges from traditional discipline based teaching to what she refers to as a complete program where students actually live on the school campus and determine personalized curricula based on their individual interests and lives. Other options include a parallel discipline design where teachers, “sequence

their lessons to correspond to lessons in the same area in other disciplines” and what she referred to as interdisciplinary units where all disciplines come together to focus on a central theme (p. 15-16).

Drawing on the work of Harold Albery, Robert Bullough Jr. (1999) provided a similar spectrum of options and suggested that the selection of a philosophy or structure is the necessary initial step that provides needed direction. Bullough described five structural designs that closely parallel those of Jacobs. “Type-one core” is analogous to Jacobs’ discipline based teaching, “type-two core” compares to her parallel discipline design, “type-three core” is similar to her multi-disciplinary and interdisciplinary styles and “types-four and five” are much like her complete program model (p. 160-161).

For the purposes of this project, the “parallel discipline design” or “type-two core” approach will be used. Jacobs (1989) used the metaphor of a color wheel to describe this design. Whereas some colors naturally complement one another, so to, some disciplines accentuate one another’s strengths. This can be the case with history and literature.

Integrated Curriculum

Integration of history and literature takes place when an individual teacher decides to incorporate elements from other disciplines into his or her classroom. With integration students are taught to apply basic skills and knowledge from language arts and social studies. The rationale behind this is that integration: 1) Promotes student engagement and interest in subject matter, 2) Links basic skills with real life application, 3) Encourages students to think and apply knowledge and skills in a variety of appropriate ways, 4) Accommodates individual learning styles by using curriculum

structure that avoids fragmentation and instead emphasizes patterns to unify knowledge and to promote the transfer of learning, 5) Promotes the teaching of thinking skills by posing questions that require students to synthesize knowledge within and across subject disciplines, 6) Allows for individualism and independent work, 7) Increases efficiency as time and resources meet multiple objectives (Redmond School Dist., 2003). The degree to which integration takes place is up to the discretion of the teacher. This kind of integration can take place throughout the school year or in individual units. In fact, Berard (1983), a history teacher, suggested that,

The secondary school teacher may not wish to attempt a full programme of integration in light of the pressures to emphasize traditional study of sources, or it might seem desirable, in view of the variety of reading levels in the average public school classroom, to employ shorter pieces or excerpts from longer literary works. (p. 507).

One of the benefits of this kind of connected teaching is that it provides freedom for the individual teacher to make decisions concerning the extent of integration based on other curricular pressures. Of course, this may also be viewed as a drawback since it provides the instructor with an easy escape when other educational pressures mount.

Many articles discuss integration on a single unit basis, and there is widespread acknowledgement of the positive effects of integrating literature into the history curriculum (Berard, 1983; Bilof, 1996; Smith, Monson & Dobson, 1992). Brozo and Tomlinson (1986) claimed:

Stories, written in familiar narrative style, can provide background information and call to mind related ideas for easier assimilation of textual information...

Textbooks can provide only limited coverage of a topic. While they are excellent dispensers of facts, they often lack explicit development of important concepts (p. 289)

Again, these sentiments are echoed throughout the literature on this subject.

One example of integrating history into English courses came from Pat Egenberger (1997) who suggested students create video presentations of historical research in order to shed light on the novel *Prairie Song*. While this kind of integration often takes place naturally in both history and literature classes, individualized integration falls short of the possibilities that might be realized with a more closely connected curriculum.

Interdisciplinary Curriculum

Interdisciplinary teaching provides all the benefits of integration in an expanded form. Whereas integration of curriculum takes place on an individual basis with varying degrees, interdisciplinary education calls for teachers to commit to a more closely wedded curriculum. Interdisciplinary teaching usually calls for block, parallel or team teaching. It requires teachers to work together closely in order to maximize their expertise for the benefit of students (Gardner & Sutherland, 1997; Schaller & Wenk, 1997; Smith et al., 1992; Tarpey & Bucholc, 1997).

One major benefit of interdisciplinary teaching is that it streamlines the curriculum in a way that reduces confusion and anxiety for students. It provides coherence to class work that the traditional schedule and even basic integration cannot. According to Tchudi and Lafer (1997), "... the current school curriculum is fragmented, not only along disciplinary lines, but by the conflicting demands for skills instruction,

standardized tests, business needs, and college preparation” (p.25). Whether team or parallel teaching is utilized, interdisciplinary teaching does away with fragmentation by emphasizing explicit curricular connections.

An added benefit of interdisciplinary teaching suggested throughout the literature is the increased instructional time that can be spent with students. “An interdisciplinary curriculum...allowed me as a teacher who taught ‘two’ subjects to spend twice the time with the same group of students...I actually got to know my students and they got to know me” (Czajkowski, 1997, p. 92). Furthermore, interdisciplinary curriculum serves to cut down on the number of students a particular teacher sees throughout the day providing more individualized instruction and valuable planning time.

Interdisciplinary curriculum has been under discussion off and on for the last half-century, the latest resurgence occurring over the past decade (Lake, 1994). This resurgence can be attributed to the reform movement but has also been impacted by the Gates Foundation who have provided grants to schools and districts that have restructured high schools in innovative ways. The New Urban High School Project and The High Tech High Project are two models, which the Gates Foundation endorses. These models plus the two Gates schools reviewed; Davis High School in Yakima, Washington and Dayton High School in Dayton, Washington use an interdisciplinary or integrated curriculum. These schools are moving away from teaching isolated facts toward a more constructionist view of learning, which is based in the findings of Piaget, Dewey and Bruner (Lake, 1994).

In a recent study by the Center on Reinventing Public Education from the University of Washington, data from the 1999 and 2000 10th grade WASL showed that

schools that worked to incorporate EARL's into an existing "best practices" strategy made slightly greater gains in achievement than other improving schools (Taggart, 2001). Of the three "best practices" identified in the study, one was collaboration across grade levels and disciplines.

Additionally six of the ten Washington schools recognized by the Gates Foundation in their 2003 High Achievement Models sight integrated or interdisciplinary curriculum in reasons for high achievement (Ten Washington State, 2003).

High Tech High Model

The High Tech High model is a centerpiece for the Gates Foundation. The Foundation has synthesized research over the last seven years and formulated **Seven**

Attributes of High Achievement Schools:

1. **Common Focus:** In high achieving schools, the staff and students are *focused* on a few important goals. The school has adopted a consistent research-based instructional approach based on shared beliefs about teaching and learning. The use of time, tools, materials, and professional development activities are aligned with instruction.
2. **High Expectations:** In high achieving schools, all staff members are dedicated to helping every student achieve state and local standards; all students are engaged in a *ambitious* and rigorous course of study; and all students leave school prepared for success in work, further education and responsible citizenship.
3. **Personalized:** In high achieving schools, the school is designed to promote powerful, sustained student relationships with adults where every student has an adult advocate and a *personal* plan for progress. It is vital that schools are small,

intimate units of no more than 600 students (no more than 400 strongly recommended) so that staff and students can work closely together.

4. **Respect and Responsibility:** In high achieving schools, the environment is *authoritative*, safe, ethical, and studious. The staff teaches, models, and expects responsible behavior and relationships are based on mutual respect.

5. **Time to Collaborate:** In high achieving schools, staff has time to *collaborate* and develop skills and plans to meet the needs of all students. Parents are recognized as partners in education. Partnerships are developed with businesses in order to create relevance and work-based opportunities and with institutions of higher education to improve teacher preparation and induction.
6. **Performance Based:** In high achieving schools, students are promoted to the next instructional level only when they have achieved competency. Students receive additional time and assistance when needed to achieve this competency. Data-driven decisions shape a *dynamic* structure and schedule.
7. **Technology as a Tool:** In high achieving schools, teachers design engaging and *imaginative* curriculum linked to learning standards, analyze results, and have easy access to best practices and learning opportunities. Schools publish their progress to parents and engage the community in dialog about continuous improvement.

The High-Tech High model is currently being used with great success in a number of urban areas across the country. The model school is in San Diego, with new branches opening in Denver, Co., Federal Way, Wa, and Oakland, Ca. The two key pieces for the

High-Tech High model are size, keeping the school to about 400 students and interdisciplinary core curriculum.

The Gates Foundation has further expanded this concept and awarded grants to schools and districts that have embraced many of the philosophical changes proposed. This next school year, Davis High School of Yakima, Washington, with a student body of roughly 1600 students will operate as four different academies or small schools focusing on certain career pathways. While each academy will have a different focus, the one common theme in all the academies is the interdisciplinary or integrated teaching strategy in the core curriculum areas (Davis, 2003). Meanwhile, Dayton High School of Dayton, Washington is a small rural school with about 250 students. They already have the size component in place, but are now putting the interdisciplinary approach into practice.

Summary

Whether proposing an integrative or interdisciplinary model of instruction, the verdict from the related literature is clear; connecting history and literature at any grade level is beneficial for both teacher and student. The task of planning this kind of curriculum is not easy, but the reward of increased student interest and involvement appears to be worth the time and effort. Integration of these content areas within the individual classroom can provide the necessary experience and practice for any teacher who desires to eventually implement a truly interdisciplinary curriculum. However, based on the fact that there are only a handful of articles that deal specifically with the secondary level, it is apparent that more research is required in order to explore all the possibilities in this field.

Chapter Three: Design of the Project

Introduction

The purpose of the project was to design and implement a model-integrated curriculum. The curriculum would integrate sophomore English and History to reduce fragmentation and assist students in making appropriate content relationships. The model focuses on meeting the Benchmark 3 EALR's as it presents the History and English curriculum.

Review of Literature

To accomplish this purpose, a review of current literature on integrated and interdisciplinary teaching has been completed.

Personal Experience

The author of this project is a high school history teacher with 17 years of classroom experience and an endorsement in English. Overtime, it has become apparent that combining these two disciplines might benefit students since they frequently have questions about the connection between history and literature and "real" life. As a result teachers frequently find it necessary to provide this kind of information to accentuate understanding.

Current research supports the use of integrated and interdisciplinary teaching methods. Even so, very little curriculum has been researched or developed for the high school level. The purpose of this study is to add to that small body of knowledge.

Development and Support for the Project

While teaching a sophomore U.S. History class it became apparent that a number of students who were taking English concurrently started to make connections between

the novels they were reading and what was discussed in History class. Some students were excited as they began to put together the full meaning and relationships of the events. Discussion with sophomore English teachers also indicated support for an integrated history English approach. The Principal was consulted regarding the possibility of developing an integrated curriculum and gave his initial support. The proposed curriculum idea was shared with sophomore U.S. History classes with an overwhelming response that they would appreciate such an approach to learning.

If the project is to be implemented on a full scale, the author recognizes that formal support from administration and staff will be necessary. While this is not an easy task, it is certainly worthwhile. Furthermore, it is the author's hope that this project will serve as evidence of research, preparation and legitimacy in pursuit of that support.

Procedures

An Educational Resources Information Center (ERIC) search was conducted to obtain needed materials for the development of the interdisciplinary curriculum. Further research was conducted via the Internet, and members of the Central Washington University faculty provided additional resources. A review of the Washington State Essential Academic Learning Requirements (Washington State Commission on Student Learning, 1998) was also conducted. Finally, materials were also acquired after referrals from the Adams County Schools in Thornton, Colorado who have two high schools using an interdisciplinary model and the Beaverton School District in Beaverton, Oregon who have three high schools using the model. Additional information was acquired from the Gates Foundation, as well as being able to attend a workshop for Gates Schools in the Spring of 2003.

Planned Implementation for the Project

Upon completion and readiness of the interdisciplinary model curriculum and the support of the teachers and principal it will be submitted to the Cashmere School District Board of Directors for approval. Approval will be sought during the 2003-2004 school year with hoped for implementation in 2004-2005.

Chapter Four: Components of the Project

Overview

The 10th grade Core for students in the Cashmere School District was designed to meet the History and Language Arts requirements in an integrated fashion. Alignment with Benchmark 3 EALR's was essential to the design of the Core class. The class design utilizes the district adopted materials: American History: The Modern Era Since 1865 published by Glencoe and The American Tradition in Literature published by McGraw-Hill.

The curriculum of the class was structured along historical units with literature and writing incorporated to enhance the student connections with the material. The students will be taught to apply basic skills and knowledge from the language arts and social studies, which will allow them to synthesize knowledge and connect ideas more insightfully than they could by examining the separate subjects. The curriculum will further cross-reference specific student objectives with the Benchmark 3 EALR's and keep track of student achievement on an Interdisciplinary Social Studies Checklist.

The curriculum consists of six units to be taught over the course of the year.

Unit 1- Forging a Nation

Unit 2- New Horizons

Unit 3- Entering a New Century

Unit 4- Crusade and Disillusion

Unit 5- Times of Crises

Unit 6- Redefining America

Initially, the project will be employed on a trial basis with one teacher who has endorsements in both History and English teaching one 90 minute block of Interdisciplinary Social Studies for the full year. A sample Unit plan, Unit 1 has been provided with the links to content objectives as well as Benchmark 3 objectives. Three sample daily lesson plans with activities and assessments have also been provided.

AN INTERDISCIPLINARY APPROACH
TO HISTORY AND ENGLISH INSTRUCTION
AT THE SECONDARY LEVEL

A Model Curriculum
For 10th Grade U.S. History and American Literature

by

Miles J. Caples

July, 2003

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UNIT ONE: FORGING A NATION

Unit Objectives

- 1) List events that showed a spirit of nationalism.
- 2) Explain how the Supreme Court increased the national government's power.
- 3) Discuss the impact of the Industrial Revolution on American life.
- 4) Explain how industrialization contributed to wider acceptance of slavery in the South.
- 5) Identify four areas of sectional conflict.
- 6) Summarize the political career of Andrew Jackson.
- 7) List three democratic changes that developed during this period.
- 8) Identify social reform movements that were widespread during the early 1800's.
- 9) Discuss the new values and beliefs that influenced educators, artists, and writers.
- 10) Describe western settlement.
- 11) Explain how Texas became part of the United States.
- 12) Describe the debates on the question of slavery.
- 13) Explain how immigration affected economic growth.
- 14) Explain key political events.
- 15) List the political events that led to secession.
- 16) Explain war strategies.
- 17) Identify major battles of the Civil War.
- 18) Discuss behind-the-lines activity during the war.
- 19) Explain the wartime roles played by civilians.
- 20) Explain changes in military strategy.

- 21) Discuss the election of 1864.
- 22) Explain the changes in Southern society that occurred after the Civil War.
- 23) Discuss the changes that freedom brought to African American families.
- 24) Compare the Lincoln and Johnson plans for Reconstruction with the plans of the Radical Republicans.
- 25) Explain how the black codes and the return of former Confederates to power affected Reconstruction.
- 26) Describe Southern resistance to Reconstruction.
- 27) Discuss political and economic change in the South after Reconstruction.

EALR's Addressed

Reading:

3.0, 3.1, 3.3

Writing:

1.1, 2.2, 4.0

Communication:

3.3, 4.3

History:

1.0, 1.3

Geography:

1.0, 3.1, 3.3

Civics:

1.0, 1.2, 2.1, 4.0

Economics:

2.0, 2.2, 3.0

Social Studies Skills:

3.1

Anthology Selections:

Abraham Lincoln: Letter to General U.S. Grant, Address at the Dedication of the
Gettysburg National Cemetery.

Frederick Douglass: Narrative of the Life of Frederick Douglass

Walt Whitman: Drum –Taps

Mark Twain: Life on the Mississippi

UNIT ONE PRE-TEST

Forging A Nation 1815-1877

Name _____ Date _____ Class _____

DIRECTIONS: Completion In the space provided, write the word or words that best complete the sentence.

1. Henry Clay's _____ System was based on a protective tariff and internal improvements.
2. In *McCulloch v. Maryland*, the Supreme Court stated that the federal government possessed _____ powers, that is, powers not specifically granted by the Constitution.
3. The Monroe Doctrine stated that European nations should no longer plan to colonize in _____.
4. A growing democratic movement led to the election of _____ to the presidency in 1828.
5. Included in the _____ was the admission of California as a free state.
6. Lincoln turned the Civil War into a crusade against slavery when he issued the _____.
7. _____ acceptance of Lee's surrender at Appomattox Court House ended the Civil War.
8. _____ was reelected in 1864 to the presidency.
9. People known as _____ in the South included white Southern Union sympathizers.
10. A group known as the _____ Republicans opposed Lincoln and Johnson's plans for Reconstruction.

DIRECTIONS: Multiple Choice Circle the choice that best completes the statement or answers the question.

11. African Americans escaped from slavery on what was called the

- a. Freedom Trail. c. Escape Circuit.
- b. Abolitionist Highway. d. Underground Railroad.

12. The democratic trends that took place during Andrew Jackson's presidency

- a. resulted in the abolitionist movement.
- b. did not extend to Native Americans.
- c. resulted in woman suffrage.
- d. increased rights for African Americans.

13. Conflict between Americans in Texas and Mexico eventually led to the

- a. Civil War. c. Compromise of 1850.
- b. Louisiana Purchase. d. admission of Texas to the Union.

14. The expansionist movement known as manifest destiny included the belief that

- a. American institutions must be spread
- b. slavery should be abolished.
- c. the United States should remain isolated.
- d. the nation had extended far enough by 1845.

15. In the *Dred Scott* decision, the Supreme Court ruled that

- a. enslaved people were property and could be taken into territories.
- b. all enslaved people were citizens.
- c. the Compromise of 1850 was unconstitutional.
- d. slavery in the District of Columbia would be discontinued.

16. In Lincoln's first inaugural address, he argued that

- a.** slavery should be abolished.
- b.** states had a right to secede from the Union.
- c.** no state could get out of the Union on its own.
- d.** the Confederate states must be forced to return to the Union.

17. One advantage that the Confederacy had over the Union during the early years of the Civil War was

- a.** superior military leaders. **c.** more funds.
- b.** stronger industries. **d.** a larger population.

18. An important part of the Union war strategy was to

- a.** gain Britain's aid in the war. **c.** keep all the fighting in Union territory.
- b.** blockade Southern ports. **d.** capture Gettysburg.

19. The most important political problem to be solved following the Civil War was

- a.** to pardon high-ranking Confederate officials.
- b.** the readmission of the Southern states to the Union.
- c.** to set electoral procedures.
- d.** the reconstruction of Southern industries.

20. Extending the right to vote was part of the

- a.** Eighteenth Amendment. **c.** Fifteenth Amendment.
- b.** Wilmot Proviso. **d.** Compromise of 1820.

DIRECTIONS: Essays Answer both of the questions below.

21a. Describe the work of three reformers and the changes they brought about in the United States between 1820 and 1850.

21b. Discuss five effects of Reconstruction on African Americans in the South.

Unit 1 Day 1 Lesson

Objectives:

List events that showed a spirit of nationalism.

Explain how the Supreme Court increased the national government's power.

The Era of Good Feelings:

The first major turnpike in America was built in 1794 and connected

Philadelphia and Lancaster, Pennsylvania—a distance of about 62 miles.

I. Nationalist Legislation (pages 140–141)

A. James Monroe won the presidential election of 1816. He assumed the presidency at a time when many Americans felt pride in and devotion to their nation. The nation was prospering and political rivalry had seemed to fade away. A Boston newspaper described the time as an “Era of Good Feelings.”

B. During this time, Speaker of the House Henry Clay proposed a nationalist program to improve the nation. It was known as the “American System.” It aimed to improve each region’s economy and strengthen the national government. It included three main aspects:

1. internal improvements, such as roads, bridges, and canals;
2. creation of a new national bank to create a more orderly money supply and help American businesses grow;
3. higher taxes on imported items to protect American merchants from imports.

Why do you think Clay’s plan was known as the “American System”?

(It focused on improving many aspects of America’s economy, from its transportation to its banking systems.)

II. Supreme Court Nationalism (pages 141–142)

A. The Supreme Court helped to increase the power of the national government with three notable decisions during the early 1800s.

B. In the case of *Fletcher v. Peck*, the Court ruled that acts of state government could be declared void if they violated provisions of the Constitution.

C. In *McCullough v. Maryland*, the Court declared that the federal government

could choose any method that was “necessary and proper” to exercise the powers the Constitution had given it.

D. In *Gibbons v. Ogden*, the Court decided that only Congress had the power to make laws governing interstate commerce, or trade between states.

Which decision do you think gave the federal government the widest power over the states?

III. Tying the Nation Together (*pages 142–145*)

A. After the War of 1812, the United States worked to improve its transportation systems in order to strengthen communication and business activities among various regions of the country.

B. Between 1800 and 1830, several companies built private roads called turnpikes. Travelers on these roads had to pay a toll, which was used to improve the roads. Soon, turnpikes connected a number of cities in the East.

C. In 1806, Congress approved government funds to finance building the National Road for western travel. When it was finished, the road connected Cumberland, Maryland, with what is now Wheeling, West Virginia. By 1852, it stretched to Vandalia, Illinois.

D. In 1807, Robert Fulton launched the nation’s first steamboat on the Hudson River. It greatly reduced travel time on the river. Soon, steamboats carried people and goods along the Mississippi River and on the Great Lakes.

E. In order to transport heavy goods, Americans built numerous canals. A canal is a channel dug out and filled with water to allow boats to cross a stretch of land.

F. The Erie Canal, built in 1825, opened a continuous water route linking the Great Lakes with New York City’s harbor on the Atlantic coast. It became the cheapest way to send goods to and from the Northeast and the West.

G. Railroads eventually proved to be the most reliable and fastest mode of transportation. By the second half of the 1800s, railroads would dominate the nation's transportation systems.

Many settlers hoped that parts of the West would gain statehood. How would building roads to the West help achieve this? (It would make travel west easier and thus encourage population growth, which was needed for statehood.)

IV. Foreign Affairs (*pages 145–146*)

A. By 1818, the United States and Spain had edged close to war over the Spanish-held territory of Florida. The United States wanted to take control of Florida in order to keep Native Americans and enslaved Africans from seeking refuge there.

B. Spain had little interest in trying to hold onto the region. In 1819, Spain ceded Florida to the United States in the Adams-Onís Treaty.

C. Throughout the early 1800s, Spain was forced to give up other lands in the Western Hemisphere, as many Latin American colonies revolted against Spain and declared their independence. Spain and other European nations, however, soon plotted to recapture their lost colonies.

D. In 1823, President Monroe issued the Monroe Doctrine. The doctrine declared that Europeans were not to colonize or otherwise interfere with nations in the Western Hemisphere. In return, the United States promised it would stay out of European affairs.

E. Great Britain supported the doctrine and offered America the support of its powerful navy. Many European nations were surprised at the boldness of the Americans. However, they did not want to challenge the United States and the British navy.

F. At home, Americans praised the doctrine. To many citizens, it demonstrated the nation's growing independence and might.

Why might the Monroe Doctrine bring both praise and criticism from Latin American nations? (They might praise the doctrine for helping to keep Europe out of its affairs, but they also might see the doctrine as an example of the United State's growing belief that it controlled the Western Hemisphere.)

SUPREME COURT COOPERATIVE LEARNING ACTIVITY

1. Divide the class into four groups.
2. Each group is given one of the four precedent-setting cases of the Marshall Court: *Marbury v. Madison*, *Dartmouth College v. Woodward*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*.
3. Each group is then to:
 - a.) Present the opposing sides of the case
 - b.) Analyze the issue
 - c.) State the outcome
 - d.) Speculate on the effect the outcome would have on future cases

The Era of Good Feelings Quiz

Name _____ Date _____ Class _____

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (1 point each)

Column A

- _____ 1. fee
- _____ 2. road for which travelers had to pay to use
- _____ 3. a demand that warns of serious consequence
- _____ 4. roads, canals, and other transportation needs
- _____ 5. feeling of intense loyalty to one's country

Column B

- A. nationalism
- B. turnpike
- C. internal improvements
- D. toll
- E. ultimatum

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (1 point each)

- _____ 6. The "American System" was based on
A. rulings set by the Supreme Court. B. a system of turnpikes.
C. the Monroe Doctrine. D. a protective tariff and internal improvements.
- _____ 7. Between 1819 and 1824, three important Supreme Court cases supported
A. a strong federal government. B. the end to slavery.
C. the rights of Native Americans. D. states' rights.
- _____ 8. Two-way river travel was demonstrated by a steamboat made by
A. John Marshall. B. Robert Fulton.
C. Henry Clay. D. David Stevenson.
- _____ 9. The Rush-Bagot Agreement removed warships from the
A. Great Lakes. B. Mississippi River.
C. Gulf of Mexico. D. Erie Canal.
- _____ 10. The policy that declared that Europeans should no longer consider building colonies in the Americas is known as the
A. Manifest Destiny. B. anti-colony rule.
C. Monroe Doctrine. D. American System.

Unit 1 Day 6 Lesson

Objectives:

Describe western settlement.

Explain how Texas became part of the United States.

Manifest Destiny

A sign above the entrance of the Alamo asks visitors to remove their hats and “speak in low tones” out of respect for the site.

I. The Thirst for New Lands; Texas Independence (*pages 170–172*)

A. Throughout the mid-1800s, thousands of Americans carved out settlements in the Oregon Territory in the nation’s northwest. Both the United States and Britain claimed this region.

B. Another group of settlers that moved west was the Mormons. They journeyed in search of a place where they could practice their religion without persecution. They settled in what is today Utah.

C. Throughout the early 1800s, a growing number of Americans also moved into Texas, a large region that belonged to Mexico.

D. As more American settlers moved in, they clashed with Mexican authorities. Some colonists practiced slavery, which the Mexican government had prohibited. Mexican officials also insisted on strict political control, while the settlers wanted more say in the region’s affairs.

E. War soon broke out between the two sides. In March 1836, American and Mexican troops clashed at an empty mission called the Alamo. After a fierce battle, the Mexicans overwhelmed the mission and killed all the American defenders.

F. Settlers rushed to join the army, which was led by Sam Houston. In April 1836, Houston’s army attacked Mexican troops near the San Jacinto River. The Americans routed the Mexican army and brought an end to the war.

G. In May 1836, Texans forced Mexico to sign a peace treaty. In September 1836, Texans elected Sam Houston president of the new independent nation—the Republic of Texas.

What do you think prompted so many Americans to journey west?

(Possible responses: desire to own land and start a new life; excitement of exploring the unknown)

II. Election of 1844; Division of Oregon (*pages 172–173*)

A. The issue of expansion dominated the presidential election of 1844. Democratic candidate James Polk supported annexing both Oregon and Texas.

B. Polk won the election and soon began negotiations with Great Britain over the Oregon territory. The British agreed to give the United States all of the Oregon territory south of the 49th parallel—today’s U.S.-Canadian border. Oregon became a U.S. territory in 1848 and a state in 1859.

C. In February 1845, both houses of Congress passed a joint resolution admitting Texas into the Union. In December, Texas became the twenty-eighth state to enter the Union.

D. However, the boundary between Texas and Mexico remained undetermined, and the Mexican government threatened war.

Why might the Americans have felt that they had a stronger claim to Oregon Country than did the British? (Thousands of Americans were settling in the region.)

III. War With Mexico (*pages 173–175*)

A. In April 1846, Mexican and U.S. troops clashed in Texas. Polk asked Congress for a declaration of war. In May, Congress declared war on Mexico.

B. Many abolitionists opposed the war. They considered it a plot to add more slave states to the Union. However, most Americans rallied behind the war effort.

C. By 1847, U.S. troops had captured Mexico City. Meanwhile, American settlers living in the Mexican territory of California took up arms. U.S. forces joined them and forced the Mexicans in California to surrender. The United States then took possession of the territory.

D. In February 1848, the Mexicans signed the Treaty of Guadalupe Hidalgo. Under its terms, Mexico recognized Texas as part of the United States and accepted the Rio Grande as the border between Texas and Mexico.

E. Mexico also gave up all of California and New Mexico. This territory has since become known as the Mexican Cession. It included the present-day states of California, Nevada, Utah, and parts of Arizona, Colorado, Wyoming, and New Mexico.

F. Some Americans, however, were not satisfied with the terms of the Treaty of Guadalupe Hidalgo. They wanted more territory claimed by Mexico.

G. In 1853, James Gadsden, the U.S. minister to Mexico, purchased a strip of Mexican land in the nation's southwest. This land provided a route to build a railroad across the southern part of the nation to California. The Gadsden Purchase completed the boundary between Mexico and the United States.

How did the way in which the United States gained the Mexican Cession territory differ from how it gained the Louisiana Territory? (The United States seized the Mexican Cession land in a war; it purchased the Louisiana Territory from France.)

Name _____ Date _____ Class _____

Chapter Map Activity 4



The Mexican War

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Chapter Map Activity 4 (continued)

MANIFEST DESTINY ASSESSMENT

Imagine you are a newspaper editor in the mid-1840's. Write your Sunday editorial discussing whether the United State's actions to wage war against Mexico were justified.

Unit 1 Day 9 Lesson

Objectives:

Explain war strategies.

Identify major battles of the Civil War.

The Civil War

Lincoln delivered his several-minute Gettysburg Address after Edward Everett, the event's main speaker, delivered a two-hour speech. The press covering the ceremony glorified Everett's remarks and paid little attention to Lincoln's words.

I. Strategies and Advantages (*pages 190–192*)

A. The Civil War began on April 12, 1861, when Southern troops fired on Fort Sumter, a federally controlled military post in the harbor of Charleston, South Carolina.

B. After the attack on Fort Sumter, four more states in the South—Virginia, North Carolina, Arkansas, and Tennessee—joined the Confederacy.

C. The border states to the North—Delaware, Maryland, Kentucky, and Missouri—supported the Union but not the abolitionist cause.

D. At the beginning of the war, each side had advantages and disadvantages.

E. The South contained many skilled soldiers and military leaders. In addition, the South had few big cities and thus could not be paralyzed by a blow at a vital center. The South, however, had few factories to produce weapons and few railroads to move troops and supplies. Furthermore, the South's population was much smaller than the North's.

F. The North enjoyed superiority in resources of every sort—population, money, transportation, food, and manufacturing. The North, however, would have to invade the South in order to win. In addition, many Northerners did not have a clear cause for which they were fighting. Southerners, on the other hand, believed that they were fighting for their freedom.

G. The Union devised a three-step strategy to defeat the South:

1. blockade Confederate ports to cut off supplies from Europe and ruin the South's economy;

2. take control of the Mississippi River to split the Confederacy in half;
3. capture the Confederacy capital at Richmond and seize the Confederate government.

H. The Confederates' strategy was simpler: fight a defensive war and exhaust the North into defeat.

How did the war strategies of the North and the South differ? (The North sought to fight an aggressive, offensive war that involved several key steps; the South sought to simply repel the North and exhaust it into defeat.)

II. The War in the East (*pages 192–194*)

A. In July 1861, Union and Confederate forces clashed near Bull Run in Virginia. The Confederates won the First Battle of Bull of Run, which signaled a long and bloody struggle ahead.

B. In September 1862, Union and Confederate forces fought at Antietam in Maryland. The Battle of Antietam was the bloodiest single day of fighting in the entire war. More than 26,000 soldiers were killed or wounded before the battle ended with Lee's retreat.

C. Encouraged by the Confederate victory at Chancellorsville, General Robert E. Lee decided to invade the North. In June 1863, Northern and Southern armies met near Gettysburg in Pennsylvania.

D. After three days of intense fighting, each side had suffered casualties that numbered more than 20,000.

E. The North eventually won the Battle of Gettysburg, which was considered a turning point of the war. Never again would weakened Confederate forces be strong enough to seriously threaten the Union.

F. In November 1863, Lincoln visited the Gettysburg battle site to pay tribute to those killed there. During the dedication ceremony, he delivered a short speech that became known as the Gettysburg Address. It is recognized as one of the finest speeches ever made.

Why is the Battle of Gettysburg considered the turning point of the war? (The South's defeat there so weakened the Confederacy that it never could regain enough strength to seriously threaten the Union.)

III. The War in the West (*pages 194–196*)

A. While many of the war's major battles took place in the East, fighting also occurred in the West. Beginning in 1862, both sides fought to control the Mississippi River.

B. General Ulysses S. Grant led the Union effort in the West. He captured several key forts and eventually took control of the Mississippi Valley.

C. In April 1862, Union and Confederate forces clashed at the Battle of Shiloh on the Tennessee-Mississippi border. Northern troops defeated the South and stopped the Confederates from retaking western Tennessee.

D. That same month, Union forces led by David Farragut captured New Orleans.

E. Beginning near the end of 1862, Grant attempted to capture Vicksburg, Mississippi, which blocked the Union from gaining complete control of the Mississippi River.

F. After several Union attacks failed, Grant began a siege of the city. He cut off all supplies going in so that the city would have to surrender or starve. On July 4, 1863, Vicksburg surrendered. The Union controlled the Mississippi River and cut the Confederacy in half.

G. Union forces quickly turned their attention to capturing Chattanooga, a rail center on the Tennessee-Georgia border. After a long and difficult struggle, they prevailed.

H. By the end of 1863, the North had achieved two of its three main goals. Its naval blockade had crippled the Southern economy, and its victories in the West had split the Confederacy. Union leaders now focused on carrying out the final step of their plan by invading the Deep South.

Why did both sides want control of the Mississippi River? (If the North gained control of the river, it would split the Confederacy in half and greatly weaken it.)

The Civil War Quiz

Name _____ Date _____ Class _____

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (1 point each)

Column A

- _____ 1. Northern attempt to stop shipping to the South
- _____ 2. drafting men into military service
- _____ 3. Confederate military leader
- _____ 4. Confederate ironclad
- _____ 5. General who reorganized Union army

Column B

- A. George McClellan
- B. Virginia
- C. Robert E. Lee
- D. blockade
- E. conscription

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (1 point each)

- _____ 6. Confederate leaders thought Britain would support its cause because Britain needed Southern
 - A. manufactured goods. B. cotton.
 - C. citrus fruit. D. cheap labor.

- _____ 7. The Confederacy was cut in two when Grant, after a long siege, captured the city of
 - A. Richmond. B. Gettysburg.
 - C. Atlanta. D. Vicksburg.

- _____ 8. Flag Officer David Farragut captured
 - A. Atlanta. B. Vicksburg.
 - C. New Orleans. D. Chattanooga.

- _____ 9. After the Battle of Bull Run in 1861, Lincoln gave control of the Union army to
 - A. George McClellan. B. George G. Meade.
 - C. Ulysses S. Grant. D. Robert E. Lee.

- _____ 10. Lincoln said that "these dead shall not have died in vain" when he visited the battlefield cemetery at
 - A. Antietam. B. Vicksburg.
 - C. Shiloh. D. Gettysburg.

Reconstruction Activity

INFORMATION

Political differences divided the government about how Reconstruction should be carried out. Radical Republicans favored military rule in the South and the right to vote for those who were formerly enslaved. African Americans helped elect Ulysses S. Grant in 1868, but by 1872, ex-Confederates were granted general amnesty and groups like the Ku Klux Klan resorted to terror to keep African Americans from the polls.

TASK

Your task is to make a poster that shows how the status of African Americans changed during Reconstruction. The poster will show what laws were passed to ensure African Americans' rights, organizations that benefited or hindered their progress, and their economic and political status. You will choose how to present your information. The poster may include graphic organizers, photographs accompanied by captions, a time line, charts, or graphs.

PURPOSE

The purpose of this activity is to provide a visual illustration of the changing status of African Americans during Reconstruction.

TARGET AUDIENCE

Your audience is your classmates.

PROCEDURE

1. Review information on Reconstruction and its effects on African Americans.
2. Conduct supplemental research to discover more facts about such subjects as sharecroppers, black codes, segregation, and the Freedmen's Bureau.
3. Identify a theme, categorize your information, and plan the design of your poster.
4. Write a draft of the written information that you will include and make up a title for your poster.
5. Make a layout and sketch of your poster and share it with a classmate. Use your class-mate's comments to make any appropriate changes.
6. Make your final poster.
7. Display your poster in your classroom.

Poster Scoring Rubric

4- The poster is an outstanding and creative presentation of the theme. The poster communicates information to the audience in a clear, concise, and powerful manner.

3-The theme of the poster is clear. There is wholeness about the poster. The main ideas of the poster are connected to the theme and are supported by appropriate details. The student presents accurate information, and it is clear that the student thoroughly understands the historical concepts related to this project. The student uses pictures, photographs, drawings, and graphics to clarify information and to add to the overall effectiveness of the poster. The student uses space, shapes, textures, and colors to enhance the look of the poster and help viewers focus their attention to important ideas presented in the poster. The poster has its intended effect on the audience. The poster is presented in an attractive and presentable manner.

2- The poster lacks a theme. The poster's main ideas are unconnected and lack supporting details. Information in the poster may contain errors. The student does not demonstrate a mastery of the historical concepts related to this project. Pictures, photographs, drawings, and graphics may be missing or difficult to understand. The student does not use space, shapes, textures, and colors to enhance the poster. The poster does not have its intended effect on the audience. The poster may not be displayed in a presentable manner.

1- The poster is not done or is very poorly done.

Chapter Five: Summary, Conclusion, and Recommendations

Summary

The purpose of this project was to design and implement an interdisciplinary model for U.S. History and American Literature at Cashmere High School in Cashmere, Washington. The goal for the interdisciplinary curriculum model was to enhance student comprehension and understanding of both the U.S. History and American Literature content in a relevant, meaningful way with real world connections as opposed to being taught in isolation. Research validated the hypothesis that student learning would improve as content was meshed in a relevant manner as opposed to isolated instruction.

The curriculum also had to address national and state standards and benchmarks. Thus, the Interdisciplinary Social Studies checklist was developed, modeled after a Language Arts checklist utilized by the Kittitas, Washington School District (See Pg. 36).

Conclusions

Conclusions reached as a result of this project were:

1. Interdisciplinary instruction is effective in improving student learning and is validated by research supporting the interdisciplinary model as early as the 1920's.
2. Administrators cite lack of funding as the main hurdle to implementing interdisciplinary instruction.
3. Territoriality plays a major role in the lack of interdisciplinary instruction at the secondary level. Teachers at the secondary level have degrees in specific subject areas and are many times uncomfortable working with other disciplines or becoming more of a "generalist".

4. Tradition can be a hardship to overcome when implementing an interdisciplinary model. Schools are institutions that are resistant to change. Teachers who have been in the profession for a period of time may also be resistant to change and the interdisciplinary model. The model requires a change in scheduling, preparation and teaching strategies, which may scare people off.
5. Administrative support is vital, in order to develop schedules that will allow collaboration and planning for teachers working in interdisciplinary teams.
6. When the interdisciplinary model is aligned with the Washington State EALR's, teachers will find connections and develop assessments that will help provide their students with vital practice as they prepare for the WASL tests in both Social Studies and Language Arts.
7. The interdisciplinary model brings learning from a fragmented, isolated setting to a community of interrelated events that have relevance to students' lives.

Recommendations

1. The interdisciplinary curriculum must be aligned with the Washington State EALR's in order to ensure student success.
2. A study should be conducted to evaluate costs regarding interdisciplinary models v. traditional models. Recent research compiled in the Chicago area concluded that students in the interdisciplinary program demonstrated more positive behaviors than the discipline- based students, as indicated by consistently lower absence rates and generally lower suspension rates.

Academic achievement was also higher for the interdisciplinary group as they had higher grade point averages and higher standardized test scores than their disciplined based counterparts (Cordogan, 2001). In the long run it may be less expensive to utilize the interdisciplinary model, as there will possibly be fewer students needing remediation.

3. Collaboration must be the cornerstone of the school philosophy. Opportunities for staff development, sharing, workshops etc. must be a high priority for the Administration. Teachers must be encouraged to “step out” and try new lessons or strategies that they have been exposed to in a professional development setting. Teachers should also be encouraged to share what they have learned with colleagues. Many times people will gain powerful knowledge at workshops but no one else on the staff is aware of it. We must learn to share with one another to enhance overall teaching in our buildings.
4. Teacher-leaders need to be identified. The teacher-leaders should then be exposed to the interdisciplinary model. The ultimate goal is for the teacher-leaders to embrace the interdisciplinary model and become change agents for the rest of the staff. Teacher-leaders are essential to creating collaboration between colleagues and ushering in reform.
5. Be patient! Change to a true interdisciplinary model will take time. It will be a constant work in progress and the proper mind set regarding the gradual change is essential for results to come about.

6. Staffing is an important variable. Administrators must decide what type of interdisciplinary model to follow. If they choose to follow the teaming model they then must hire staff that will be able to work well with other colleagues and also have characteristics that mesh with a teaming partner in a manner that will enhance the overall quality of the teaching team. If however the Administration chooses the single model, they will have to hire staff that are certified in more than one discipline and can thus combine their two specialty areas in to one interdisciplinary class.
7. Schools should try to remain small. As reported in the article *Strong, Smaller High Schools to Help Thousands of Oregon Students*, Many experts say large, impersonal high schools, with their anonymity and lack of rigor, are the biggest obstacle to personalizing education so all students can succeed. This grant will transform some of Oregon's ineffective schools into smaller results-oriented learning communities. Dozens of studies have shown that students in smaller high schools graduate and go on to college at a higher rate than their counterparts in large high schools. In small schools, they get rigorous, engaging courses and the opportunity to develop close relationships with their teachers and other adults (Strong, 2003). Statistics published recently in North Central Washington seem to corroborate this research. Wenatchee High School who has a population of 2000 or more had a graduation rate of 66% this past year. Eastmont High School who's population is about 1600 had a 74% graduation rate, and Cashmere High School with a population of

about 500 had a 96.8% graduation rate. It does appear that students will have more success in smaller environments.

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APPENDIXES

Interdisciplinary Social Studies Checklist

Assessment		
Jo- Journal	Ob- Observation: Anecdotal notes w/rubric	
Cl- Checklist	Sa- Sample of Work w/rubric	
Co- Conference	Wp- Writing and or prompt w/rubric	
Pf- Portfolio w/self-assessment or peer feedback		
Sp- Public Speaking	Rp- Role Play	
Performance Levels		
4- Above Standard: Exceeds standard- Performing above expectation		
3- Meets Standard: Solid Performance on standard		
2- Working Toward Standard: Partial performance with continuing assistance		
1- Below Standard: Little demonstration OR needs more time to develop		
Reading	Assessment	Semester
1.0- The student understands and uses different skills and strategies to read.	Ob	
1.1- Use word recognition and word meaning skills to read and comprehend.	Ob	
1.2- Build vocabulary through reading.	Ob	
1.3- Read fluently, adjusting reading for purpose and material.	Ob	
1.5- Use features of nonfiction text and computer software.	Ob	
2.0- The student understands the meaning of what is read.	Ob,Co,Sa	
2.1- Comprehend important ideas and details.	Ob,Co,Sa	
2.2- Expand comprehension by analyzing, interpreting, and synthesizing information and ideas.	Ob,Co,Sa	
2.3- Think critically and analyze the authors' use of language, style, purpose, and perspective.	Ob,Co,Sa	
3.0- The student reads different materials for a variety of purposes.	Wp,Pf	
3.1- Read to learn new information	Wp,Pf	
3.2- Read to perform a task	Wp,Pf	
3.3- Read for literary experience in a variety of forms.	Wp,Pf	
3.4- Read of career applications.	Wp,Pf	
Writing	Assessment	Semester
1.0- The student writes clearly and effectively		
1.1- Develop concept and design. Develop a topic or theme; organize written thoughts with a clear beginning, middle, and end; use transitional sentences and phrases to connect related ideas; writes coherently and effectively.	Wp,Pf	
1.2- Use style appropriate to the audience and purpose. Use voice, word choice, and sentence fluency for intended style and audience.	Cl,Pf	
1.3- Apply writing conventions. Know and apply correct spelling, grammar sentence structure, punctuation and capitalization.	Wp,Sa,Pf	
2.0- The student writes in a variety of forms for different audiences and purposes.		
2.1- Write for different audiences	Cl,Wp,Pf	
2.2- Write for different purposes, such as telling stories, presenting analytical responses to literature, persuading, conveying technical information, completing a team project, and explaining concepts and procedures	Sa,Wp,Cl,Pf	
2.3- Write in a variety of forms, including narratives, journals, poems	Sa,Wp,Cl,Pf	

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essays, stories, research reports, and technical writing		
2.4- Write for career applications	Sa,Wp,Ci,Pf	
3.0- The student understands and uses the steps of the writing process	Wp,Ci,Ob	
3.1- Pre-write-generate ideas and gather information	Wp,Ci,Ob	
3.2- Draft- elaborate on a topic and supporting ideas	Wp,Ci,Ob	
3.3- Revise- collect input and enhance text and style	Wp,Ci,Ob	
3.4- Edit- use resources to correct spelling, punctuation, grammar, and usage	Wp,Ci,Ob	
3.5- Publish- select a publishing form and produce a completed writing project to share with chosen audience	Wp,Ci,Ob	
4.0- The student analyzes and evaluates the effectiveness of written work		
4.1- Assess own strengths and needs for improvement. Analyze effectiveness of own writing and set goals for improvement	Pf,Wp,Ci	
4.2- Seek and offer feedback	Pf,Wp,Ob,Ci	
Communication	Assessment	Semester
1.0- The student uses listening and observation skills to gain understanding		
1.1- Focus attention	Ob,Sp	
1.2- Listen and observe to gain and interpret information	Ob,Sa,Sp	
1.3- Check for understanding by asking questions and paraphrasing	Ob,Sa,Sp	
2.0- The student communicates ideas clearly and effectively		
2.1- Communicate clearly to a range of audiences for different purposes	Pf,Sa,Sp	
2.2- Develop content and ideas. Develop a topic or theme; organize thoughts around a clear beginning, middle, and end; use transitional sentences and phrases to connect related ideas; and speak coherently and compellingly.	Wp,Sa,Sp	
2.3- Use effective delivery. Adjust speaking strategies for a variety of audiences and purposes by varying tone, pitch, and pace of speech to create effect and aid communication.	Ob,Sa,Sp	
2.4- Use effective language and style. Use language that is grammatically correct, precise, engaging and well suited to topic, audience and purpose.	Sa,Wp,Sp	
2.5- Effectively use action, sound and/or images to support presentations	Ob,Sa,Sp	
3.0- The student uses communication strategies and skills to work effectively with others.	Ob,Sa,Wp,Sp	
3.1- Use language to interact effectively and responsibly with others	Ob,Pf,Sp	
3.2- Work cooperatively as a member of a group	Ob,Pf,Sp	
3.3- Seek agreement and solutions through discussion	Ob	
4.0- The student analyzes and evaluates the effectiveness of formal and informal communication.	Pf	
4.1- Assess strengths and need for improvement. Assess own and others' communication strengths and needs and set goals form improvement.	Pf,Wp	
4.2- Seek and offer feedback. Seek and use feedback to improve communication; offer suggestions and comments to others.	Wp,Sa	
4.3- Analyze mass communication	Wp,Sa	
4.4- Analyze how communication is used in career settings.		

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Social Studies: History	Assessment	Semester
1.0- The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in the United States, world, and Washington State history.		
1.1- Understand and analyze historical time and chronology.	Wp,Pf,Sa,Rp	
1.2- Understand events, trends, individuals, and movements shaping the United States, world, and Washington State history.	Wp,Pf,Sa	
1.3- Examine the influence of culture on the United States, world, and Washington State history.	Wp,Jo	
2.0- The student understands the origin and impact of ideas and technological developments on history.		
2.1- Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict.	Wp,Sp,Sa	
2.2- Understand how ideas and technological developments influence people, culture, and environment.	Wp,Jo,Pf,Sp	
Social Studies: Geography	Assessment	Semester
1.0- The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.		
1.1- Use and construct maps, charts, and other resources to gather and interpret geographic information.	Sa	
1.2- Recognize spatial patterns on Earth's surface and understand the processes that create these patterns.	Sa	
2.0- The student understands the complex physical and human characteristics of places and regions.		
2.1- Describe the natural characteristics of places and regions and explain the causes of their characteristics.	Sa,Wp,Rp	
2.2- Describe the patterns humans make on places and regions.	Sa,Wp,Rp	
2.3- Identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions.	Sa,Wp,Rp	
3.0- The student observes and analyzes the interaction between people, the environment, and culture.		
3.1- Identify and examine people's interaction with and impact on the environment.	Jo,Sp,Sa	
3.2- Analyze how the environment and environmental changes affect people.	Jo,Sp,Sa	
3.3- Examine cultural characteristics, transmission, diffusion and interaction.	Jo,Ci,Sa	
Social Studies: Civics	Assessment	Semester
1.0- The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.		
1.1- Understand and interpret the major ideas set forth in the Declaration of Independence, the Constitution, and other foundational documents.	Jo,Rp,Sa	

Interdisciplinary Social Studies Checklist

1.2- Examine key ideals of United States democracy such as individual human dignity, liberty, justice, equality, and the rule of law.	Jo,Rp,Sa	
1.3- Examine representative government and citizen participation.	Jo,Rp,Sa	
2.0- The student analyzes the purposes of organization of government and laws.		
2.1- Understand and explain the organization of government at the federal state, and local level including the executive, legislative, and judicial branches.	Sa,Jo,Wp	
2.2- Understand the function and effect of law.	Sa,Wp,Ob,Rp	
2.3- Compare and contrast democracies with other forms of government.	Sa,Wp,Rp	
3.0- The student understands the purposes and organization of international relationships and how United States foreign policy is made.		
3.1- Understand how the world is organized politically and how nations interact.	Ob,Jo,Sa,Wp	
3.2- Recognize factors and roles that affect the development of foreign policy by the United States, other nations, and multinational organizations.	Jo,Sa,Wp,Rp	
4.0- The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.		
4.1- Understand individual rights and their accompanying responsibilities including problem-solving and decision-making at the local, state, national, and international level.	Sa,Wp,Rp	
4.2- Identify and demonstrate rights of United States citizenship related to school, local, state, national, and international issues.	Jo,Sa,Wp,Rp	
4.3- Explain how various stakeholders influence public policy.	Jo,Sa,Wp,Rp	
Social Studies- Economics	Assessment	Semester
1.0- Students understand the impact of scarcity on their personal lives and on the households, businesses, governments, and societies in which they are participants.		
1.1- Understand that the condition of scarcity requires people to choose among alternatives and bear the consequences of that choice.	Jo,Rp,Sa	
1.2- Understand that the availability and use of resources influences the production of good and services in the economy.	Jo,Rp,Sa	
2.0- Students understand the essential characteristics of past and present economic systems.		
2.1- Recognize that both buyers and sellers participate in voluntary trade because both expect to gain from the exchange.	Jo,Rp,Sa	
2.2- Explain how different economic systems produce, distribute, and exchange goods and services.	Jo,Rp,Sa	
2.3- Understand that prices in competitive markets create incentives that influence the choices of buyers and sellers.	Jo,Rp,Sa	
2.4- Understand that investment in people, tools, and technology affects employment levels and standards of living.	Jo,Rp,Sa	
3.0- Students understand the role of government and institutions in past and present economic systems.		

Interdisciplinary Social Studies Checklist

3.1- Analyze the role of government as participant in an economy through taxation, spending, and policy setting.	Jo,Rp,Sa	
3.2- Understand the role of money, banking, and financial institutions and how individuals and businesses use them.	Jo,Rp,Sa	
Social Studies- Social Studies Skills	Assessment	Semester
1.0- Inquiry and Informational Skills	Sa,Wp,Pf	
2.0- Interpersonal and Group Process Skills		
2.1- Understand and use interpersonal and group process skills required by citizens in a democratic society.	Sa,Sp,Wp	
3.0- Critical Thinking Skills		
3.1- Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions.	Sa	

Interdisciplinary Social Studies Course Syllabus

INSTRUCTOR: Mr. Caples
ROOM: A-3

A.) COURSE DESCRIPTION:

This sophomore level class combines United States History and Sophomore English into one interdisciplinary class. In this class we will focus on the development of descriptive, expository, persuasive and narrative writing. We will utilize the writing process in an effort to develop your writing skills. Writing competencies will be met by addressing historical writing prompts with an emphasis on the foundations the American governmental system, the Post Civil War era and current events.

B.) TEXT:

American History, The Modern Era Since 1865. Glencoe/McGraw-Hill 2001.
The American Tradition in Literature. McGraw-Hill 1999.

C.) TOPICS:

1. Forging a Nation 1815-1877
2. New Horizons 1860-1900
3. Entering a New Century 1867-1920
4. Crusade and Disillusion 1914-1932
5. Times of Crisis 1932-1960
6. Redefining America 1954- Present
7. Current Events

D.) EVALUATION:

All assignments will be graded on a point earned basis. Points are earned through participation (10%), homework (30%), tests and quizzes (30%), writing process (30%). Grades will then be calculated in the following manner:

Of the possible points in the semester,	A = 93% and above	D+=67-69%
	A-= 90%-92%	D =60-66%
	B+= 87%-89%	
	B = 83%-86%	
	B-= 80%-82%	
	C+= 77%-79%	
	C = 73%-76%	
	C-= 70%-72%	

E.) LATE WORK POLICY:

Work will be expected on the date that it is due. Writing assignments not turned in on time will lose 25% of the possible points. Make-up quizzes will be given at 7:30 on Fridays. **It is YOUR responsibility to get assignments in on time and find out what you have missed when you have been absent.**