

The Story of America: Innovation In History

Building upon foundational knowledge achieved in Unit 1, we will explore the growth of the United States industry and the role of innovation in making the United States a World Power.

STAGE 1: Identify Desired Results

Established Goals: 11th grade GLEs

Individual Topics will meet the GLE's shown below.

- 4.2.3 Analyzes and evaluates how technology and ideas have shaped U.S. History (1890-present).
- 4.3.2 Analyzes multiple causes of events in US history, distinguishing between proximate and long-term causal factors.

GLE's Assessed by CBA, *Dig Deep: Analyzing Sources*

- **4.3.1 Analyzes differing interpretations of events in US History (1890-present).**
- **5.2.1 Evaluates and revises research questions to refine inquiry on an issue or event.**
- **5.2.2 Evaluates the validity, reliability, and credibility of sources when researching an issue or event.**
- **5.4.1 Evaluates and interprets other points of view on an issue within a paper or presentation.**

Enduring Understandings

- To be “An American” represents a continuation of the ideals upon which our nation was founded. Beyond geographic characteristics, it is a unique combination of individual ingenuity and group action that determines the legacy of America.

Essential Questions

- How is America an innovation in History?
- What does it mean to be innovative?
- What is an innovation?
- How has the past shaped the present?
- What is an essential question?
- What is a secondary source? What is a primary source?
- How do you analyze and interpret a source?
- What are credibility, reliability and validity?

STAGE 2: Determine Acceptable Evidence

Performance Tasks

- **GOAL:** You are to create a paper, website, documentary or museum exhibit which uses primary sources to look at an individual in history and their innovation.
- **ROLE:** You are an investigative reporter who is researching an individual in history.
- **AUDIENCE:** Your audience is the editor of the magazine and the American public.
- **SITUATION:** You have been hired by Time Life magazine to research and write an article that looks at the importance of the innovation in American history for their upcoming “most innovative” American edition.
- **PRODUCT:** You will write a 2-3 page paper which can be developed into a National History Day project.
- **STANDARDS:** Your project will be assessed using the Dig Deep rubric as a class grade and will be assessed using the Key Criteria from the NHD scoring rubric for their project.

Summative Assessment Key Criteria

- States a position on a historical question that outlines reasons in support of the position.
- States why studying this historical question helps us to understand current issues and events.
- Provides evidence for the position from **three or more** social science perspectives (geographic, cultural, political, economic, sociological, psychological).
- Evidence includes a position of how well **four or more** sources support the reasons for the position including primary and secondary sources.
- Makes explicit references within the paper or presentation to **four or more** credible sources. That provide relevant information.
- Cites sources within the paper, presentation, or bibliography.

Formative Assessments (Facets of Understanding)

- Looking at Sources (Explanation & Interpretation)
- Writing a secondary source (Application)
- Context Timeline (Perspective)
- Developing a Historical Question (Interpretation)

Suggested Resources & Materials

- Primary Source activity kits (purchased or teacher-created)
- Sample Timeline.
- Poster paper, markers, sticky notes
- Access to internet databases and library books
- Student project resources: paper, computers, presentation boards, etc.

STAGE 3: Learning Plan

Lesson 1: Looking at Artifacts & Sources: Use one of the following activities to engage students in the idea of an artifact:

Activity 1: Students look at source through a web-quest to piece together a story of a time period and the inventions of that time. Students then develop a list of details that they can infer from their web-quest and a list of questions they need answered. As a class we brainstorm how to find those answers.

Activity 2: Give each student an artifact, or a photograph of an artifact, and ask them to determine what the item is, and what it was used for. For younger students you may choose to give students a list of functions and have them to attempt to align the artifacts to their functions. Students then develop a list of questions they have and brainstorm how to find the answers to those questions.

Lesson 2: *What is a Source?* Introduce the essential questions for the unit and discuss the skills historians use to tell the story of the past. Linking back to the previous lesson the teacher uses a mini-lecture to identify the term source and explain the difference between a primary and secondary source.

Lesson 3: Introduce Innovation. Group brainstorm of what it means to be innovative and what it makes an innovation (Essential Questions). From this web students will develop key characteristics that identify innovative behaviors. They should then begin to brainstorm innovations they believe contribute to America.

Lesson 4: Social Science Perspectives. Using the ideas from the group brainstorm regarding innovations, introduce the Social Science Perspectives. Have students categorize their ideas from their brainstorming chart using the perspectives. Then brainstorm additional questions and ideas that fall into each category.

Lesson 5: Organizing Research & Developing Questions Students will watch research video to review the steps of the research cycle and create a list of research questions and search terms prior to their library time. All students will begin with a stem question: How did _____ (innovation) lead to _____ (affect of innovation) in America?

Lesson 6: Research & Creating a Bibliography. Students should be given the *Dig Deep* Rubric requirements for sources and be sent to the library to gather credible resources that will help them answer their research question. Upon returning to class they should sort and sift the sources to determine which information they will use for the timeline, which will provide information to answer their research question, and which information can be eliminated. They should then be given additional time to put the information into a bibliography using on-line tools.

- *Evidence includes a position of how well **four or more** sources support the reasons for the position including primary and secondary sources.*
- *Makes explicit references within the paper or presentation to **four or more** credible sources. That provide relevant information.*

Lesson 7: Developing a Timeline Students will work in pairs to develop a timeline related to the innovation they have chosen to research. Each item on the timeline should contain an date, statement of the event and explanation of how it influenced the innovation, impacts the innovation or represents an extension of the innovation. The timeline will be used to assess historical context.

- Students should place a minimum of 3 items on the timeline that demonstrate important issues, events, or ideas that had an influence on the development of the innovation.
- A minimum of 3 items that discuss the development of the innovation.
- A minimum of 3 items which demonstrate key impacts of the innovation on events, ideas, or issues of the time.
- At least one current issue, event, or idea that represents an extension of the innovation.

Lesson 8: Writing the CBA Students will review the *Dig Deep* Rubric and identify the key criteria that will be utilized to score their project (or essay). They should be given a day to complete an outline/pre-write for their CBA and then asked to individually write to meet the requirements of the CBA. ***How did your innovation contribute to the American story?*** Students must complete this portion individually, without assistance from their research partner. You may then score the paper in accordance with the rubric and report the scores as necessary in your district.

Lesson 9 Introduce History Day. At this point the CBA portion is complete. A teacher may continue to allow research time to develop a National History Day topic into a complete project by discussing the categories of NHD. Papers may be expanded upon to develop a full project that meets the NHD requirements.