**Subject area/course**: History/U.S. History

**Grade level/band**: 9-12

**Task source**: Summit Public Schools

**American Identity Project**

**TEACHER'S GUIDE**

1. **Task overview**:

The “American Identify” is a complex notion that is informed by various historical factors. Students examining their own personal history with this concept will shed light on how common themes in this nation’s history have affected how we perceive ourselves, those around us, and what it means to be “American.”

1. **Aligned standards:**
2. **Primary Common Core State Standards**

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

1. **C3 Standards**

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

1. **Critical Abilities**

Analysis of Information: Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data

Communication in Many Forms: Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

Use of Technology: Present information, findings, and supporting evidence, making strategic use of digital media and visual displays to enhance understanding. Use technology, including the Internet, to research, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information.

Interpersonal Interaction and Collaboration: Develop a range of interpersonal skills, including the ability to work with others, to participate effectively in a range of conversations and collaborations.

1. **Time/schedule requirements:**

7 instructional days.

* Day 1: American Identity: American Dream Task – Playlist/Seminar Ticket
* Day 2: American Dream Seminar
* Day 3: American Identity: Push-Pull Factory Task – Playlist/Worksheet
* Day 4: Complete Interviews
* Day 5: Interview Reflection Paper
* Day 6: Draft claim, evidence slides of PowerPoint, Prezi or poster
* Day 7: Complete American Identity Final Presentation
1. **Materials/resources:**
* Links to playlists:
	+ American Identity: American Dream: <https://app.activateinstruction.org/playlist/view/id/51c0d70b07121cdd60e671ad/bc0/my-stuff>
	+ American Identity: Push v. Pull Factors: <https://app.activateinstruction.org/playlist/view/id/51b4e52707121c5f12000006>
* Interview Directions Handout
* Interview Sheet for American Identity Project
* Reflection Directions Handout
* Organizing Your Presentation: Basic Outline Format
1. **Prior knowledge:**

None provided.

1. **Connection to curriculum:**

None provided.

1. **Teacher instructions:**

The steps for the instructions are listed below:

1. American Identity: American Dream Task – Playlist/Seminar Ticket
2. American Dream Seminar
3. American Identity: Push-Pull Factory Task – Playlist/Worksheet
4. Complete Interviews
5. Interview Reflection Paper
6. Draft claim, evidence slides of PowerPoint, Prezi or poster
7. Complete American Identity Final Presentation
8. **Student support:**

Not all students will have the ability to interview family members with this knowledge. Allow students who do not the flexibility to interview someone else. For those students of American Indian descent, the interview questions will have to change slightly to address movement around the US, and not into the US.

1. **Extensions or variations:**

None provided.

1. **Scoring:**

Student work can be scored using the American Identity Project Rubric.