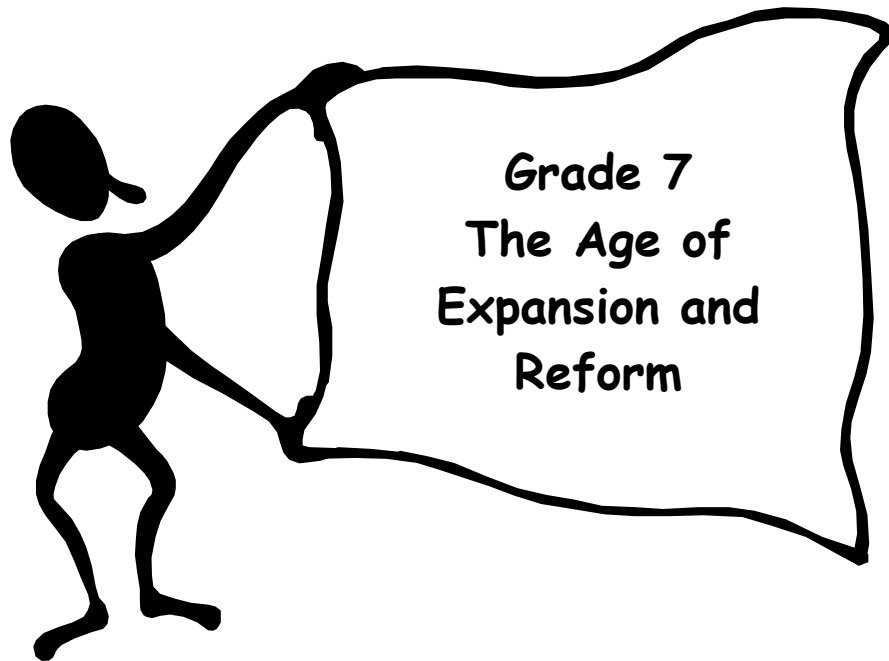


# **New York City Department of Education Magnet Program District 25 & 28**

School Name  
IS237



**Essential Question: How did expansion and reform change the way authors and artists portrayed America? (How do writers and artists draw from their experiences?)**

**Suggested Time Frame: 4 weeks**

**Theme: Arts and Literature**

# Graphic Overview of Unit

Suggested Time Frame: 4 weeks

**Essential Question:** How did expansion and reform change the way authors and artists portrayed America? (How do writers and artists draw from their experiences?)

Unit name: Expansion and Reform

Mini-unit name:  
A New Spirit of Expansion: 1816-1824

Mini-unit name:  
Political Changes : 1825-1838

Mini-unit name:  
America Becomes More Democratic: 1825-1858

Mini-unit name:  
The Country Grows Larger: 1841-1850

## Mini-Units

\* It is recommended that each mini-unit end with a standardized test that reflects the state / city assessment

**Unit's Culminating Project:** Students will choose one American author or artist from the period 1816-1850 and show how this writer or artist was inspired by "American Experiences" such as expansion and reform. Students will write a brief outline and present it orally to the class using visuals (i.e. book, poem, and artwork) and note cards. In addition, students will use concepts learned during this unit, as well as their own experiences, to create a work of art that expresses what the spirit of America means to them now. Students may create a collage of pictures, write a song, a poem, or a short scene.

Stage 1- Desired Results	
<b>Standards-Based Learning Goals:</b> NY State SS Standards #'s...	
Concepts	
<p><b>Big Ideas for this Unit:</b></p> <ul style="list-style-type: none"> <li>. Growth</li> <li>. Change</li> <li>. Reform</li> <li>. The American Experience/Spirit</li> </ul>	<p><b>Magnet School Theme: Arts and Literature</b></p> <p><b>How does the Big Idea in your unit connect to your theme:</b>  Just as authors during the 1<sup>st</sup> half of the 19<sup>th</sup> century wrote about uniquely American experiences shaped by expansion and reform, students will create art that represents today's uniquely American experiences</p>
<p><b>Enduring Understandings:</b>  In order for reform to take place, people need to adapt and change.</p> <p>Each individual has a unique American experience</p> <p>American writers and artists of the 19<sup>th</sup> century were inspired by uniquely American experiences, caused in part by expansion and reform</p> <p>“Growing pains” are inevitable during periods of expansion and reform</p>	<p><b>Overarching Essential Question:</b>  How does reform come about?</p> <p>How is my experience of America different than yours? Why does each American have a unique national experience?</p> <p>What is the “American Experience”?  How did expansion and reform change the way authors and artists portrayed America?</p> <p>What kinds of “growing pains” might a country have during a period of expansion, and what effects might this have on the country’s spirit of nationalism?</p>

Content and Skills	
<p><b>Content</b>  <b>Students will know...</b></p> <ul style="list-style-type: none"> <li>. vocabulary associated with the unit</li> <li>. key factual information</li> <li>. important events and people</li> <li>. sequence and timelines</li> <li>. global connections to the national growth</li> <li>. facts about the Monroe Doctrine as an official U.S policy</li> <li>. major inventions that led to Industrial Revolution</li> <li>. information about presidents during this era.</li> <li>. facts about slavery</li> <li>. the characteristics and qualities of a uniquely American experience</li> <li>. Literature during the middle 1800's</li> <li>. Works of art from the middle 1800's</li> </ul>	<p><b>Skills</b>  <b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>. use new vocabulary in writing that is related directly to course of study</li> <li>. retell factual information that relates to unit</li> <li>. list important people that had an impact on the expansion and reform of the United States</li> <li>. create a timeline that shows the events from 1816 to 1850</li> <li>. describe inventions that led to Industrial Revolution</li> <li>. analyze various global connections that played a role in the history of slavery</li> <li>. determine important facts that led to the United States implementing the Monroe Doctrine</li> <li>. list the qualities of a good president and invent a candidate.</li> <li>. create a list of authors from the middle 1800's</li> <li>.analyze the type of experiences that writers and artists concentrated on</li> <li>. create a work of art that depicts their own personal "America"</li> </ul>

## Stage 2- Summative Assessment Evidence

**If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.**

**G- (goal)** To **present an oral presentation** about artists and writers of the 19<sup>th</sup> century, and to **create a work of art** (either visual, music, or performance) that expresses what America means to you.

**R- (role)** : You are an **artist** who has been commissioned by I.S. 237

**A- (audience)** **middle school students** and their **teachers**

**S- (situation):** You have been commissioned by I.S. 237 Magnet School for the Arts to do research on artists and writers from the mid 1800s to show how their uniquely American experiences affected their work. In addition, you must create an original artistic work that deals with your own American Experience and present it to the school's 7<sup>th</sup> grade students.

**P- (purpose and product) :**

The purpose of this project is to connect to America and the American Experience on many different levels. You will do this through research of artists and authors from the past, and through the creation of artistic works that tap into American experiences of the present.

Part1: Your task is to choose one American author or artist from the period 1816-1850 and research the subject matter that is unique to them. Each student will be able to explain how American writers or artists drew from "American Experiences". Students will **write a brief outline on their subject and present it orally to the class with the help of visuals (i.e. book, poem, and artwork).**

Part 2: Part 2 of this project concentrates on your own view of what America means to you. You can **create a collage of pictures, write a song, poem, or short scene describing what the spirit of America means to you.** You will use the knowledge that you learned during this unit of study as well as your own life experiences living in America to help you create this artwork.

**S- (standards for performance):**

The project should:

- Incorporate research from the internet in the form of bullet points.
  - Use lessons from history ( prior knowledge and teachings)
  - Use visuals and books from the library to show work or writings of particular 19<sup>th</sup> century writers and artists
  - Use various mediums such as a collage, poetry, song, short scenes, or pictures to express personal American experiences
  - Use voice, speech and presentation skills to rehearse and skillfully present project
  - Include a self assessment/reflection of your oral presentation and art work
- (Your work will be judged by your peers using a student-generated rubric/check sheet)

## **Student Task**

Dear Artists,

You have been commissioned by I.S. 237 Magnet School for the Arts to create an oral presentation and an original work of art that teaches 7<sup>th</sup> graders about the unique character of America. You will do this by studying the American experiences of writers and artists who worked during the Age of Expansion, and by portraying your own American experience in today's world.

**There are two parts to this project. It is designed for everyone to shine!**

### **Part 1:**

You will choose one American author or artist from the period 1816-1850 and research the subject matter that is unique to him or her. You must be able to show how this American writer or artist, and others of the time, drew from "American Experiences" to create uniquely American work. You will write a brief outline and present it orally to the class with the help of visuals (i.e. book, poem, and artwork).

### **Part 2:**

Part 2 of this project concentrates on your own view of what America means to you. You can create a collage of pictures, write a song, poem, or short scene describing what the spirit of America means to you. You will use the knowledge that you learned during this unit of study, as well as your own personal experiences about living in America, to help you in your work.

### **In order to be successful you must:**

- . Work individually or with a partner (each individual is required to speak during the oral presentation)
- . Choose an author or artist and give specific examples of how the experiences of that time period influenced his or her work
- . Do research on index cards and write in bullet point style.
- . Include the author or artist's name, type of work they created, date when it was created, and the area that the author focuses on (i.e. antislavery works)
- . Provide a copy of the work to show the audience (i.e. book or picture)
- . Be sure the approximate time of your presentation is 4-5 minutes.
- . Create a project that portrays "your America"
- . Use any medium of your choice (i.e. poem, collage, picture, short scene, song, etc.)
- . Self evaluate and evaluate your peers, using a pre-made check-list created by the class

## Rubric for Culminating Project

[www.rubistar.com](http://www.rubistar.com)

Project Component	1	2	3	4
<b>Research</b>	<i>Irrelevant and inaccurate research, no suggested strategies or research missing</i>	Some irrelevant research, includes some information about author , artists work.	Well researched with relevant information. Includes authors, artist name, year, and title of work.	Thoroughly researched accurate, relevant and complete information. Includes all Required information
<b>Presentation</b>	Presentation meets 0-1 min. requirement, it is read directly from written document	Presentation meets 2-3 min. requirement, it is mostly read from paper with limited eye contact with limited evidence of knowledge of topic.	Presentation meets 4-5 min. requirement, Clearly spoken, good eye contact. Strong presentation with good evidence of knowledge of topic	Presentation meets all requirements, Well spoken, excellent eye contact, powerful presentation, with substantial evidence of knowledge of topic
<b>Organization</b>	The presentation appears to be disorganized with no evidence or logic.	Presentation is organized, but evidence and logic is limited.	Presentation is organized with some evidence and logic.	Presentation is very well organized with well constructed evidence and logic
<b>Product</b>	Information in part 2 has	Information stated in	Information clearly	Information clearly relates

	<b>little or nothing to do with main topic.</b>	<b>project clearly relates to the main topic. Limited details related to topic included.</b>	<b>relates to main topic. It provides many requirements that are needed to complete task</b>	<b>to main topic. It includes several examples that are needed to complete task.</b>

