

DIFFERENTIATED ASSESSMENTS IN A SOCIAL STUDIES MIDDLE SCHOOL
CLASS

By

Carrie Reisdorfer

A capstone project submitted in partial fulfillment of the requirements for the degree of
Master

of

Arts in Education.

Hamline University

St. Paul, Minnesota

Capstone Project Facilitator: Laura Halldin

Content Expert: LuAnne Oklobzija

Project Description

Introduction

This project was developed for the research question: *how can a choice of differentiated assessments lead to better quality assessments and a more accurate assessment of student knowledge in 7th-grade United States History students?*

Project Overview

This capstone project is the creation of new, differentiated assessments for all of the chapters of a seventh grade United States History class. The project allows students a choice of three or four different types of assessments so that more learning styles are taken into consideration. The overall goal of the project is to create a better way to assess students, giving students choice and meeting the needs of more students. These differentiated assessments will align with state standards and the essential question, so the assessment data will help guide instruction.

The essential question for the first chapter covered in the seventh grade United States History classroom is, *How justifiable was United States expansion in the 1800s?* At the end of the chapter, students are given the choice of four different assessment options: a written assessment; a video assessment; an artistic assessment; or they could propose their own ideas for an assessment (See Appendix A). The written assessment includes two journal entries about one land acquisition by the United States. Students choose the land territory they are interested in writing about, but they need to create one journal entry from two different perspectives. The United States land acquisitions covered are the Louisiana Territory, Florida, Texas, Oregon Country, and the Mexican Cession. For example, students could choose the Louisiana Territory and write a journal entry

from the perspective of Thomas Jefferson from the United States and one from Napoleon from the French. The directions are: Please write a one-page journal entry from the perspective of Thomas Jefferson on the Louisiana Purchase. Please be sure to include the answers to the following questions (from Jefferson's perspective): What did most Americans want the Louisiana Territory? Why was the city of New Orleans so important? Jefferson wasn't sure if he should or could purchase the territory, what were some of the reasons for his hesitation? What was the impact of the purchase? Was the purchase justifiable? Then write a second journal entry from the perspective of Napoleon. Please be sure to include the answers to the following questions (from Napoleon's perspective): What did the French originally plan to do with the territory? Why did their plans change? What was the impact of the Louisiana purchase? Was it justifiable?

The next assessment choice is for students to create a video of a news segment from two different perspectives about one land acquisition. For example, students could create a news report covering the Florida land acquisition. The directions are to create two five minute videos, one covering the perspective of the United States and one from the perspective of the Spanish. Both segments should cover the answers to the following questions from their respective perspective: What happened? Who was involved? What was Andrew Jackson's role, hero or criminal and why? What was the impact of the acquisition? Was the acquisition justifiable?

The third assessment choice is for students to draw two political cartoons, from two different perspectives of one land acquisition. For example, the student could draw two political cartoons about the Mexican Cession, one that someone might see in a

newspaper in the United States and the other that someone might see in a newspaper in Mexico. Each cartoon should include a caption that answers the question, was the acquisition justifiable?

Finally, students could purpose an assessment choice of their own that demonstrated their knowledge of the essential question. The directions for these assessments are digitally created so that students and other United States history teachers in the district could access them. The rest of the chapters follow a similar format; there are two or three precreated assessment choices and then an option for students to create their own.

Since this project is created to develop a new way of assessing 7th grade United States curriculum, the *Understanding by Design* framework was used as a guide. “The Understanding by Design framework (UbD framework) offers a planning process and structure to guide curriculum, assessment, and instruction,” (McTighe & Wiggins, 2012, p. 1).

The target audience for this project is my classroom. I am using these differentiated assessments with my students for all of the chapters of the school year. Eventually, I would like to share the assessments with other United States History teachers in the school and in the district.

DIFFERENTIATED ASSESSMENTS IN A SOCIAL STUDIES MIDDLE SCHOOL CLASS

Units of Study: All of the units in 7th Grade US History (except History Day)

Grade Level: 7th Grade

Subject: U.S. History

Timeframe: the entire school year

This capstone project will allow students a choice of either three or four different types of assessments for each chapter of seventh grade United States History so that more learning styles are taken into consideration.

Here is possible rubric to use to grade the assessments.

	4	3	2	1
Organization of Ideas	All requirements were completed with details	All requirements were completed	Most of the requirements were completed and the organization could use some work	Many missing elements are lacking organization
Demonstrates Impact of event	Demonstrates impact and draws conclusions	Show some impact and draws conclusions	Shows impact but doesn't draw conclusions	Doesn't show the impact
Historical Accuracy	Assessment is historically accurate and supported with details	Assessment is mostly historically Accurate and supported with details	Some historical facts are incorrect	Most historical information is incorrect
Shows knowledge of the answer to the essential question	Complete answer to the essential question	A mostly complete answer to the essential question	Incomplete answer to the essential question	Does not answer the essential question

Manifest Destiny

Chapter Title: Manifest Destiny and the Growing Nation

Essential Question: How justifiable was U.S. expansion in the 1800s?

Chapter Objectives:

Students will be able to...	Students will know...	Students will understand...
<ul style="list-style-type: none"> ● Describe the changing boundaries of the United States throughout the 1800s ● Determine the effects of manifest Destiny on westward expansion in the 1800s ● Evaluate the incentives for territorial expansion and the methods used to acquire these lands in the 1800s ● Identify different points of view of the land acquisitions 	<ul style="list-style-type: none"> ● Key terms: territory, diplomacy, annex, manifest destiny 	<ul style="list-style-type: none"> ● How the United States acquired the Louisiana Territory, Florida, Texas, Oregon Country, and the Mexican Cession Land

Manifest Destiny and the Growing Nation Differentiated Assessments

Directions: Please read over the list of assessment choices. You need to complete **one choice** to show your mastery of the essential question, *How justifiable was United States expansion in the 1800s?* Please select one land acquisition that was covered in Chapter 15 and demonstrate your knowledge of both perspectives by showing how each side would answer the essential question. You may choose one of the following land acquisitions: Louisiana Territory, Florida, Texas, Oregon Country, and the Mexican Cession.

Choice 1: Write two, **one-page journal entries**, one from each side of a United States land acquisition. Write in first person and make sure to include the **who, what, when,** and **why** of your chosen land acquisition. Also please include the **impact** and the **answer** to the **essential question**.

For example: For the Louisiana Territory write a journal entry from the perspective of Thomas Jefferson from the United States and one from Napoleon from the French. Write the journal in first person as if you are Thomas Jefferson or Napoleon and clearly show their perspective.

Choice 2: Create two **five minute videos**, one covering the perspective of the United States and one from the perspective of the other country involved in the land acquisition. Both segments should cover the answers to the following questions from their respective perspective: What happened? Who was involved? What was the impact of the acquisition? Was the acquisition justifiable?

Choice 3: Create two **political cartoons**, from two different perspectives of one land acquisition. One of the cartoons should show the perspective of the United States and the other should show the point of view of the other country involved. Each cartoon should include a caption that answers the question, was the acquisition justifiable? Please use color and labels for clarity.

Choice 4: Propose an idea to me for you to demonstrate your knowledge of the essential question from at least two different perspectives.

Life in the West

Chapter Title: Life in the West

Essential Question: What were the motives, hardships, and legacies of the groups that moved west in the 1800s?

Chapter Objectives:

Students will be able to...	Students will know...	Students will understand...
<ul style="list-style-type: none"> Analyze the motives and hardships associated with westward expansion 	<ul style="list-style-type: none"> Key terms: legacy, rancho, forty-niners 	<ul style="list-style-type: none"> The Lewis and Clark expedition The Oregon Trail People's motives for moving the hardships they faced and the legacies they left behind for future generations

Life in the West Differentiated Assessments

Directions: Please read over the list of assessment choices. You need to complete **one choice** to **show** your **mastery** of the **essential question, *What were the motives, hardships, and legacies of the groups that moved west in the 1800s?*** Please select one group of people that moved west covered in Chapter 16 and demonstrate your knowledge of their motives, hardships, and legacies. You may choose one of the following groups of people: explorers, Californios, mountain men, missionaries, pioneer women, Mormons, forty-niners, or Chinese.

Choice 1: Create a **first person journal**, for one of the groups that moved west. Write one paragraph that **describes the motives** that led your group west (written in first person). Then write one paragraph that describes the **hardships** your group faced along the way (written in first person). Finally, write one paragraph that describes the **impact** your group made in the west.

Choice 2: Create a **folk song** that details the experiences of one or more of the groups of people who moved west. Choose a tune you know for the melody. Then write four

stanzas of four lines each. The song needs to include: **at least one motive** for a group, **at least one hardship** this group faced, **at least one legacy** this group left behind.

Choice 3: Create a **Google Presentation** for one of the groups that moved West. The presentation needs to include: **reasons your group moved to the West with an image, hardships your group faced with an image, and legacies your group left behind with an image.**

Choice 4: Propose an idea to me for you to demonstrate your knowledge of the essential question for one of the groups that moved west.

An Era of Reform

Chapter Title: An Era of Reform

Essential Question: To what extent did the reform movements of the mid-1800s improve life for Americans?

Chapter Objectives:

Students will be able to...	Students will know...	Students will understand...
<ul style="list-style-type: none"> ● Evaluate how well reform movements improved life for Americans ● Explain the contributions of such reformers as Horace Mann, William Lloyd Garrison, Frederick Douglas, and Elizabeth Cady Stanton 	<ul style="list-style-type: none"> ● Key terms: reform, transcendentalism, abolitionist 	<ul style="list-style-type: none"> ● The Second Great Awakening, the Seneca Fall Convention, and the Declaration of Sentiments

An Era of Reform Differentiated Assessments

Directions: Please read over the list of assessment choices. You need to complete **one choice** to show your mastery of the essential question, *To what extent did the reform movements of the mid-1800s improve life for Americans?*

Choice 1: Please complete the following chart:

Reform Movement	What was the GOAL of this movement?	Who was one person and what was their contribution(s)?	What ACTIONS were taken to allow this movement to accomplish their goal more successfully?	What actions COULD HAVE been taken to make this movement more successful? (How could they have made accomplishing their goal EASIER?)
Prison Reform Movement		Person: Contribution:	1. 2.	1. 2.
Education Movement		Person: Contribution:	1. 2.	1. 2.
Abolitionist Movement		Person: Contribution:	1. 2.	1. 2.
Women's Rights Movement		Person: Contribution:	1. 2.	1. 2.

Choice 2: Write a **Letter to a Reformer**. The letter should contain: an introduction that reviews some of the reformer's accomplishments and two paragraphs that describe the extent to which the related reform movement improved life for Americans.

Choice 3: Propose an idea to me for you to demonstrate your knowledge of the essential question.

The Worlds of North and South

Chapter Title: The Worlds of North and South

Essential Question: How was life in the North different from life in the South

Chapter Objectives:

Students will be able to...	Students will know...	Students will understand...
<ul style="list-style-type: none"> ● Compare and contrast the geographies, economies, transportation, and the societies of the North and the South during the 1800s. ● Explain the effects of new inventions and manufacturing methods on the North and the South 	<ul style="list-style-type: none"> ● Key terms: deforestation, agrarian, plantation, cotton gin, industrialish, immigrant 	<ul style="list-style-type: none"> ● The Industrial Revolution

The Worlds of North and South Differentiated Assessments

Directions: Please read over the list of assessment choices. You need to complete **one choice** to show your mastery of the essential question, *How was life in the North different from life in the South?*

Choice 1: Create a **Venn Diagram** highlighting the similarities and differences between the North and the South. The Venn Diagram must include at least two examples from each of these aspects of life - geography, economy, transportation, and society.

Choice 2: Write an **essay** describing how life in the North differs from life in the South. Your essay must include a paragraph about each of these aspects of life - geography, economy, transportation, and society.

Choice 3: Create a **drawing** of the North and a drawing of the South to show how life was different in the two places. In each drawing, include at least one key feature of the area's geography, economy, transportation, and society. Label and describe each key feature on your drawing.

Choice 4: Propose an idea to me for you to demonstrate your knowledge of the essential question.

African Americans in the Mid-1800s

Chapter Title: African Americans in the Mid-1800s

Essential Question: How did African American face slavery and discrimination in the mid-1800s?

Chapter Objectives:

Students will be able to...	Students will know...	Students will understand...
<ul style="list-style-type: none"> ● Describe aspects of slave life and forms of resistance to slavery ● Describe how slaves faced slavery and discrimination 	<ul style="list-style-type: none"> ● Key terms: racism, discrimination, segregation, oppression 	<ul style="list-style-type: none"> ● The Underground Railroad and Nat Turner's Rebellion

African Americans in the Mid-1800s Differentiated Assessments

Directions: Please read over the list of assessment choices. You need to complete **one choice** to **show** your **mastery** of the **essential question, *How did African Americans face slavery and discrimination in the mid-1800s?***

Choice 1: Create a **quilt square** out of paper. African Americans used quilts as bed coverings, but the squares of the quilts told stories. The stories were usually of Bible stories, personal stories of the slave and his or her family, stories of freedom, or sometimes the quilts were maps of the Underground Railroad. Create a quilt square that tells a story of slave resistance.

Choice 2: Write an **essay** answering the two questions: How did African Americans show that they were neither humbled nor crushed by prejudice and discrimination? How did African Americans show spirit? Show your knowledge of at least 3 of the following: living conditions, working conditions, resistance efforts, slave communities and families, leisure time activities, slave churches, and African American culture (quilts, song, dance, & folktales)

Choice 3: Propose an idea to me for you to demonstrate your knowledge of the essential question.

A Dividing Nation

Chapter Title: A Dividing Nation

Essential Question: Which events of the mid-1800s kept the nation together and which events pulled it apart?

Chapter Objectives:

Students will be able to...	Students will know...	Students will understand...
<ul style="list-style-type: none"> ● Trace the effects of territorial expansion on the debate over slavery ● Analyze the impact of key events on the antislavery movement and on the Union 	<ul style="list-style-type: none"> ● Key terms: Union, fugitive, 	<ul style="list-style-type: none"> ● The Missouri Compromise, the Compromise of 1850, the Dred Scott decision, and the Lincoln-Douglas debates

A Dividing Nation Differentiated Assessments

Directions: Please read over the list of assessment choices. You need to complete **one choice** to show your mastery of the essential question, *Which events of the mid-1800s kept the nation together and which events pulled it apart?*

Choice 1: Choose **two** of these laws: the **Missouri Compromise**, the **Compromise of 1850**, or the **Kansas-Nebraska Act**. Write an **essay explaining** how the **two events** tried to pull the nation together and how these same events eventually pushed the nation further apart.

Choice 2: Choose **one** of these laws: the **Missouri Compromise**, the **Compromise of 1850**, or the **Kansas-Nebraska Act**. Write a **letter to the editor** explaining how you believe that law pulled the nation the furthest apart.

Choice 9: Propose an idea to me for you to demonstrate your knowledge of the essential question

The Civil War

Chapter Title: The Civil War

Essential Question: What factors and events influenced the outcome of the Civil War?

Chapter Objectives:

Students will be able to...	Students will know...	Students will understand...
<ul style="list-style-type: none"> • Compare and contrast the strengths and weaknesses of the Union and the Confederacy at the outbreak of the Civil War to predict the outcome of the war • Explain the Union's Anaconda Plan • Explain how key events of the Civil War, affected soldiers and civilians. 	<ul style="list-style-type: none"> • Key terms: Confederacy, civil war, Emancipation Proclamation, habeas corpus, Gettysburg Address 	<ul style="list-style-type: none"> • The surrender at Appomattox Court House

The Civil War Differentiated Assessments

Directions: Please read over the list of assessment choices.. You need to complete **one choice** to show your **mastery** of the **essential question, *What factors and events influenced the outcome of the Civil War?***

Choice 1: Write a **journal entry** from the perspective of a soldier or a civilian during the Civil War. Your journal entry should include: a historically accurate date and location, a description of the key events or battles of the war so far, and a description of your experiences as a soldier or civilian during a key event of battle and how it affected you.

Choice 2: Draw a **map of the South** that shows the steps of the Anaconda Plan. Explain what the Union army and navy did to put each of the steps in action during the Civil War. In your description of the events, include what the Union army and navy did to put each of the steps in action in 1861, 1862, 1863, 1864, and 1865.

Choice 3: Propose an idea to me for you to demonstrate your knowledge of the essential question.

The Reconstruction Era

Chapter Title: The Reconstruction Era

Essential Question: To what extent did Reconstruction bring African Americans closer to full citizenship?

Chapter Objectives:

Students will be able to...	Students will know...	Students will understand...
<ul style="list-style-type: none"> • Cite examples and purposes of black codes • Illustrate the effects of Reconstruction on African Americans' pursuit of full citizenship 	<ul style="list-style-type: none"> • Key terms: black codes, civil rights 	<ul style="list-style-type: none"> • Reconstruction, the Thirteenth Amendment, Freedmen's Bureau, the Fourteenth Amendment, the Fifteenth Amendment, and Jim Crow laws

The Reconstruction Era Differentiated Assessments

Directions: Please read over the list of assessment choices. You need to complete **one choice** to show your mastery of the essential question, *To what extent did Reconstruction bring African Americans closer to full citizenship?*

Choice 1: Create an **illustration of a road map** that shows the important events of Reconstruction and their impact on African Americans' journey toward full citizenship. Your road map should:

- show the **progress** and **setbacks** that African Americans experienced in their struggle for full citizenship during Reconstruction. For example, **hills, twists, and turns** away from full citizenship might show **setbacks**, while **straight paths** and **bridges** might show **progress**.
- include **symbols, pictures, and labels** for at least **two events** from **each phase of Reconstruction**. **Stop signs, potholes, and roadblocks** might show events that **prevented progress** toward full citizenship. **High-speed-limit signs** or **freeway signs** might show events that **helped** African Americans to achieve their goals.

- have a caption summarizing to what extent Reconstruction brought African Americans closer to full citizenship.

Choice 2: Write an **essay** describing at least three ways the government tried to guarantee African Americans full citizenship during Reconstruction. Then describe three ways that various groups tried to deny African Americans full citizenship during Reconstruction.

Choice 3: Propose an idea to me for you to demonstrate your knowledge of the essential question.

Tensions in the West

Chapter Title: Tensions in the West

Essential Question: How did settlers change the West and affect American Indians?

Chapter Objectives:

Students will be able to...	Students will know...	Students will understand...
<ul style="list-style-type: none"> ● Identify the groups that came west following the Civil War ● Evaluate the effects of western settlement on American Indians 	<ul style="list-style-type: none"> ● Key terms: reservation, homesteader, transcontinental railroad, subsidy 	<ul style="list-style-type: none"> ● The clash between American Indians and settlers that resulted from settlement of the frontier

Tensions in the West Differentiated Assessments

Directions: Please read over the list of assessment choices. You need to complete **one choice** to **show** your **mastery** of the **essential question**, *How did settlers change the West and affect American Indians?*

Choice 1: Write an **essay** describing two events or policies that increased settlement in the West after the Civil War. Describe how the settlers who responded to each of these events or policies changed the West. Also explain how each event or policy affected American Indians?

Choice 2: Write **two acrostic poems** about the clash of cultures that resulted from the settlement of the West. One poem should be from the perspective of white settlers. The other should be from the perspective of American Indians. Begin the lines in each poem with the letters in the word settlement.

Settlers' View of
Settlement of the West

Swiftly we came by railroad and horse.

E
T
T
L
E
M
E
N
T

American Indians' View of
Settlement of the West

Settlers invaded our lands from the
East

E
T
T
L
E
M
E
N
T

Choice 3: Create a **Google Presentation** about “The Heart of the Appaloosa.” In the presentation explain the meaning behind each line in the song.

Choice 4: Propose an idea to me for you to demonstrate your knowledge of the essential question.

The Rise of Industry

Chapter Title: The Rise of Industry

Essential Question: Did the benefits of industrialization outweigh the costs?

Chapter Objectives:

Students will be able to...	Students will know...	Students will understand...
<ul style="list-style-type: none"> ● Explain how industrialists created big businesses ● Compare and contrast the costs and benefits of industrialization ● Evaluate the success of the labor movement in improving the conditions 	<ul style="list-style-type: none"> ● Key terms: entrepreneur, laissez-faire, mass production, corporation, trust, monopoly, urbanization, labor union 	<ul style="list-style-type: none"> ● Assembly line work and working conditions of the period ● The impact of inventions of the period

The Rise of Industry Differentiated Assessments

Directions: Please read over the list of assessment choices. You need to complete **one choice** to show your mastery of the essential question, *Did the benefits of industrialization outweigh the costs?*

Choice 1: Write an **essay** that responds to these three questions.

- In the late 19th century, what conditions allowed for the growth of industry in the United States?
- How did industrialization improve life in the United States?
- How did industrialization hurt life in the United States?

Choice 2: Write a **dialogue** between a factory owner and a worker that highlights the costs and benefits of industrialization in the early 1900s. The dialogue must include at least four concerns of workers at the turn of the century and a response by the factory owner to each concern.

Choice 3: Propose an idea to me for you to demonstrate your knowledge of the essential question.

The Great Wave of Immigration

Chapter Title: The Great Wave of Immigration

Essential Question: What was life like for immigrants in the early 1900s?

Chapter Objectives:

Students will be able to...	Students will know...	Students will understand...
<ul style="list-style-type: none"> • Compare and contrast experiences of immigrant groups • Describe the journeys of immigrants to the United States 	<ul style="list-style-type: none"> • Key terms: refugee, assimilation, pogrom, passport, nativism, quota 	<ul style="list-style-type: none"> • What life was like for U.S. immigrants

The Great Wave of Immigration Differentiated Assessments

Directions: Please read over the list of assessment choices. You need to complete **one choice** to show your **mastery** of the **essential question**, *What was life like for immigrants in the early 1900s?*

Choice 1: Create a **scrapbook** (in first person) highlighting what life was like for a U.S. immigrant in the early 1900s. The scrapbook will contain biographical information, notes about the journey from the home country, and descriptions of life in the United States.

Choice 2: Write a **letter** as if you are an immigrant to the United States in the early 1900s. Address the letter to a family member in your native country describing your trip to the United States and your experiences so far. Be sure to include a description of why you left your native country, a description of your trip to the United States, and a description of where you live and what life is like in the United States.

Choice 3: Propose an idea to me for you to demonstrate your knowledge of the essential question.

The Progressive Era

Chapter Title: The Progressive Era

Essential Question: Did the progressives improve life in the United States?

Chapter Objectives:

Students will be able to...	Students will know...	Students will understand...
<ul style="list-style-type: none"> Describe the effects of urbanization and industrialization on the environment and society Analyze the success of Progressive reforms in the areas of government, child labor, workers' rights, conservation, equal rights for African Americans, and women's suffrage 	<ul style="list-style-type: none"> Key terms: platform, regulation, conservation, suffrage 	<ul style="list-style-type: none"> The Progressive movement, the Populist Party, social Darwinism

The Progressive Era Differentiated Assessments

Directions: Please read over the list of assessment choices. You need to complete **one choice** to show your mastery of the essential question, **Did the progressives improve life in the United States?**

Choice 1: Write an **essay** about the United States at the beginning of the 20th century. Describe one specific condition that needed to be changed during the Progressive Era. Describe in detail what an individual or a group did to change that condition. Use specific facts and examples. Evaluate the reform measure you described. Explain how life in the United States improved or did not improve due to the efforts of progressives.

Choice 2: Write a short speech, from the perspective of one of the reformers in chapter 26. Write five sentences about what rights are being denied to a group of people AND why you believe it is important for that group to have the rights.

Choice 3: Propose an idea to me for you to demonstrate your knowledge of the essential question.

The United States Becomes a World Power

Chapter Title: The United States Becomes a World Power

Essential Question: Should U.S. actions in world affairs around the turn of the 20th century be praised or condemned?

Chapter Objectives:

Students will be able to...	Students will know...	Students will understand...
<ul style="list-style-type: none"> Summarize arguments for and against U.S. expansion Examine U.S. involvement in WWI and the subsequent peace negotiations 	<ul style="list-style-type: none"> Key terms: imperialism, yellow journalism, nationalism, militarism 	<ul style="list-style-type: none"> How the United States gained control of the Panama Canal WWI

The United States Becomes a World Power Differentiated Assessments

Directions: Please read over the list of assessment choices. You need to complete **one choice** to show your mastery of the essential question, *Should U.S. actions in world affairs around the turn of the 20th century be praised or condemned?*

Choice 1: Create a **political cartoon** that shows your praise or disapproval of U.S. expansionism around the turn of the century. Your cartoon should include important people, exaggerated details and a caption.

Choice 2: Write an **essay** debating U.S. actions in world affairs at the turn of the 20th century. Write one paragraph praising U.S. actions in the 20th century. Write one paragraph condemning U.S. actions at the turn of the 20th century. Finally, considering the two sides of the issue, write **one final paragraph** in which you take a side. Which side of U.S. actions do you support?

Choice 3: Propose an idea to me for you to demonstrate your knowledge of the essential question.

The Roaring Twenties and the Great Depression

Chapter Title: The Roaring Twenties and the Great Depression

Essential Question: What trends, events, and people shaped the 1920s and the 1930s?

Chapter Objectives:

Students will be able to...	Students will know...	Students will understand...
<ul style="list-style-type: none"> Identify causes of the Great Depression and factors that led to an extended period of economic collapse in the United States. Describe the impact of the Great Depression on United States society, including ethnic and racial minorities, and how government responded to events with New Deal policies. 	<ul style="list-style-type: none"> Key terms: consumer goods, credit, depression, pension 	<ul style="list-style-type: none"> Understand the economic, social, and political development of the United States in the period between World War I and World War II. The Great Migration The Harlem Renaissance The Red Scare The New Deal

The Roaring Twenties and the Great Depression Differentiated Assessments

Directions: Please read over the list of assessment choices. You need to complete **one choice** to show your **mastery** of the **essential question, *What trends, events, and people shaped the 1920s and the 1930s?***

Choice 1: Write an essay answering the question: Was the expansion of government during the New Deal beneficial for all Americans?

Your essay should include the following:

- A clear topic sentence that communicates the main idea of your paragraph
- Two pieces of evidence (facts, data, quotes, examples) from the reading to support

your topic sentence

- Two sentences that explain how your evidence supports your topic sentence.

Choice 2: Write an **essay** describing how the responsibilities of the federal government changed during the Great Depression. • Describe why the Great Depression hurt many American citizens • Provide two examples of the federal government's response to the depression. • Explain why these responses changed the role and size of the central government in American society.

Choice 3: Propose an idea to me for you to demonstrate your knowledge of the essential question.

World War II

Chapter Title: World War II

Essential Question: How did World War II change the United States?

Chapter Objectives:

Students will be able to...	Students will know...	Students will understand...
<ul style="list-style-type: none"> ● Explain the causes and conduct of World War II including the nations involved, major political and military figures and key battles, and the Holocaust. ● Analyze how the United States mobilized its economic and military resources during World War II. ● Describe the impact of World War II on the home front. 	<ul style="list-style-type: none"> ● Key terms: fascism, totalitarian, atomic bomb, war crime, bond, inflation, internment camp 	<ul style="list-style-type: none"> ● D-Day ● The Holocaust

World War II Differentiated Assessments

Directions: Please read over the list of assessment choices. You need to complete **one choice** to show your **mastery** of the **essential question, *How did World War II change the United States?***

Choice 1: Read the passages below which offer different views on the United States decision to drop atomic bombs on Japan. Then follow the directions to complete the item below.

"I knew what I was doing when I stopped the war that would have killed a half million youngsters on both sides if those bombs had not been dropped. I have no regrets and, under the same circumstances, I would do it again."

--Letter from Harry S Truman, 1963

“Military necessity will be our constant cry in answer to criticism, but it will never erase from our minds the simple truth that we, of all civilized nations... did not hesitate to employ the most destructive weapon of all times indiscriminately against men, women and children.”

--United States News editor David Lawrence, 1945

Was the use of atomic bombs necessary to end World War II?

Write an essay explaining whether you believe the United States was justified in its use of the atomic bomb.

- Describe why the United States government decided to develop nuclear weapons.
- If you believe the United States was justified in dropping atomic bombs on Japan, explain why the bombings were necessary.
- If you believe the United States was not justified, explain why another solution would have been better.
- Refer to one of the primary source quotes above when making your argument.

Choice 2: Create a commemorative stamp set that shows how World War II affected the people of the United States. Your stamp set must include at least four stamps. • Two stamps should commemorate two groups included in the radio broadcasts: members of the military, the government, consumers, women, Japanese Americans, African Americans, Mexican Americans, or Jewish Americans. • Two stamps should commemorate two major battles in World War II. • Each stamp should include images or symbols to represent the impact of World War II on the group or the importance of the battle. • Each stamp should contain a short caption that explains the stamp.

Choice 3: Propose an idea to me for you to demonstrate your knowledge of the essential question.

The Cold War

Chapter Title: The Cold War

Essential Question: How did rivalry between the United States and the Soviet Union shape the world in the years after World War II?

Chapter Objectives:

Students will be able to...	Students will know...	Students will understand...
<ul style="list-style-type: none"> Identify military and non-military actions taken by the United States during the Cold War to resist the spread of communism. Analyze the social and political effects of the Cold War on the people of the United States. Compare and contrast the involvement and role of the United States in global conflicts and acts of cooperation. 	<ul style="list-style-type: none"> Key terms: United Nations, capitalism, communism, containment, blacklist, arms race, proxy war 	<ul style="list-style-type: none"> The Marshall Plan The Cold War

The Cold War Differentiated Assessments

Directions: Please read over the list of assessment choices. You need to complete **one choice** to show your mastery of the essential question, *How did rivalry between the United States and the Soviet Union shape the world in the years after World War II?*

Choice 1: The events of the Cold War profoundly affected the lives of everyday Americans. In an **essay**, explain how each of the following affected life in the United States:

- fear of the atomic bomb
- fear of communists within the United States

- proxy wars in foreign nations

Choice 2: Write a **short memo** to President Eisenhower to advise him what to do in response to Sputnik. Be sure to address each of the following points in your memo, and remember that this information is confidential! • What should President Eisenhower say to the American people about Sputnik? • What should President Eisenhower say to the rest of the world? • What should President Eisenhower do to make sure the United States does not fall behind the Soviet Union in science and technology? • What should President Eisenhower do to make sure the United States does not fall behind the Soviet Union in the space race?

Choice 3: Propose an idea to me for you to demonstrate your knowledge of the essential question.

The Civil Rights Movement

Chapter Title: The Civil Rights Movement

Essential Question: How did civil rights activists improve life for African Americans?

Chapter Objectives:

Students will be able to...	Students will know...	Students will understand...
<ul style="list-style-type: none"> Analyze the effects of discrimination and segregation on American society. Identify important leaders, events, and legislation of the civil rights era. Explain the advantages and disadvantages of non-violent resistance. Compare and contrast the goals and tactics of the civil rights movement, the American Indian movement, and the women's rights movement. 	<ul style="list-style-type: none"> Key terms: nonviolent resistance, integration, sit-in, black power 	<ul style="list-style-type: none"> Brown v. Board of Education

The Civil Rights Movement Differentiated Assessments

Directions: Please read over the list of assessment choices. You need to complete **one choice** to show your mastery of the essential question, *How did civil rights activists improve life for African Americans?*

Choice 1: Civil rights activists used many different techniques to improve the lives of African Americans. In an **essay**, explain TWO different strategies civil rights activists used to achieve their goals. For each strategy you choose, write a paragraph in which you:

- describe the strategy
- explain what activists hoped to accomplish using this strategy
- name the leaders or groups associated with the strategy
- evaluate how well the strategy worked – what reforms or changes did the strategy help bring about?
- Then, in a short concluding paragraph, analyze which of the strategies you described was most successful, and explain why.

Choice 2: Create a newspaper article covering an important event in the civil rights movement. Choose one event that you think had an especially important impact on improving life for African Americans. When creating your article, be sure to include: • an accurate date and location. • a description of the event you are covering: Where are you? What do you see? Who is there? Why are they there? • two quotations, one from a source who supports the event and one from a source who opposes the event—you may choose to invent quotes or do research to find primary source quotes to include in your article. • your analysis of why this event was important to the civil rights movement and how it helped improve life for African Americans.

Choice 3: Propose an idea to me for you to demonstrate your knowledge of the essential question.

Contemporary American Society

Chapter Title: Contemporary American Society

Essential Question: What changes since the 1950s have shaped how we live today?

Chapter Objectives:

Students will be able to...	Students will know...	Students will understand...
<ul style="list-style-type: none"> ● Identify major social and cultural trends that affected the United States from the 1950s through the 2000s. ● Describe how new technologies have changed political, economic, and social interactions. 	<ul style="list-style-type: none"> ● Key terms: baby boom, Great Society, counterculture, hostage, “war on drugs,” AIDS, Internet, terrorism 	<ul style="list-style-type: none"> ● The changing role of the federal government in shaping post-war society.

Contemporary American Society Differentiated Assessments

Directions: Please read over the list of assessment choices. You need to complete **one choice** to **show** your **mastery** of the **essential question**, *What changes since the 1950s have shaped how we live today?*

Choice 1: Write **an essay** in which you answer the question: Has globalization been an overall positive or negative force for the world? In your paragraph, be sure you:

- clearly state your position
- give two concrete examples to defend your position
- describe one argument someone taking the opposite position might make and explain why the argument you are making is stronger
- make sure and have a concluding sentence that sums up your argument

Choice 2: The adults you know have lived through many or all of the changes you have just read about. **Interview** one of the oldest, most interesting people you know and create a timeline of events that have shaped that person’s life. During the interview, listen carefully and take notes on a separate sheet of paper. • Share some of the events

from this lesson with your interviewee. Ask him or her to describe any of these events that he or she lived through. • Have your interviewee identify the four historic events that had the greatest effect on his or her life. • Ask the person to describe how these events have shaped his or her life. • After the interview, place those four events on the timeline below. Include the date, a one sentence summary, and an illustration for each event. Draw a line from each event to the correct place on the timeline. • On a separate sheet of paper, write a short, four-paragraph essay explaining how each of the four events shaped your interviewee's life.

Choice 3: Propose an idea to me for you to demonstrate your knowledge of the essential question.

REFERENCES

- Bower, Bert. (2005). *History alive!:the United States through industrialism*. Palo Alto, CA :Teachers' Curriculum Institute.
- McTighe, J., & Wiggins, G. (2012). *UNDERSTANDING BY DESIGN FRAMEWORK* [Pamphlet]. Alexandria, VA: ASCD.