

U.S. History 1

Unruh

Project Package Unit 1

Literacy Objectives

Key Ideas and Details

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Content Objectives

- The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations.
- The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations.
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.

History Book

Students will have a history book of their choice to read during L25 and whenever they have no other history assignments to work on. The book should meet the following criteria.

Histories

1. Histories and biographies should be about events or people in U.S. History prior to 1930. Students will not select a biography of a U.S. president since those books are reserved for Government students.
2. The book should be approved by the instructor and should be appropriate for the student's reading level.

Historical Fiction

3. Historical Fictions should be set in U.S. History prior to 1930. While the main characters and dialogue may be fictional, the characters must interact with historical characters and participate in real events.
4. The book should be approved by the instructor and should be appropriate for the student's reading level.

Book Assignments

Periodically students will be asked to write a reflection on or discuss what they are reading as part of the L25 activity.

Extra Credit

Students may earn 50 points extra credit by writing a book report over their book using the format that follows.

How to Write a Book Report – Middle & High School level

Book reports and book reviews are similar. Book reports tend to be a little more descriptive (What is this book about?) and book reviews are usually more persuasive (Why a reader should or shouldn't read this book). Both offer a combination of summary and commentary.

They are a way to think more deeply about a book you've read and to demonstrate your understanding.

Most teachers have their own requirements, and sometimes a specific format they expect you to follow, so be sure to check, but the following general elements of a book report or book review should be helpful.

Introduction

Here you want to provide basic information about the book, and a sense of what your report will be about. You should include:

1. Title (underlined)/Author
2. Publication Information: Publisher, year, number of pages

3. Genre
4. A brief (1-2 sentences) introduction to the book and the report/review.

Body

There are two main sections for this part. The first is an explanation of what the book is about. The second is your opinions about the book and how successful it is. There are some differences between reports on fiction or other imaginative writing and reports on non-fiction books.

But for both, a good place to start is to explain the author's purpose and/or the main themes of the book. Then you can summarize.

- **For fiction or other creative writing:**
- Provide brief descriptions of the setting, the point of view (who tells the story), the protagonist, and other major characters. If there is a distinct mood or tone, discuss that as well.
- Give a concise plot summary. Along with the sequence of major events, you may want to discuss the book's climax and resolution, and/or literary devices such as foreshadowing. But, if you are writing a review, be careful not to give away important plot details or the ending.
- **For non-fiction:**
- Provide a general overview of the author's topic, main points, and argument. What is the thesis? What are the important conclusions?
- Don't try to summarize each chapter or every angle. Choose the ones that are most significant and interesting to you.

Analysis and Evaluation

In this section you analyze or critique the book. You can write about your own opinions; just be sure that you explain and support them with examples. Some questions you might want to consider:

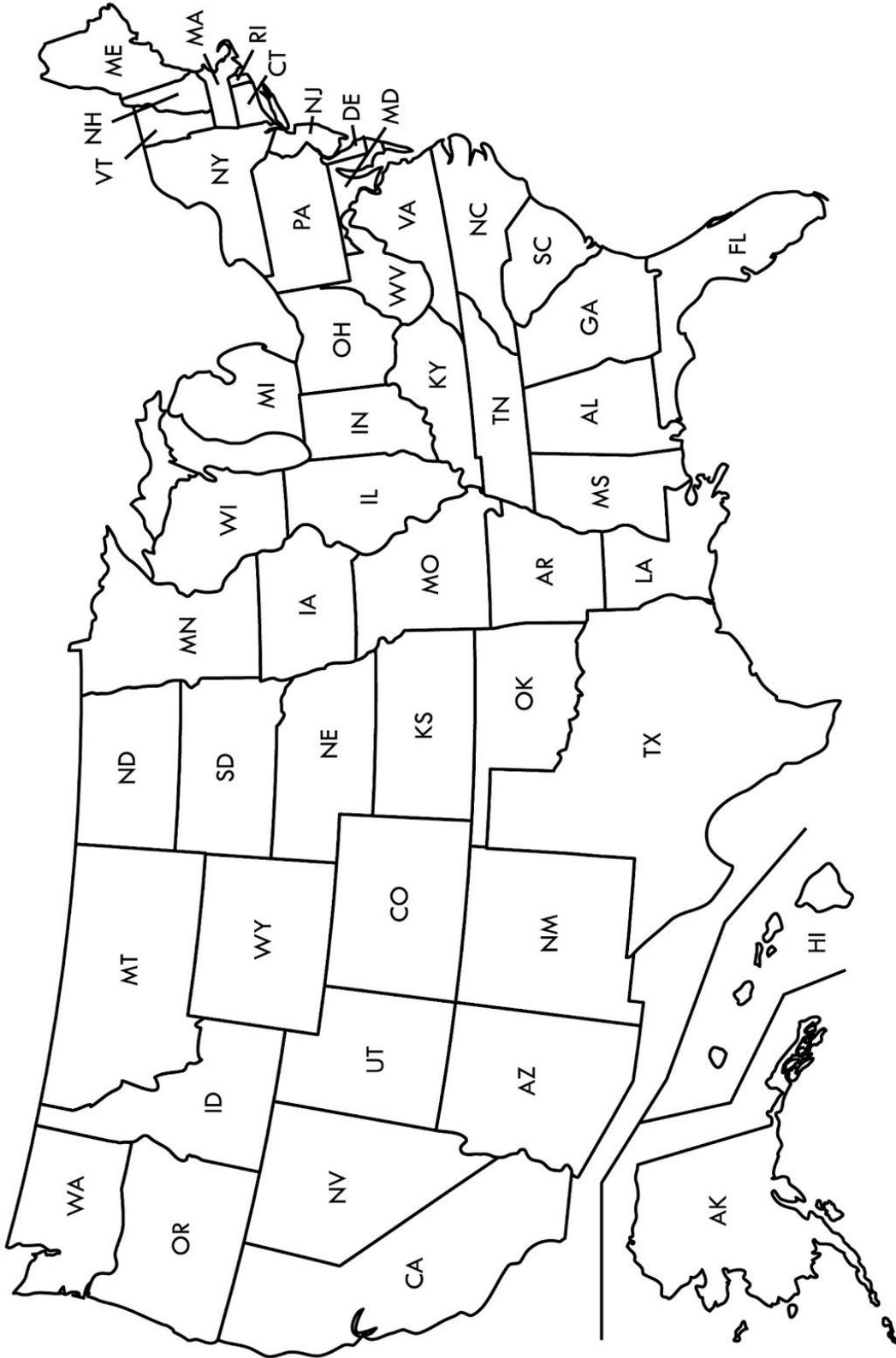
- Did the author achieve his or her purpose?
- Is the writing effective, powerful, difficult, beautiful?
- What are the strengths and weakness of the book?
- For non-fiction, what are the author's qualifications to write about the subject? Do you agree with the author's arguments and conclusions?
- What is your overall response to the book? Did you find it interesting, moving, dull?
- Would you recommend it to others? Why or why not?

Conclusion

Briefly conclude by pulling your thoughts together. You may want to say what impression the book left you with, or emphasize what you want your reader to know about it.

"Homework Center: Writing a Book Report." *Homework Center: Writing a Book Report*. N.p., n.d. Web. 28 Aug. 2016.

U.S. States Map



Presentation Expectations

1. Use either PowerPoint, Prezi, or Google Slides to create presentation.
2. Students will decide what to put on each slide; however, the presentation should be organized according to the major points in the assignment outline.
3. The text on the slides should be limited to a short heading for the main point or sub-point.
4. The bulk of the presentation's information should be presented in a presenter's outline.
 - a. The presenter's outline should be created in either MicroSoft Word or Google Docs using outline format.
 - b. Outlines should be written in complete sentences.
 - c. Sources should be cited for all information
 - i. <http://www.bibme.org/>
 - ii. <http://www.citationmachine.net/>
 - iii. <http://www.easybib.com/>
5. In addition to topic headings, the presentation slides should use pictures, maps, video's etc. to enhance the presentation. Sources for presentation illustrations should be cited in the presentation notes.
6. The title slide of the presentation should include the topic and the student's name.

Alternative Presentation

1. The presenter's outline should follow the format above.
2. The presentation outline and illustrations will be attached to a display board.

Oral Presentation

1. Students will be divided into groups and each student will present to his/her group.
2. Students take notes and write a short reflection on each presentation they hear.
3. The presentation will be graded attempted/not attempted.

State Presentation

1. Basic state information
 - a. State and explanation of name
 - b. Capital and why this city was chosen
 - c. Flag and explanation of symbolism
 - d. State motto and explanation of what it means
2. Geography
 - a. Map and surrounding states/bodies of water
 - b. Land area and rank
 - c. Population and rank
 - d. Largest city and population
 - e. Major geographic/climate zones and features
 - f. Demographics: race, religion, rural/urban, age and gender distribution
3. History
 - a. What Major Native American group(s) lived in the state prior to the arrival of Europeans
 - b. Where was the first European settlement
 - c. Statehood: date, order of admission, and an interesting fact related to statehood
 - d. Identify and explain three important historical facts about the state
 - e. Identify two important people from the state and explain why we should know about them
4. The state of the state
 - a. Economy
 - i. What are the state's major/unique industries
 - ii. What is the largest private employer in the state
 - iii. What is the state's GDP and where does it rank in the national economy
 - iv. Median family income, national ranking, cost of living
 - b. Education
 - i. How do the state's K-12 rank in national studies
 - ii. What percentage of the population has post-secondary education
 - iii. What is the oldest college/university in the state
 - iv. What is the largest college/university in the state
 - c. Culture and recreation
 - i. Identify and describe a major museum or art gallery in the state
 - ii. Identify and describe a sports or entertainment option in the state
 - iii. Identify and describe an outdoor recreational area or park in the state
 - iv. Identify and describe a major tourist attraction in the state
5. Your evaluation
 - a. Based on what you have learned about the state, would you like to live in this state? Why?

Ethnic Group Presentation

1. Basic group information
 - a. The group and population
 - b. Major centers of population
2. Origins (for Native Americans, the time prior to the arrival of Europeans)
 - a. Map of area/country of origin
 - b. Culture: Language, Traditions, Religion
 - c. Immigration (for N.A.s, discuss the conflicts and relocations resulting from European immigration)
 - i. What were the major years of immigration
 - ii. Where were the major points of entry
 - iii. What were the reason(s) for coming to The United States
 - iv. Where did the first immigrants from the group first settle
 - d. How were immigrants from this group treated? Were they welcomed or did they face discrimination?
 - e. In what jobs, trades or industries did the immigrant group first find work
3. Contribution to America
 - a. How did this group contribute to American culture
 - i. Foods and traditions
 - ii. Festivals and holidays
 - iii. Language, music, dance, art, literature
 - b. What institutions did this group build in America: religion, education, social groups
 - c. Identify and explain three important/interesting facts about the group
 - d. Identify three important people from the group and explain why we should know about them
4. The group today
 - a. What are the five most common family names of this group in the U.S.?
 - b. How many people from this group continue to immigrate to the United States?
 - c. How many people still speak the group's language or origin?
 - d. Discuss the assimilation of the group into American culture. What problems might the group have in America society today?
 - e. Has the group achieved the American dream
 - i. What are the economic indicators of success for this group
 - ii. What are the social indicators of success for this group
 - iii. What are the political indicators of success for this group
 - f. Culture and pride
 - i. Identify and describe a museum or cultural center for this group
 - ii. Identify and describe an annual cultural festival for this group
 - iii. Your evaluation
 - g. Based on what you have learned about the group, how would you say the group is doing becoming part of American society? Why?