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AMERICAN STUDIES: CIVIL WAR
THE CORRELATION
OF
LITERATURE AND HISTORY
STUDIES IN HIGH SCHOOL

BY
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Submitted in partial fulfillment of the requirements
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Accepted by the faculty of the Department of Education,
Lindenwood College, in partial fulfillment of the
requirements for the Master of Arts in Education Degree.

and to my wife, Betty, who so graciously gave me the
time to work, making this Master's Degree possible.

Jeanne M. Donovan
Advisor

Nancy Pelitte
Reader

DEDICATION

To Mary Therese, who gave me the idea for this curriculum
and to my wonderful family, who so generously gave me the
time to work, making this Master's Degree possible.

ABSTRACT

Courses in history can be nothing but memorizing facts, and courses in literature can be writing without roots. The author proposes a correlated curriculum for high school American literature and history, specifically in the Civil War time frame to change this situation.

The purpose of this curriculum, "American Studies: Civil War," is to make the history of our country live for the student, giving him/her a feeling for the mood of the times and motivating him/her to become politically active as a young citizen.

To validate the proposal, the author has interviewed experts in the fields of literature, history and administration. Most of these people have used such curricula and have found them to be rewarding for both teacher and student. Successful examples of curricula in correlated studies that have been used across the country were used as a basis for the curriculum composed by the author.

This curriculum is divided into four parts: (1) Antebellum Era, (2) Lincoln, (3) Civil War, (4) Reconstruction. Northern and Southern literature is inserted into the history to give the student both points of view in discussing and evaluating the methods used in solving issues of the Civil War period. These same methods can give the student insight for solving similar problems in our own time. Ultimately, it is hoped that these will be memorable activities and will motivate the student in adult life to become politically active.

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CHAPTER I

INTRODUCTION

Background

The author of this curriculum project became interested in the correlation of history and literature during the school year 1981-1982. At that time I was tutoring a senior high school student in American literature. It was an accelerated course and much was expected from the students. Creativity, abstract thinking, problem solving and more were involved. During this same semester the student was enrolled in a world history class. While the student was reading Grapes of Wrath by John Steinbeck in literature class, she was studying the French Revolution in history. As tutor I found it necessary to relate, as background for the novel, some history of the Great Depression and the story of the dust bowl in the Southwest. It would seem that an American history class taught in conjunction with American literature would have been more beneficial to the student. I concluded that a correlated class of the two disciplines would have been a much better learning experience.

Another experience that influenced the author concerning the correlation of two disciplines occurred when, as a substitute teacher of English, I would relate historical data as background for the literature being read in class. The students seemed interested and even asked questions concerning the relationship of

the two disciplines. These experiences then, along with just plain common sense, inspired this author to devise a partial curriculum, correlating American history and American literature during the Civil War period.

Rationale

Other educators have seen this problem also. The idea of integrating disciplines began in this country after World War I because of what was called "new world challenges" such as: urbanization; changes in industrial economy and home life-styles; a shrinking world because of fast communication and transportation; and an expanding frontier of knowledge, especially in the science field (Faunce & Bossing, 1958). These changes brought a need for students to be able to "think on their feet" and be ready for change. An integrated curriculum, educators believed, trained students to do this. Anderson, in his book, Principles and Procedures of Curriculum Improvement, speaks of "Core Curriculum" that deals with organizing some of the important, common learnings in high school and using them for problem solving, both personal and social (cited in Faunce & Bossing, 1958). The core curriculum concept developed into what was known as "Fusion." An example of Fusion was the unification of American history and literature at the high school level. This was taught in a block of time or a double period by two teachers. Discussions, problem solving, decision making and value judgments were involved using materials from both classes (Macdonald, 1971).

Still other educators who saw the need for correlation of disciplines were those who set the pattern for experimental groups in the Michigan Secondary School Study. This program was implemented by the state of Michigan and it set out to use a correlated curriculum in fifty-five chosen (member) schools and to use separate disciplines in the other schools. The purpose of the study was to see which group scored higher on college entrance exams. They found that students from the fifty-five chosen (member) schools, who used the correlated curriculum, scored higher (Faunce & Bossing, 1958).

A more lengthy experiment called the "Eight Year Study" done by the Commission on the Relationship of High School and College for the Progressive Education Association produced the same result and more. College-bound students in the experimental high schools, using correlated curricula, scored higher on their college entrance exams and made better grades in college classes than did other students, who were taught in high schools using separate disciplines. Faunce & Bossing (1958) summarize the results as follows:

A special study of the graduates of the six most experimental of these schools revealed a marked superiority over the students with whom they were paired in grade point averages, achievement ratings, academic honors, intellectual curiosity, scientific thinking and in all qualities of good citizenship. In the words of the investigators the study revealed that "the more experimental the school, the greater degree of success in college" (p. 41).

The author also personally interviewed educators in the Saint Charles area to see what the current status was concerning

the correlated curriculum locally. The people interviewed were Dr. Aaron Miller, American studies expert and recent Dean of Faculty at Lindenwood College; Dr. Clark Cilek, Principal of Saint Charles West High School, an English scholar; Mr. Robert Utt, English teacher at Saint Charles High School and holder of a Masters Degree in Secondary Education from Washington University, Saint Louis; Roland Kjar, Chairman of the History department at Duchesne High School. All four agreed that correlation of English and history was an excellent method of teaching. They felt the students would acquire a better feeling for the people and the moods of the time, that this method made history come alive for the student, eliminating some of the boredom that can accompany a history class. None of the local high schools, with the exception of Duchesne, uses a correlated curriculum because there are problems with scheduling and attention given to the basics, making it difficult to implement such a program. Most of the high school teachers thought it would be easier to accomplish this kind of program on the college level.

Finally, Robert Berard, a Canadian educator, who presently implements correlation of world history and world literature in his high school curriculum states:

First rate work in the humanities, the proper home of history, (although not always where it spends its nights) requires the development of one's imagination, especially one's historical imagination. Traditional study of standard primary studies can help to develop the imagination and empathy with citizens of the past without which good history is impossible. But the strength of good literature has always been its ability to enrich the imagination. For the

sake of their students and their subject history teachers should not neglect it (Berard, 1983, p. 516).

Mr. Berard has included in his report the dangers and pitfalls of integration. The teacher needs to appreciate the complexity of history and the nature of artistic truth in order to integrate the subjects successfully. Even the ablest and the most sensitive of teachers must be aware of the possibility of confusing the student when using the miscegenation of fact and fiction. The teacher must be sure that the student is able to differentiate between the factual and the fictional (Berard, 1983).

Mr. Berard also makes one aware of the difficulty involved in teaching a full program of correlated history and literature because of the variety of reading levels in the classroom. However, he says that it might be advantageous to try a partial program, in order to encourage the student to read what academia calls "good literature," beside the fact that the common use of good literature is a source of documentary illustration that gives background to historical events.

The purpose then of this curriculum, integrating American literature and American history of the Civil War period, is twofold. In general, this curriculum should benefit the student because it can bring historical facts to life, give the student a feeling for the moods of the time, allow the student to "know" personally some of the important and not-so-important people, who lived during this consequential time in

history by reading the relevant literature.

The second purpose is more specific to the particular time period involved, namely the Civil War period. The Civil War period can lend itself to discussion, making value judgments, and problem solving concerning bigotry, civil rights and terrorism in the world then and today. The students would be able to use their historical "whole knowledge" (the author's term "whole knowledge" meaning historical facts related to culture--persons in literature) by applying it to solving problems of the past and projecting these methods to solving problems of the present. Hindsight being better than foresight, one might arrive at some successful answers to these modern problems. This type of work could motivate students to become politically active. The aim of this author is to be part of helping the youth of today take up the reins of civic responsibility through this curriculum.

CHAPTER II

A REVIEW OF THE LITERATURE

The review of literature is divided into four sections in this chapter. They are: (1) Interviews concerning the current curriculum status in the Saint Charles area; (2) Articles from periodicals and government reports by educators, who successfully used different strategies in correlated curricula; (3) Research showing the proven success of the correlated curriculum over a period of time; (4) Description of state and school district curricula.

Interviews

The author has interviewed several experts in various fields of education concerning their opinions on correlations of different disciplines in the high school and concerning the status of correlation of disciplines in the Saint Charles area. Dr. Aaron Miller, American studies expert and past Dean of Faculty at Lindenwood College, called the disciplines taught separately "discrete units." He felt that there was a great need to bridge these discrete units in the classroom and that junior and senior years in high school would not be too early to begin. He preferred a synthesis of knowledge. "Wouldn't it be wonderful to teach history according to great ideas or major inventions, instead of according to wars, as we do now?"

Teaching history according to wars gives the impression that man is nothing more than a brute" (Miller, 1982).

For the author's purpose of correlating history and literature, Dr. Miller's ideas were most helpful. If history were taught according to great ideas, philosophy, it would take one, small step to integrate the literature--the great novels, short stories, poetry, letters, diaries, and biographies related to that time. Literature is a reflection of its age. Natty Bumppo, Daniel Boone, Henry Fleming, Mary Boykin Chesnut, and Frank Cowperwood were all characters who portrayed the great American spirit. The settling of the land, aspects of Indian culture, a war to save the Union, an economic expansion are all mirrored in The Leatherstocking Tales, The Red Badge of Courage, A Diary from Dixie and The Financier. The desire of the American to be unoppressed, to worship freely, to own land, to be united to his fellow countryman, to trade and to grow, is so knitted together in history and literature that it is difficult to comprehend studying one without the other.

In addition to the approach enunciated by Dr. Miller, that of correlating history and literature through great ideas and inventions, realistically, war must be dealt with in a history class. Literary works in a correlated curriculum would generate greater insight on the part of the student concerning the horrors of war, the people on both sides of the conflict --feeling their loyalties, their strengths and weaknesses. For example, Crane's Henry Fleming in The Red Badge of Courage

might serve as an introduction to the turbulent period of the Civil War in American history. The language, the setting, and the characters in the novel would enhance the student's familiarity with the period and give the student a better understanding of the historical background, which is required. Henry is fictitious, but parts of him exist in every boy who has ever gone to war. A young high school student could relate Henry Fleming's attitude and feelings to those of a "draft dodger" in World War II or a "conscientious objector" in the Viet Nam War in later studies of American history.

Dr. Clark Cilek, Principal of Saint Charles West High School and an English scholar, discussed the curricula in the Saint Charles school district with the author. He said that history and literature are not correlated in the high schools here--Saint Charles High and Saint Charles West High use the same curricula. Dr. Cilek said that currently, curriculum has gone back to subject oriented curriculum. The author understood this to mean separate disciplines. He gave the following reasons: (1) Teachers don't wish to coordinate with other teachers or team-teach. It is just something more to add to their already crowded schedules. (2) Decreasing enrollment, less funding, fewer teachers create less need to work with students in large groups. (3) Because of the "Johnny Can't Read" syndrome, individualization is the trend of today, along with "Back to the Basics" (Cilek, 1982).

Mr. Robert Utt, English teacher at Saint Charles High,

past teacher of history, and holder of a Master's Degree in Secondary Education from Washington University, spoke with the author. He said that he would enjoy teaching a correlated history and literature course. In fact, in the past as history teacher, he included literature in the history classes he taught because he felt that the students got a better feeling for the people and the mood of the times. However, this was a while ago and curricula have become more structured and regulated since then (Utt, 1982).

The last person to be interviewed by this author was Ron Kjar, Chairman of the History Department, teacher of American history, Eastern history and government at Duchesne High School, Archdiocese of Saint Louis. He has always used literature to teach his history classes. He says, "It's like sex without love not to do so. You need the literature to make the history live" (Kjar, 1985).

In American history, Mr. Kjar uses the novels Oliver Wiswell by Kenneth Roberts, Andersonville by Mackinley Kantor and The Jungle by Upton Sinclair. Sometimes Mr. Kjar uses writings of Bruce Catton in place of Andersonville. These novels are placed in their historical time frame--the Revolution, the Civil War and Reform, and the Industrial Revolution, respectively.

Some of Mr. Kjar's classes are for college credit and some are average level. He uses the novels in both, claiming this method "teaches the kids how to think." Mr. Kjar feels

that his students, both college graduates and those who have ended their formal education at Duchesne High School, have benefited greatly from his classes. As adults, they are active in government in simple and complicated ways. One of his former students, Tom Glosier, was a County Court Judge and is now a Commissioner. Another student, to whom he recently spoke, told Mr. Kjar that because of his class, he has an abiding interest in government and politics and loves to discuss such with his friends. A phrase he used in talking to Mr. Kjar was--you taught a "living course," something he feels he still uses in his daily living.

Further success of Mr. Kjar's courses can be seen in ACT scores. In the past three years 60-80 percent of Mr. Kjar's students have consistently scored between 16 and 36 on ACT tests in social studies. Tests such as these, require quantitative thinking skills, problem solving and other cognitive skills necessary for all facets of life.

Mr. Kjar also spoke to this author about a recent schedule change that has occurred at Duchesne. Schedules for the upper classmen have been changed so that students take American literature and American history during the same semester. Mr. Thomas Komadina, Chairman of the English Department, and Mr. Kjar organize their separate disciplines to coincide with each other. They even work together to create different viewpoints concerning like concepts to stimulate discussion, problem solving and debate in their respective classes. This creates an

opportunity that the questioning students take advantage of and really enjoy, according to Mr. Kjar. In other words, both teachers agree to disagree on how to solve a problem or discuss the morality of a concept, in order to "bait" the students. The students' interests are piqued and they do outside reading on the subject in order to decide for themselves which teacher is correct. They learn a great deal along the way, according to Mr. Kjar.

Ninety percent of Mr. Kjar's classes are college bound and a goodly number become students at prestigious colleges and universities (Kjar, 1985).

This section concludes with the author's realization that correlation of history and literature is extremely beneficial to students and well worth the time that is spent creating a curriculum to do so. The educators interviewed seem to agree.

Examples of Correlated Curricula

Articles taken from educational magazines, such as The History Teacher, and documents from the Department of Education, Washington, District of Columbia, about correlated curricula, successfully used in the high school and college are listed and generally explained in this section of the literature.

Most of these articles are from the 1970s and 1980s. A research project that began in the 1930s and ended in the 1980s will be discussed in a later section of this chapter.

Concerning the 1960s, research and experimentation during that period was varied and great. The "hippie" influence was being felt, the Cybernetic Age was upon us. Problems concerning the influence of television upon the student were beginning to rear their heads; ghetto education, teaching religion in public schools, uses of data processing, teachers' strikes, coping with the information boom, and training Black Negro administrators were but a few of the topics in education that demanded attention (Phi Delta Kappan, vol. 49, 1967-1968). Experimentation with correlated disciplines was not one of the priorities during this time period--with the exception of math and science.

A curriculum of correlated studies designed by the Department of Education, in 1971, was called American Studies: Humanities, Curriculum and Improvement Project. It was a Title III project used by East Baton Rouge Parish Schools. This guide included the four disciplines of art, music, literature and history. The goals were to apply knowledge gained from the study of past problems toward solving problems of the present, to trace personal values of today from our traditional values, to appreciate liberal arts and how they interrelate, and to appreciate man's accomplishments during the periods studied. The thematic approach was to be used. The study included an outline for the general objective for each of six units planned for a year. It included activities, materials and resources. The six units were: (1) Renaissance Man, who sets up the background for

the entire course; (2) Puritan Man, who shows the Puritan influence on society; (3) The New American, who influenced the revolutionary period; (4) Frontier Man, who built our nation, 1830 to end of the nineteenth century; (5) The Disillusioned Man 1900-1939; 6) Contemporary Man, who encouraged students to consider current problems and to apply humanitarian principles to them (Kidd, H., 1971).

In The History Teacher, William Muggleston, the author of a curriculum entitled "Southern Literature as History: Slavery in the Antebellum Novel," discusses how fiction can be used successfully in college American history courses to explore the consciences of southerners before the Civil War. Some of the literature used was Swallow Barn, The Golden Christmas, The Kentuckian, The Virginia Comedians, and The Master's House (Muggleston, 1974).

A course entitled The Ethics of Environment Concern: A Rationale and Prototype Materials for Environmental Educational Research within the Humanistic Tradition was designed by R. F. Allen for secondary students by Florida State University in 1973. It contained three units of American history, American studies, and American literature courses. Selections for the literature were presented to help the students examine human values about the environment from an historical perspective. Each unit began with an analytical model that tested the lifestyle dispositions in the reading selections. Unit I examined six literary selections from colonial and American history.

This model provided material that enabled the student to study and discuss goals, values, and commitments of the early American colonists. Unit II provided a creative process model, which enabled the student to examine environmental values from seven literature selections written about the turn of the century. The last unit required the student to analyze life-styles from literature selections about the present and the future of the United States, using a set of value-clarification questions. Each unit included student discussion questions and teaching objectives. This course proved to be highly successful in obtaining its objectives and was popular with the students (Allen, 1976).

Another example of the broad possibilities of correlation of disciplines is a selective reading list composed by British writers in 1976, entitled The Special Relationship: The United States as the British Have Seen It. There are nine categories in the list. The first contains general introductions to American themes, such as music, literature, political history and Anglo-Saxon relations. Category Two presents twenty-nine early British views of the United States--these include diaries of Civil War correspondents and travellers to the western territories. Categories Three to Six review American history, government, economics, immigration and geography. The Seventh Category focuses on American literature, providing analyses of Poe, Twain, Faulkner, O'Neil, James and Bellow. The Eighth contains anthologies of British travellers compiled by American authors.

An Appendix lists forty-four American classics which enhance the appreciation of the British student for American social history. Some of the classics included are The Red Badge of Courage, Uncle Tom's Cabin, My Antonia, To Kill a Mockingbird and Grapes of Wrath. The purpose of this curriculum was to influence British students concerning their perceptions of the New World (Wright, 1976).

A paper by Amos St. Germain (1970) examining the value of interdisciplinary American studies on the college level, explained:

American studies offers the student a chance to fashion a course of study for himself from the various disciplines. It can produce the goal of the best, traditional liberal arts curriculum, the educated imagination. In a time when academic specialization poses a bewildering number of options, the American studies courses are some of the best tools for providing a general knowledge of culture in the curriculum. The program will also allow students to build into their course of studies the skills in technology, business, and science demanded in today's job market. It presents a means of modifying and adopting traditional subjects to a more career-centered curriculum. The programs need not cost much since they require only interested administrators and teachers, who are willing to attempt an interdisciplinary approach to education (p. 2).

This philosophy, as explained at St. Germain, seems to state the most reasonable manner in which correlation of disciplines can be used in today's schools, in the absence of team teaching, and in the presence of smaller classes. The individual teacher must incorporate two or more disciplines in his/her own specialty be it history, English or whatever. This has been done successfully as seen in the interview section of this

chapter by some teachers in the Saint Charles and Saint Louis areas.

Another effective curriculum was one described by Sondra Melzer (1980) in The English Journal, entitled "Discovering America--A Pluralistic View." This curriculum correlates the history and literature of the United States, focusing on ethnic pluralism. The topic concerning moral responsibility concerning the American Indian, Jewish American and Black American (Melzer, 1980).

Another curriculum combining American history and music was developed and taught at Ball State University during the spring quarter of 1982. It was a team-taught course, one music instructor and one history instructor. Its objectives were to use music, especially songs, and role playing techniques to teach aspects of four different topics in United States history. These four topics were religion, the frontier, social reform, and politics. The class was small (twelve students).

The goals of the class were as follows:

- (1) to provide students with the understanding of history from the perspective of the historian and the musician
- (2) to show the relationship of music and song to the nation's historical development
- (3) to develop in the student an appreciation of music related to the nation's history and an acquaintance with music not familiar to many students
- (4) to use the content of the songs as a starting point for the four historical topics considered (Karjala, H. E., & White, R., 1983).

The course was divided into four two-week units with one

of the topics (religion, the frontier, social reform and politics) being considered during each of the periods. The syllabus contained historical essays on each topic, a list of books, recordings, and audio visual materials. The music and songs related to each topic were surveyed at the beginning of each class. This was done through singing and listening to records. Brief lectures and discussions followed. Students prepared themselves for further discussion by reading historical essays and listening to songs and music. From these materials the instructors developed role playing episodes. The work involved everyone in the class and the units moved along swiftly. At the end of each unit a test was given, which provided the students with indications of their progress and gave the instructors immediate feedback.

Karjala & White (1983) summarized the evaluation:

The instructors felt that they had succeeded in their effort to offer a unique view of United States history as a general studies option to students at Ball State University. Current plans are to offer the course again during the 1983-1984 academic year (p. 56).

In an article in The History Teacher, Robert N. Berard (1983) of Dalhousie University in Canada wrote about his integrated history/literature classes and why he uses correlation. He has found that most secondary schools and a high proportion of university survey history courses rely on a single, overcrowded and tedious textbook and that this tends to create in the minds of the students, as evidenced by their examinations and term papers, narrowly drawn, cardboard characters, too

easily classified and robbed of their humanity and complexity.

Consequently he has incorporated representative literature into his history classes. Following are some examples of his curricula on the secondary and college levels.

Students in grade twelve, in Canadian history were asked to read Tecumseh, a popular play by Canadian imperialist, Charles Mair. The young people of Canada are familiar with anti-Americanism. Berard found that the students were fascinated to learn that many of the objections, which their ancestors had to the United States, were different than those of their contemporaries.

The same class was asked to read For My Country by Jules-Paul Tardivel, written in 1895. This futuristic novel looked forward to the independence of Quebec by 1940. This story made real to Mr. Berard's students the strong bond of nationalism and religious faith that existed in the past century in Quebec, that does not exist today. Without some understanding of this ideology, the history understood by the young students would be incomplete and Mr. Berard felt that they would have been dangerously misinformed. This literature made the students ask questions about the relations between French and English Canada and the role that the Catholic church plays in Canada today (Berard, 1983).

On the secondary level, Mr. Berard believed that it might be advisable to employ shorter pieces of literature or excerpts from longer literary works along with the history text,

because of the different reading levels of the students. He reported surprisingly positive results with the use of Sophocles' Antigone with grade nine students and Oedipus Rex with the same group the following year while studying Western Civilization.

Another fruitful example of correlation stated in Berard's article occurred when studying the Industrial Revolution in Europe. Berard used Dicken's Hard Times as part of a basis of a debate on living standards of people at that time. The following year, he used selected sources, which pitted supporters of George Crabbe's vision of pre-industrial rural life expressed in his poem, "The Village," against those who would defend the image of bucolic bliss contained in Oliver Goldsmith's "The Deserted Village," Edwin Markham's "The Man with the Hoe," and Rudyard Kipling's "The White Man's Burden." These selections also formed the basis for student essays on imperialism (Berard, 1983).

Another surprising experience occurred when Berard employed Dostoevsky's short novel, Notes from the Underground, while teaching the Russian Revolution. It provoked some thought about material progress and the acceptance or rejection of liberalism. There was a genuine interest taken in Dostoevsky's characters, which outstripped the students' interest in any of the doomed Tsars mentioned in their history texts. Berard felt that the students' understanding of imperial Russia was better for it (Berard, 1983).

These articles have shown the great variety of strategies

teachers have used when correlating two or more disciplines. They also justify the use of correlated curriculum by demonstrating improvement in student motivation, interest and test results.

Research

Two extensive studies have set the pattern for correlated curriculum and seem to justify integration of disciplines. They cover a period of time ranging from 1938 to 1977.

One study was the Michigan Secondary School Curriculum Study, which had fifty-five member schools involved and was begun in 1938 by this state. This study was based on an agreement with Michigan colleges and universities. This agreement said that graduates of the fifty-five member high schools were to be admitted to Michigan colleges and universities during the period 1940-1950 in accordance with the regular admission standards of the college, but without reference to the patterns of subjects they had pursued in high school. The agreement provided that these candidates were to be recommended by the high schools from the more able scholars of the graduating classes. The results were that such agreements were considered important psychological aids to new kinds of curriculum development such as the correlated curriculum. These agreements broke the "tried and true" patterns of high school preparatory subjects and created stimulus for experimentation in curriculum. The agreement made with the colleges and universities in this study was a

blueprint for a similar agreement made in another research project which had extensive follow-up studies. This study was called the "Eight Year Study" (Faunce & Bossing, 1958).

The "Eight Year Study" involved thirty high schools and was carried out by the Commission on the Relationship of High School and College for the Progressive Education Association. This was a national research project funded by the federal government.

In the "Eight Year Study" an intensive examination was made of 1,475 matched pairs of graduates; one of each pair was from an experimental school and one from a conventional school. The experimental schools used correlated curriculums and the conventional schools used separate disciplines. Careful analysis revealed the graduates of the thirty experimental schools achieved higher scores on college entrance exams than did the graduates from the conventional schools. Faunce & Bossing (1958) summarize the results of this study:

A special study of the graduates of the six most experimental of these schools revealed a marked superiority over the students with whom they were paired in grade point averages, achievement ratings, academic honors, intellectual curiosity scientific thinking and in all qualities of good citizenship. In the words of the investigators, the study revealed that "the more experimental the school, the greater degree of success in college" (p. 41).

Another follow up of the Eight Year Study included a book entitled Were We the Guinea Pigs? published in 1958. One of the experimental schools in the Eight Year Study was the Ohio State University Lab School and it was the students from

this school who wrote this book. Generally, they liked the school, but they had little to compare it with at the time of their graduation (Jennings & Nathan, 1977).

Toward the end of the article on the update of the "Eight Year Study" by W. Jennings and J. Nathan (1977) startling results were revealed. In this section of the report called "The Guinea Pigs Twenty Years Later," the students were between thirty-five and forty years old. This study found these "guinea pigs" were strikingly successful in their lives. They were compared with the subjects of the Lewis Terman study of genius and with graduates of Princeton University where similar follow-up studies were being done. The "guinea pigs" came out ahead. They more often expressed satisfaction with their lives; they were leaders in their professions; they had more stable family lives and finally, they possessed better self-accepting attitudes (Jennings & Nathan, 1977).

The "Eight Year Study," being the main source of research literature to justify the use of correlated curriculum, was extensive. It not only discussed the successes of the students in college, but also their successes in the adult working world, family life and personal life. This seemed to be a valid piece of research, proving that correlated curriculum contributes to excellence in educating the well-rounded individual.

Curricula Descriptions and Evaluations

To conclude the literature in Chapter Two, the goals

and objectives of different curricula used throughout the country will be described in some detail and evaluated according to the summarized criteria of Glen Haas in his book, Curriculum Planning: A New Approach (1980). The curricula being described and evaluated are: American History, The School District of Saint Charles; American Literature and Composition, Saint Louis Archdiocese--Saint Dominic; Social Studies from the San Diego City School District, and a Correlated Curriculum of American Literature, American History, Art, and Music, from Baton Rouge Parish Schools.

A summary of the criteria for a good curriculum follows:

- (1) Overall objectives should be clearly stated, well balanced, systematic, and achieved in part by student-teacher planning.
- (2) Individual differences, relevance, teaching of values, self-understanding and problem solving should be involved.
- (3) There should be continuity in the development of the program.
- (4) The program should be flexible to provide for individual needs--alternate approaches should be available.
- (5) The programs should take into account the different types of learning:
 - (a) identifying key concepts, principles and structure of content to be learned
 - (b) providing discovery learning
 - (c) balancing modes of both hemispheres of the brain--organizational and creative
 - (d) including interdisciplinary approaches based on the needs of the student
 - (e) focusing on processes of knowing--synthesis, wholeness, coherence and interrelatedness
(Hass, 1980)

The curriculum for American history in the Saint Charles

District, based on the above criteria, is generally inadequate without the use of the projects and activities in the textbook, History USA (Allen, J., & Betts, J. L. (Eds.), 1976). The curriculum guide merely lists the textbook chapters, instructional time, and performance criteria; for example:

Chapter 12--THE NATION DRIFTS APART

Instructional time, one week

Performance Criteria: 60 percent on a teacher designed test (Curriculum Guide, American history, School District of Saint Charles, Missouri, p. 202).

There follows a list of eight suggested essay questions and seven identifications. For some chapters, activities and films are also listed in the guide.

These guides are skeletal, giving the teacher room to create projects, but at the same time insuring that the basics of each chapter are known.

The first criteria calls for the curriculum to be well-balanced. The questions in the guide cover the entire chapter. This same criteria also calls for student-teacher planning; there is none.

The second criteria involves individual differences, relevance, teaching value, self-understanding and problem solving. The use of the "History Laboratory" and "Food for Thought" sections at the end of each chapter in the text, History USA, would help meet the second criteria. For example, a history problem is posed in the lab section. The student becomes a prominent farmer in eastern Tennessee and is asked to campaign against secession. The student is given a list of ten historical

events and asked which he/she would use to defend the Union cause. Thus the second criteria is met through the use of the text.

The third criteria ask for continuity. The "Food for Thought" section in the text has a Ladder of Historical Sequence, which gives dates of important events--beginning at the bottom of the ladder, questions lead up the ladder; the answer to each question is the cause for the next historical event on the ladder. This exercise then, lends itself to a discussion that will lead to the next event and its date, giving the student a sense of cause and effect. The third criteria is met.

The fourth criteria requires the curriculum to be flexible and provide for individual needs. The end of the chapter has essay questions, definitions (as does the curriculum guide), problem solving plus good possibilities for discussion and debate. The fourth criteria, then, seems adequate.

The fifth criteria deals with the different kinds of learning. The Saint Charles curriculum could benefit from the interdisciplinary approach and creativity.

The Saint Charles American history curriculum presents basic guidelines for the teacher's use that need to be enhanced, if Mr. Hass' criteria are to be met.

A course in composition and American literature at Saint Dominic in the Archdiocese of Saint Louis states as its goal: moderately successful students will be helped with more serious composition work and will be introduced to a wide variety of

modern American authors, who discuss various facets of American life. This goal is elaborated in four of the objectives: introducing facets of life in America that deal with various social, economic and ethnic groups that comprise our heritage; providing some understanding of how this heritage effects our daily lives; developing critical reading skills so the students may appreciate their heritage and more appropriately deal with their milieu and helping the student become a more effective writer in preparation for communication in school, business and the professional world (English 132 Composition and American Literature).

The Saint Dominic curriculum, based on Hass' criteria is generally adequate. The first criteria is met by clearly stated, well-balanced and systematic objectives. However, nothing is said about student-teacher planning. Group projects with student input could supplement this.

The second criteria--relevance, value teaching self understanding and problem solving--is met through reading a wide variety of authors and discussing various facets of American life which aid understanding of how our heritage effects our daily lives.

The third criteria--continuity in development of the program--is well met in Saint Dominic's program. The curriculum has a semester outline, divided into quarters. It lists the text, a novel and the type of writing required. It also lists suggested teaching approaches and reading alternatives.

Haas' fourth criteria; flexibility, is met in Saint Dominic's objectives. The course is a composition course using American literature. The students are asked to write compositions using many techniques and themes such as loneliness, deformity, dreams, symbolism of names, choices in life, values, fear of change and change itself. There is something for every student to write about.

Mr. Haas' fifth criteria deals with different kinds of learning. Two of Saint Dominic's main objectives are critical reading and writing skills. Each piece of literature that is read suggests a type of writing, for example, a reporter covering an event using the "who," "when," "where" and "why" approach--being very circumspect, clear and to the point, just as a news article should be. The four types of writing required are: (1) time order, (2) comparison and contrast, (3) cause and effect, (4) simple listing. Therefore a number of kinds of learning are used in this curriculum.

Another curriculum that incorporates various disciplines is the Social Science Curriculum of the San Diego City Schools. One of the main goals of this particular curriculum is developing civic responsibility in the student. Objectives used to achieve this goal are eleven in number (p. 245). Modified, they are: a knowledge of American history, its ideals and cultural heritage; contributions of minorities; knowledge of economic and political systems and the ability to differentiate between the two and to realize how one affects the other; the ability to

apply the knowledge of analytical concepts of the social sciences to historical and contemporary issues; proficiency of social studies skills, inquiry skills, and concepts to analyze the past, present and future problems; an attitude of curiosity about contemporary problems that will encourage students to inquire about social problems as adults; a favorable self-concept, which will make the student feel personal contributions to humanity are significant; a desire to participate actively in the political process on all levels; respect for the rights, opinions and feelings of others (San Diego Curriculum).

The San Diego Curriculum of American Literature, eleventh grade, states as its goals,

This course enables the student to understand that the American reflects social, political, and moral issues in the United States. Secondly, the student develops proficiencies in reading, writing, speaking and listening, in expressing his/her ideas on significant problems in American life, and studying communication techniques used by writers and other leaders in describing the American scene, past and present (San Diego City Schools Curriculum, En/Lang Arts 11-12, p. 55).

Other more specific skills mentioned in the San Diego literature curriculum are: developing fundamental language skills--identifying techniques of writers, modes and genres; securing information from books, magazines, and interviews; understanding such concepts as varieties of language called dialects, slang and jargon; modes of communication such as fact, opinion, and propaganda; universal themes in literature; contributions of multi-ethnic writers; and doing collateral or outside reading (San Diego Curriculum).

The Social Studies Curriculum of City Schools in San Diego meets the criteria of Hass. The goals or "purpose" as stated in the paper itself, are adopted by this author for her curriculum. In the social studies curriculum there is a diagram of course sequence, which includes United States history, world history, geography, American government and American economic life. These courses range from grades nine through twelve. United States history is a ninth grade course. American literature is also offered in grade nine.

Objectives for American literature are clearly stated. They require: reading of representative American authors, perceiving their writing techniques, research and evaluation skills. These meet Mr. Haas' criteria one and five, which involve balance and different kinds of learning.

The San Diego American History Curriculum has clearly stated objectives along with instructional content or areas of emphasis. Examples are; The Colonial, Revolutionary and Constitutional Periods, Federal and Jacksonian Periods, Slavery and the Causes of the Civil War period and Reconstruction. This lends itself to good organization, Haas' criteria one and three.

The goals listed are so varied that when implemented, they will meet the needs of individuals, be relevant, teach values and solve problems, which fulfill criteria two.

In addition to the text, supplementary guides are used to carry out the objectives of the San Diego Curriculum. The

Guides are: A Guide for Teaching United States History 1-2, 1971; Developing Appreciation of Minority Culture, Background for Teachers, The Rake of the Mexican American: Supplementary Unit for Use in Teaching; (San Diego Curriculum, p. 263). Use of the text and the text guides would meet criteria two, four and five of criteria stated by Glen Haas. The guides broaden the scope of the whole curriculum. This is especially true regarding criteria five, which is concerned with the different kinds of learning--identifying concepts, discovery learning and the interdisciplinary approach. Specific skills mentioned in the San Diego Curriculum for the literature lend themselves to correlation with history; for example, examining the modes of communication--fact, opinion and propaganda--can be helpful in understanding the politics involved in the government during the Civil War, i.e., Seward's desire to run the government, using Lincoln as a figure-head, the modes of communication he used to achieve this, how he failed. Using them, the main goals of the entire social studies program of San Diego Schools in addition to the goals and objectives of their American history and American literature, the criteria of Mr. Haas are more than adequately met.

A course of correlated studies designed by the East Baton Rouge Parish Schools under Title III, June 1971, is the last curriculum to be described and evaluated according to Haas' criteria. This curriculum was funded by the Department of Education under the original title of American Studies:

Humanities, Curriculum Improvement Project and assigned to the Baton Rouge Parish Schools. The guide included the four disciplines of art, music, literature and history. Baton Rouge placed these disciplines in America. The thematic approach was used. The study included the outline for the general objectives for each of six units planned for a year. It included activities, materials and resources. The six units were: (1) Renaissance Man, who sets the background for the entire course; (2) Puritan Man, who shows the Puritan influence on society; (3) The New American, who influenced the revolutionary period; (4) Frontier Man, who built our nation--1830 to the end of the nineteenth century; (5) The Disillusioned Man, 1900-1939; (6) Contemporary Man, who encouraged students to consider current problems and to apply humanitarian principles to these problems (East Baton Rouge Parish Schools). Other goals (in addition to the one stated for Contemporary Man) were to apply knowledge gained from the study of past problems toward solving problems of the present, to trace personal values of today from our traditional values, to appreciate liberal arts and how they interrelate, and to appreciate man's accomplishments during the periods studied.

To evaluate the curriculum according to Hass, the author will use Unit III called Frontier Man--1830 to the close of the century. It is interesting to note that nothing is included on the Civil War. The unit was devoted entirely to the Westward Expansion. The plan for this unit was stated clearly. The objectives were; (1) Appreciation of attitudes that makes America

unique, (2) Determination of the effect that westward movement had on American political, social and cultural thought. Following were suggested activities for large and small groups. Following was a list of materials and resources. Books by A. Guthrie, M. Twain, F. Parkman, Toqueville, Steinbeck and Scholastic Magazine were used. Films such as The Oxbow Incident were used. Criteria one and four are met. The curriculum is flexible, well organized, meets individual needs and teaches values.

One needs to remember that this curriculum is old, written in 1971. It was an experiment sponsored by the Department of Education. It involved team teaching, two blocks of time and four disciplines. All five of Mr. Hass' criteria are met in this correlated curriculum--good organization, relevance, teaching of values, flexibility, continuity, something for everyone because of the scope of the disciplines involved. Also many kinds of learning are involved, as one goes through each period of time. The outstanding quality of this curriculum is its coherence, its wholeness (if one disregards the lack of Civil War material) and its interrelatedness. Throughout the year, at the end of each unit the student was asked to see the American as the "Good Man". Four questions were asked. They were:

- (1) What were the beliefs of the "Good Man" of the period in American history under study?
- (2) How did the "Good Man" act in accordance with his beliefs, particularly in so far as the moral, religion, political, and cultural were concerned?

- (3) What qualities of the "Good Man" of each period studied are relevant to contemporary man's attitudes and problems?
- (4) How and why have certain ideas and attitudes changed? (East Baton Rouge Parish Schools, 1971, p. 5).

These four questions on the "Good Man" meet criteria one through five in Mr. Haas' criteria. They account for all the different kinds of learning, are well developed and continuous. Individual differences are considered. This author believes that the four questions on the "Good Man" could be applied to the Civil War period, at the end of the four sections of her curriculum.

Curricula used by other school districts have been described and evaluated according to Mr. Haas' guidelines in this section of Chapter II. These curricula have influenced the choice of goals and objectives used in "American Studies: Civil War," which is the subject of this paper.

Chapter III will deal with the purpose, goals and objectives, of the author's curriculum. It will relate those goals and objectives to those found in the curricula that have been discussed in Chapter II.

CHAPTER III

EXPLANATION OF THE CURRICULUM

Introduction

This curriculum, titled "American Studies: Civil War," integrates American history and American literature of the Civil War period. In general, this curriculum should benefit the student because it can bring historical facts to life, give the student a feeling for the moods of the time, allow the student to "know" personally some of the people who lived during this consequential time in history by reading the relevant literature. More specifically, the Civil War period can lend itself to discussion, making value judgments, problem solving concerning bigotry, civil rights and terrorism in the world then and now. The students will be able to use their historical "whole knowledge" applying it to solve problems of the past and projecting those methods to solve problems of the present. Becoming politically involved in the classroom can lead to political activity in the student's life, from the age of eighteen on. This is the main goal of the author in her curriculum--the student should take up the reins of civil responsibility, helping to run the government in his/her city, state and nation, in simple and complex ways.

The historical divisions of this curriculum are chronological. The literature chosen for this curriculum blends

itself with the facts presented in the historical outline to enliven it and make it more memorable. The Long Range Goals are possible because of the melding of the two disciplines.

History

The historical divisions of the curriculum are:

- I. Pre-Civil War or Antebellum Era
 - A. Lives of the different social strata, 1840-1860, in the South and the political events of the period
 - B. The Abolitionist Movement--its effects on politics
- II. Lincoln
 - A. "Campaigning"--Lincoln-Douglas Debates, the rise of the Republican Party
 - B. The Personal Life of Lincoln--how it affected his presidency
 - 1. The importance of women in Lincoln's life
 - 2. His relationship with the mighty and the lowly
 - C. The Secession of the Southern States, Inauguration
- III. The Civil War from Sumter to Richmond
 - A. Battles and Generals
 - B. Politics, Economics and Foreign Relations
- IV. Reconstruction
 - A. Social Injustice
 - B. Ecology
 - C. Corruption in government

Literature

The literature was chosen because of its bearing or relevance to the history. Some of the literature is southern,

some northern, some written before the war, during the war and after the war. Some is even written in the 1980s. The author feels that all are important so that the student might get as broad an outlook as possible concerning this controversial time in American history.

The literary skills the student needs are ones that lend themselves to the different kinds of literature involved. They are short-term, measurable objectives in the curriculum that complement the historical facts. Examples in each section are:

ANTEBELLUM PERIOD

The student will be able to:

- (a) write in the first person, for the purpose of diary writing
- (b) understand point of view--think like a southerner as well as a northerner
- (c) acquire research skills
- (d) organize in small groups, take notes, report findings to class
- (e) relate historical facts to the literature read in this section
- (f) speak and write in standard English

LINCOLN

The student will be able to:

- (a) role-play in the Lincoln-Douglas Debates
- (b) write poetry using imagery
- (c) appreciate dialect and humorous writing of the period
- (d) trace character development in literature
- (e) use debating techniques
- (f) discover the figures of speech used in poetry about Lincoln
- (g) relate historical facts to the literature read in this section
- (h) speak and write standard English

THE CIVIL WAR FROM SUMTER TO RICHMOND

The student will be able to:

- (a) understand point of view, by viewing the Civil War through eyes of different people in the literature, southern and northern
- (b) appreciate the music written during the Civil War period
- (c) relate historical facts to the literature read in the section
- (d) speak and write in standard English

RECONSTRUCTION

The student will be able:

- (a) analyze short stories, using figures of speech, symbolism, and imagery
- (b) discuss values found in literature regarding: friendship between black and white, usefulness versus beauty, corruption in government, destruction of the country
- (c) relate historical facts to the literature read in this section
- (d) speak and write in standard English

Function of the Curriculum

Using the history and literature guidelines, the teacher may interject the literature into the history as it is needed. The Enabling Activities listed in Chapter IV will move the lessons forward. The Evaluation section in Chapter IV is broad and open to change; it is also complete enough to use as it is. An example follows:

The Long Range Goals for "American Studies: Civil War" are related to Intermediate Goals and ultimately to specific objectives, enabling activities and evaluation. For example:

Long Range Goal

- I. The high school student, on completion of this

course, should be able to understand the relationship between social, political and moral issues, great ideas, and inventions of history and the moods, feelings and values of the characters in the literature of the same period of time, which will result in history becoming more alive, more vital to the student.

Intermediate Range Goal

- A. After reading selections from various literature concerning the social strata of South from 1840-1860, e.g., the landowner, the overseer, the house slave, the field slave, and the freed slave, the student should be able to relate the information from these readings to the living conditions of the South and realize more fully how the moral problem of slavery was the underlying cause of the Civil War.

Objective

- (1) The student will have a better understanding of the living conditions of the house slave. A, C

Enabling Activities

- (1) The student will read "Narrative from Lunsford Lane," from Five Slave Narrative, 1842 and selections from The House Servant's Directory and discuss the good as well as the bad in the life of the house slave.

The student will write a poem in free verse about freedom, bringing to that poem knowledge of the period acquired from the history text, the suggested literature and his/her own values.

Evaluation

- (1) The student will be evaluated on level of class participation.

The student will be evaluated on the quality of a poem written in free verse.

Extended explanations of activities are given in Appendix A; pages are marked according to the historical section and number of the activity. A student evaluation sheet is also included in Appendix A. A bibliography of Civil War literature

is also provided in Appendix B. This bibliography is large and varied and is intended to be used by the teacher as background and a resource for different choices of literature.

Following each historical section, e.g., Antebellum era, is a list of selected literature used for that particular period.

Goals for "American Studies: Civil War"

A list of goals chosen by the author for "American Studies: Civil War" follows. Each goal will then be examined by comparing it to goals found in other curricula, described in Chapter II. This is done to show that the author's goals meet the demands of other school districts and will not deprive the student of outcomes that have been accepted by educators in the disciplines of history and literature.

Goals for "American Studies: Civil War"

- I. The high school student, on completion of this course, will be able to understand the relationships between social, political, and moral issues, great ideas and inventions in history and the moods, feelings and values of the characters in literature of the Civil War era which will result in history becoming more real to students.
- II. The student will be able to apply knowledge gained from studying the past to solve problems in contemporary society.
- III. The student will trace traditional values in American society and examine today's values in America and in his/her own life.
- IV. The student should gain appreciation for the achievements of people on all levels of society, which exalt the spirit and give dignity to human life.
- V. The student will gain increasing expertise in the skills of reading, writing, research speaking and listening.

- VI. INVOLVED CITIZENSHIP will become an important part of the student's life, partly as a result of this class.

Goal I is similar to the San Diego City Schools Social Studies Curriculum, which says the student should have some understanding of the social, political and moral issues in the United States. [The literature in the author's curriculum will enable the student to grasp the feelings and moods of the time.] Goal III of this curriculum deals with the traditional values of this country and the student's application of these values to the present. These values are derived from the political, social and moral issues found in history. Therefore, Goal III is an extension of the San Diego goal mentioned above. [The same can be said for Goal IV, which speaks of appreciating the achievement of man on all levels of society.] Goal V is also an extension of the San Diego curriculum, which says that the student should develop proficiencies in reading, writing, speaking and listening, in expressing ideas on specific problems in American life, and studying communication techniques used by writers discussing the American scene, past and present. (San Diego City Schools Social Studies Curriculum).

A course of correlated studies, using the disciplines of art, music, history and literature designed by the East Baton Rouge Parish Schools, 1971, had as one of its goals--the students should be able to apply knowledge of past problems toward solving problems of the present. Other goals were: to trace personal values of today from our traditional values; to appreciate the liberal arts and how they apply to man's accomplishments.

These goals are reflected in Goals II, III and IV of the author's curriculum.

Any references to the Civil War is absent from the Baton Rouge curriculum, which deals with only the Westward expansion in the years 1830-1900. "American Studies: Civil War" deals only with the Civil War and could fill in Baton Rouge's "maxima absentia," applying knowledge of the history and literature of the war to solve problems of the times, extend these methods to solve present and future problems, to trace personal values from traditional values, to appreciate liberal arts and black and white man's accomplishments. Actually, a Civil War curriculum is fertile ground for the seeds that are the goals of the Baton Rouge Curriculum.

Goal VI of the author's curriculum is her own, it seems to evolve naturally from the entire study. To this author it is the most important result of the entire course.

The progression of the author's philosophy in the curriculum, "American Studies: Civil War" is as follows:

In the Antebellum section the student will "put him or herself in a Civil War person's boots"--learning from the literature what it's like to be a landowner, a slave, the lady of the manor, or an abolitionist, and their feelings about the "inevitable" war. In other words, the student will understand points of view in the North and South, that possibly they have never considered.

In the Lincoln section, the students will act (say the very

words great men have used) and question their ideas and apply the traditional beliefs to modern day problems. The student will also see Lincoln through the eyes of many people: politicians on every level of government, his stepmother, his wife, his eldest son Robert, his secretary John Hay, his druggist and various poets.

The student has always been taught that Lincoln was a great president, but he sometimes seems remote, like the marble statue that sits in Washington. After taking this course, Lincoln will no longer be remote. The student will know the person, his weaknesses, as his strengths, the terrible decisions he had to make and live with, the way he handled family as well as, national tragedy. It is guaranteed that the student will love him differently and respect him even more when the course is over.

In the section about the war itself, armed with the historical facts and the literature, the student will know how it feels to be a Confederate soldier, as well as, a Union soldier. The student will live vicariously through the war with those on both sides and in the middle. This should help the student to reevaluate some long-held feelings of bigotry and prejudice--or at least "tickle" the conscience a bit.

The Reconstruction section of the curriculum will show the student that many famous writers were very concerned about the spirituality of this country after the war. Theodore Dreiser attacks the lack of justice in "Nigger Jeff" which describes feelings of a young white reporter at the hanging of a young

black, who has had no trial. Hawthorne, with his beautiful mechanical butterfly in "The Artist of the Beautiful," warns the nation about industrialism and its power to destroy the natural wonders of this country. Poe sees America's political corruption in the "House of Usher."

The author hopes to get the students involved in all the issues of this consequential time in the history of our country. The student through this curriculum should live it, understand it, love it and if possible, do something in his/her life to help retain our marvelous traditions and work to solve our problems. The teacher will find no reason to preach; the history combined with the literature says it all.

CHAPTER IV

CURRICULUM

The purpose of this curriculum, "American Studies: Civil War, the Correlation of Literature and History in High School," is to make the history of our country live for the student, giving him/her a feeling for the mood of the times and motivating him/her to become politically active as a young citizen. The curriculum is divided into four parts: (1) Antebellum Era, (2) Lincoln, (3) Civil War, (4) Reconstruction. Northern and Southern literature is inserted into the history to give the student both points of view in discussing and evaluating the methods used in solving the issue of the Civil War period. These same methods can give the student insight for solving similar problems in our time. Ultimately, it is hoped that these activities will be memorable and motivate the student in adult life to become politically active.

Long Rang Goals

Upon completion of the curriculum, the student will be able to:

- I. Understand the relationships between the social, political and moral issues, great ideas and inventions found in history and the moods, feelings and values of the characters found in the literature of the same period
- II. Apply knowledge gained from studying the past to solve problems of contemporary society

- III. Trace traditional values of America society to the present and examine today's value in the light of the past
- IV. Gain appreciation for the achievements of people on all levels of society, which exalt the spirit and give dignity to human life
- V. Gain increasing expertise in the skills of reading, writing, research, speaking and listening
- VI. Become politically active, partly as a result of this class

Intermediate Range Objectives

After completing the different divisions of the curriculum, the student will be able to:

- A. Acquire knowledge of a sufficient quantity of historical fact and relate these facts to the literature of the Civil War period to increase understanding of the issues involved.
LRG I-VI
- B. Participate in classroom discussion, after reading selections from various literature concerning the social strata of the South from 1840-1860, and relating this information to living conditions of the South, realizing more fully how the moral issue of slavery contributed to the cause of the war.
LRG I-VI
- C. Understand more fully the personal lives of important figures in the political fight for freedom of the slaves during the Civil War era.
LRG I, II, IV
- D. Research important figures of the Civil War era and share this research with the class.
LRG III, IV, VI
- E. Participate in role-playing and interviewing in the manner of a newspaper reporter.
LRG V, I
- F. Apply some form of fine art to projects when applicable.
LRG IV, V, VI

- G. Understand more fully the role of women in America during the Civil War period.
LRG I, III, IV
- H. Use standard English in writing and speaking assignments
LRG V
- I. Develop better research and writing skills.
LRG V
- J. Increase his/her skills of discussion, analysis and justification of opinions.
LRG II, III, V, VI
- K. Apply these literary skills in reading, writing and discussion:
- (1) figures of speech, points of view, first person narrative, listing events in chronological order
 - (2) discovery of plot and theme in narratives
 - (3) tracing the development of plot from shift's in the author's viewpoint, be it physical or mental
 - (4) relating literary themes to historical events
 - (5) symbolism in literature
 - (6) tracing character development in literature
 - (7) prediction of outcomes in literature and history
 - (8) debating techniques
 - (9) appreciation of technique in a particular dialect
 - (10) analyzing imagery in literature
LRG I, V

CURRICULUM

AMERICAN STUDIES: CIVIL WAR

ANTEBELLUM

PERFORMANCE OBJECTIVES	ENABLING ACTIVITIES	EVALUATION
<p>Upon completion of the Antebellum section of this curriculum, the student will:</p>	<p>These activities will enable the student to achieve the Performance Objectives.</p>	<p>Evaluation of the student will be based on:</p>
<ol style="list-style-type: none"> 1. re-evaluate previous concepts of slavery. IRO J 2. analyze the viewpoints held by people of different social strata concerning slavery. IRO A, B, J 	<ol style="list-style-type: none"> 1. The student will write an essay entitled "My Thoughts on Slavery in America." 2. The student will read and discuss: <ol style="list-style-type: none"> a) the Antebellum chapter in the history text b) "Narrative of Lunsford Lane" by Himself, from <u>Five Slave Narratives</u> c) "The Slave Mother's Address" from <u>Five Slave Narratives</u> d) selections from <u>The House Servant's Directory</u> by Robert Roberts 	<ol style="list-style-type: none"> 1. the comparison of the essays (one written on slavery before the study of this section--saved--and compared to one written after the study of the entire curriculum). 2. the level of class participation.

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CURRICULUM
AMERICAN STUDIES: CIVIL WAR

ANTEBELLUM

PERFORMANCE OBJECTIVES

ENABLING ACTIVITIES

EVALUATION



- e) selections for A Diary from Dixie by Mary Chesnut
- f) Chapter 7, "Luxuries at the Great House," from The Life and Times of Fredrick Douglas.

The student will take a teacher designed essay test based on the selected readings.

The quality of a teacher-designed essay test based on the selected literature.

- 3. identify the varied talents of the slave.
IRO A, B

- 3. The student will contribute an ingredient for a recipe or household item taken from The House Servant's Directory and participate in group planning to present their efforts to the class.
See Appendix A #3 ANTEBELLUM.

- 3. the level of class participation.

- 4. describe the Abolitionist Movement, identify the people in it and list the effects

- 4. The student will read the history text concerned with the Abolitionist Movement.

- 4. the level of the class participation.

CURRICULUM

AMERICAN STUDIES: CIVIL WAR

ANTEBELLUM

PERFORMANCE OBJECTIVES	ENABLING ACTIVITIES	EVALUATION
<p>their actions had on the economy and politics in the country before the Civil War. IRO A, B, C</p>	<p>The student will read and discuss Chapter 8, "John Browne and Mrs. Stowe" from the Fredrick Douglas autobiography.</p>	
<p>5. use the public and school libraries for research: a) locating information b) acquire material by skimming and note taking c) organizing material d) writing final draft in the student's own words, using standard English. IRO D, I</p>	<p>The student will view all or part of the movie, <u>Uncle Tom's Cabin</u>.</p> <p>5. The student will take part in these activities: visiting the library note taking outlining organizing notes for a report. See Appendix A #5 ANTEBELLUM.</p>	<p>5. the level of class participation.</p>
<p>6. demonstrate research abilities by writing a report. IRO D, H, I, K-4</p>	<p>6. The student will write a report on abolitionist during the Antebellum era and relate the effect of his/her actions on the economics and politics of the time.</p>	<p>6. the quality of a report. on an abolitionist during the Civil War period.</p>

CURRICULUM

AMERICAN STUDIES: CIVIL WAR

ANTEBELLUM

PERFORMANCE OBJECTIVES	ENABLING ACTIVITIES	EVALUATION
<p>7. define, recognize and apply these literary techniques: point of view first person narrative listing events in chronological order. IRO K-1</p>	<p>7. The student will locate the definitions of point of view, first person narrative. chronological and complete a work sheet. See Appendix A #7 ANTEBELLUM.</p>	<p>7. The quality of a work sheet on literary techniques.</p>
<p>8. state the two main causes of the Civil War (abolition of slavery and preservation of the Union); categorize the reasons for the war as stated by different writers. IRO A, C, I, J, K-4</p>	<p>8. The student will read and discuss a balanced selection from: a) Chapter 2, "Montgomery" from <u>Diary from Dixie</u> (concentrating on the end) b) Part II, "Sowing in the Wind" from <u>Bruce Catton's America</u> c) "<u>Freedom's a Hard Bought Thing</u>" by Stephen Vincent Benet (short story) d) "<u>The Hireling and the Slave,</u>" a poem from <u>Letters of Curtius</u> by William Grayson (in defense of slavery) e) <u>Selection from War Poetry of the South</u> by William Simms</p>	<p>8. the level of class participation.</p>

PERFORMANCE OBJECTIVES	ENABLING ACTIVITIES	EVALUATION
9. demonstrate knowledge of the complexity of the Civil War problem (causes) in a special written assignment. IRO A, B, C, H, K-1	f) "Nigger," "Lavender Lillies," "Is There Any Easy Road to Freedom," poems by Carl Sandburg from <u>The People, Yes</u> # 57 g) Chapter 9, Part II, <u>Lincoln</u> by Gore Vidal h) other selections listed in Appendix B. 9. The student will write a partial diary from the point of view of a person who was present at a certain historical event in the Antebellum period. This person will have definite opinions concerning the causes of the war that seems inevitable. See Appendix A #9 ANTEBELLUM.	9. the quality of a partial diary of a person who lived during the Antebellum period of the Civil War, written about a historical event at which he/she was present.

SELECTED LITERATURE FOR THE ANTEBELLUM PERIOD

- Benet, S. V. Freedom's a hard bought thing. The Oxford book of American verse. New York: Oxford University Press, 1950.
- Chesnut, M. B. A diary from Dixie. Boston, Mass.: Houghton Mifflin, 1949.
- Douglas, F. The life and times of Fredrick Douglas. New York: Collier Books, 1982.
- Grayson, W, J. The hireling and the slave. Patriotic gore, studies in the literature of the American Civil War. Boston: Northeastern University Press, 1984.
- Harland, M. Sunnybank. New York: Sheldon & Co., 1866.
- Lane, L. Five slave narratives. Boston, Mass.: Published by Himself, 1842.
- Lanier, S. Tiger lilies. Chapel Hill, N. C.: University of North Carolina Press, 1969.
- Roberts, R. The house servant's directory. (Vol. 9). Afro-American History Series. Wilmington, Delaware: Scholar Resource Inc., 1827.
- Sandburg, C. The people, yes. The complete poems of Carl Sandburg. New York: Harcourt, Brace & World, Inc. 1950.
- Simms, W. G. War poetry of the South. New York: Arno Press, 1972.
- Stowe, H. B. Uncle Tom's cabin. Cornwall, New York: Dodd, Mead & Co., 1952.
- Vidal, G. Lincoln. New York: Ballantine Books, 1984.

PERFORMANCE OBJECTIVES	ENABLING ACTIVITIES	EVALUATION
<p>Upon completion of the Lincoln section of this curriculum, the student will relate the history of Lincoln to the personhood of Lincoln by:</p>	<p>These activities will enable the student to achieve the Performance Objectives.</p>	<p>Evaluation of the student will be based on:</p>
<p>1. evaluating the different philosophies of Lincoln and Douglas in debate, concerning the preservation of the Union. IRO A, C, E, F, H, J, K-2, 4, 8</p>	<p>1. Two students will role-play, using the Lincoln-Douglas debates from <u>Abe Lincoln of Illinois</u>, a play by R. E. Sherwood, Act III, Scene 1.</p>	<p>1. the level of class participation.</p>
	<p>The remainder of the class will act as reporters and interview Lincoln and Douglas after the debate as they hold a press conference.</p>	
	<p>After reviewing the nature of an editorial, the student will write one, espousing his/her beliefs concerning the outcome of the debates.</p>	<p>the quality of an editorial espousing his/her beliefs concerning the outcome of the debate.</p>

CURRICULUM
AMERICAN STUDIES: CIVIL WAR

LINCOLN

PERFORMANCE OBJECTIVES	ENABLING ACTIVITIES	EVALUATION
2. contrasting the philosophies of Lincoln and Douglas, as well as, their appearances. IRO F, J	2. The student will write a short essay, contrasting the appearances and philosophies of Lincoln and Douglas. (Artists may include sketches.)	2. the quality of the essay and/or art work contrasting the philosophies and physical appearance of Lincoln and Douglas.
3. applying the debate technique to a modern problem.	3. The student will discuss a problem in the world today (e.g., terrorism) and the possibility of using debate to help solve the problem. The student will do research on the problem using newspapers and magazine articles. The student will participate in a panel discussion on methods of solving modern problems in society.	3. the level of class participation in a pannel discussions on solving modern problems.
4. recognizing the importance of women in Lincoln's life. IRO G, K	4. The student will read and discuss: a) "Nancy Hanks," short story by Carl Sandburg b) Act III, Scene 2 of <u>Abe Lincoln in Illinois</u> or	4. the level of class participation.

CURRICULUM
AMERICAN STUDIES: CIVIL WAR

LINCOLN

PERFORMANCE OBJECTIVES	ENABLING ACTIVITIES	EVALUATION
5. applying the characterization technique to written assignments. IRO G, H, K-6	c) selections from <u>Lincoln</u> by Gore Vidal, Chapter 4, 10 and 15 in Part 1 Chapter 3 in Part 2 5. The student will listen to a lecture on character development in literature and do a work sheet. See Appendix A #5 LINCOLN. The student will write a short characterization on a person he/she knows. The student will, after reading the selections in #4, write a character sketch of Lincoln, seeing him through the eyes of his stepmother or his wife.	5. the quality of a work sheet on characterization. the quality of a personal characterization. the quality of a character sketch of Lincoln.
6. recognizing and discussing the "inside politics" in appreciating the complexity of a president's life.	6. The student will read and discuss: a) Gore Vidal's <u>Lincoln</u> , Chapter 11 and 12, Part 3. b) The student will write a 500	6. the quality of class participation the quality of an essay about Lincoln the "Good Man."

CURRICULUM
AMERICAN STUDIES: CIVIL WAR

LINCOLN

PERFORMANCE OBJECTIVES	ENABLING ACTIVITIES	EVALUATION
IRO A, D, J	word essay about Lincoln--the Good Man. See Appendix A # 6 LINCOLN	
7. appreciating one newspaper man's conception of Lincoln. IRO K-9	7. The student will read aloud, "Interview with Old Abe" by Artemus Ward, become aware of the Arkansas-Illinois-Indiana dialect and its humorous effect.	7. the quality of class participation.
8. defining the literary techniques of imagery and figures of speech and finding examples in poetry. IRO K-1, 4, 5, 10	8. The student will listen to a lecture on imagery and figures of speech in poetry; use the study sheet available; apply this knowledge to the selected poetry. See Appendix A #8 LINCOLN The student will read aloud the selected poetry: a) Carl Sandburg's "Lincoln?" from <u>The People, Yes</u> "Is There Any Easy Road to Freedom"	8. the level of class participation.

PERFORMANCE OBJECTIVES	ENABLING ACTIVITIES	EVALUATION
9. demonstrating skills in poetry writing.	<p>"Lavender Lilies" "The Long Shadow of Lincoln: A litany" b) Henry Timrod's "Ethnogenesis" "Charleston" "Ode" Note: This Southern poetry does not include Lincoln. c) Walt Whitman's selections from <u>Leaves of Grass</u> "When Lilacs Last in the Dooryard Bloom'd" "This Dust was Once the Man" "O Captain! My Captain!" d) Vachel Lindsay's "Abraham Lincoln Walks at Midnight."</p> <p>9. The student will write a poem about a twentieth century politician, using the style of Sandburg, Whitman, Timrod or Lindsay.</p>	<p>9. the quality of a poem written in the twentieth century about a twentieth century politician, using the style of Sandburg, Timrod, Whitman or Lindsay.</p>

SELECTED LITERATURE FOR LINCOLN

- Abbott, S. Womenfolks growing up down South. New York: Ticknor & Fields, 1983.
- Chesnut, M. A diary from Dixie. Boston: Houghton Mifflin Co., 1949.
- Lindsay, V. Abraham Lincoln walks at midnight. The Oxford book of American verse. New York: Oxford University Press, 1950.
- Sandburg, C. Nancy Hank. American through literature. New York: Harcourt, Brace & Co., 1948.
- Sandburg, C. The complete poems of Carl Sandburg. New York: Harcourt, Brace & World, Inc., 1950.
- Sherwood, R. E. Abe Lincoln in Illinois. America through literature. New York: Harcourt, Brace & Co., 1948.
- Timrod, H. Ethnogenesis. Charleston. Ode. The Oxford book of American verse. New York: Oxford University Press, 1950.
- Vidal, G. Lincoln. New York: Ballantine Books, 1984.
- Ward, A. Interview with old Abe. American through literature. New York: Harcourt, Brace & World Inc., 1948.
- Whitman, W. Leaves of grass. New American Library, Inc., 1980.
- Whittier, J. G. The poor voter on election day. America through literature. New York: Harcourt, Brace & Co., 1948.
- Wilson, E. Patriotic gore, studies in the literature of the Civil War. Boston: Northeastern University Press, 1984.

CURRICULUM
AMERICAN STUDIES: CIVIL WAR

CIVIL WAR

PERFORMANCE OBJECTIVES	ENABLING ACTIVITIES	EVALUATION
<p>Upon completion of the Civil War section of this curriculum, the student will:</p>	<p>These activities will enable the student to achieve the Performance Objective.</p>	<p>Evaluation of the student will be based on:</p>
<p>1. compare Southern and Northern feelings and attitudes toward the war. IRO A, B, C, G, H, I, J, K</p>	<p>1. The student will view the Civil War through the eyes of the following people by reading and discussing four of the selected literary works in addition to the history text.</p> <ul style="list-style-type: none">a) the editor of the history textb) cousins fighting each other, in <u>Tiger Lilies</u> by Sidney Lanier or <u>Sunnybank</u> by Miriam Harlandc) a newspaper man, who is neutral by seeing the TV movie, <u>The Blue and the Gray</u> by Catton and Leekleyd) a fifteen year old Northern soldier in <u>The Red Badge of Courage</u> and "War is Kind" by Stephen Cranee) a Missouri farm woman in "Battle of Wilson's Creek	<p>1. level of class participation.</p>

CURRICULUM

AMERICAN STUDIES: CIVIL WAR

CIVIL WAR

PERFORMANCE OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

- Missouri," p. 153, a short selection from B. Catton's America
- f) Northern and Southern poets in poems from the anthology, The Blue and the Gray, the Best Poems of the Civil War, compiled by C. M. Capps.
- g) a Southern Belle in Chapter 8, "Richmond" from A Diary from Dixie by M. Chesnut
- h) Lincoln in all or Chapter 9, Part III of Gore Vidal's Lincoln
- j) Grant, a Union General, in selections from Mr. Lincoln's General, an illustrated autobiography by U. S. Grant
- k) Lee, a Confederate General, (his writings were burned) by reading newspaper reports about his philosophy concerning the war--"George Fitzhugh" from Patriotic Gore by Edmund Wilson

CURRICULUM

AMERICAN STUDIES: CIVIL WAR

CIVIL WAR

PERFORMANCE OBJECTIVES	ENABLING ACTIVITIES	EVALUATION
<p>2. demonstrate his/her understanding of both Northern and Southern points of view. IRO J</p>	<p>1) Colonel John Singleton Mosby, a Confederate soldier, in selections from his autobiography, <u>Memoirs</u>.</p> <p>2. The student will write an essay revealing his/her thoughts concerning the justice of the Civil War after looking at both sides of the picture.</p>	<p>2. the quality of an essay that reveals the student's thoughts of the justice of the Civil War after looking at both sides of the picture.</p>
<p>3. demonstrate his/her understanding of the purpose and form of an editorial by writing one on a current issue.</p>	<p>3. The student will write an editorial on a timely issue, after studying editorials from different newspapers and magazines that take different positions on the same subject. See Appendix A #3 CIVIL WAR</p>	<p>3. the quality of an editorial on a timely issue.</p>
<p>4. identify the feelings toward the war as expressed in music. IRO F</p>	<p>4. The student will listen and sing along (choruses) when possible to the following songs: "All Quiet on the Potomac"</p>	<p>4. the level of class participation.</p>

PERFORMANCE OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

"The Drummer Boy of Shiloh"
"Jeff in Petticoats" from the
album, Song of the Civil War,
First Recordings from Original
Editions, Producer, Andrew
Raeburn, Columbia Recording
Studios. New York, 1976.

Tennessee Ernie Ford Sings Civil
War Songs of the North and
Tennessee Ernie Ford Sings Civil
War Songs of the South, Producer,
Lee Gillette, Capitol Records,
Hollywood, California.

Songs of the Civil War Era
Sung by the Union and the
Confederacy, Ernest Records
Production, Los Angeles,
California

SELECTED LITERATURE FOR THE CIVIL WAR

- Capitol Records. Tennessee Ernie Ford sings Civil War songs of the North and South. L. Gillette, (Producer). Hollywood, California
- Capps, C. M. The blue and the gray, the best poems of the Civil War. Freeport, New York: Books for Libraries Press, 1969.
- Catton, B. Bruce Catton's America. New York: American Heritage Doubleday, 1979.
- Catton, B., & Leekley, J. The blue and the gray, TV films. Thomason, (Producer). 1984.
- Chesnut, M. B. A diary from Dixie. Boston, Mass.: Houghton Mifflin Co., 1949.
- Columbia Records. Songs of the Civil War, first recordings from original editions. A. Raeburn, (Producer). New York, 1976.
- Crane, S. The red badge of courage. USA: Appleton & Co., 1952.
- Ernest Records. Songs of the Civil War era sung by the Union and the Confederacy. Los Angeles, California.
- Grant, U. S. Mr. Lincoln's general, an illustrated autobiography. Meredith, R., Editor. New York: E. P. Dutton & Co., 1959.
- Harland, M. Sunnybank. New York: Sheldon & Co., 1866.
- Kantor, M. Andersonville. New York: New American Library, 1971.
- Lanier, S. Tiger lilies. Chapel Hill, N. C.: University of North Carolina Press, 1969.
- Mosby, J. S. Memoirs. Patriotic Gore, studies in the literature of the Civil War. Boston: Northeastern University Press, 1984.
- Vidal, G. Lincoln. New York: Ballantine Books, 1984.
- Wilson, E. Patriotic Gore. Boston: Northeastern University Press, 1984.

CURRICULUM

AMERICAN STUDIES: CIVIL WAR

RECONSTRUCTION

PERFORMANCE OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

Upon completion of the Reconstruction section of this curriculum the student will:

1. define, recognize and apply symbolism and imagery to the social and moral themes of the selected literature.
IRO A, J, K-2, 4, 5

These activities will enable the student to achieve the Performance Objective.

1. The student will:
 - a) listen to lectures on theme, symbolism and imagery, using symbolism and imagery to discover the theme of a literary work.
 - b) read and discuss the study sheets in Appendix A, #'s 1 and 2 RECONSTRUCTION.
 - c) read Chapter 17 of Huckleberry Finn by Mark Twain, "Nigger Jeff," "McEwen of the Shinning Slave Makers" by Theodore Dreiser and (or) Flannery O'Connor's "Late Encounter with the Enemy."
 - d) uncover the themes of the selected literature, using imagery and symbolism when possible.

Evaluation of the student will be based on:

1. the level of class participation involved in listening to the lecture and discussing the study sheet.
- the level of class participation involved in discovering the theme of selected literature.

CURRICULUM
AMERICAN STUDIES: CIVIL WAR

RECONSTRUCTION

PERFORMANCE OBJECTIVES	ENABLING ACTIVITIES	EVALUATION
<p>2. define, recognize and apply symbolism and imagery to the ecological theme--industrialism vs. the beauty of nature in the selected literature. IRO A, J, k-2, 4, 5</p>	<p>2. The student will: a) read "Artist of the Beautiful" by Nathaniel Hawthorne. b) uncover the theme of the story, using imagery and symbolism when possible.</p>	<p>2. the level of class participation involved in discovering the theme of the story.</p>
<p>3. define, recognize and apply symbolism and imagery to the political theme of the the selected literature. IRO A, J, K-2, 4, 5</p>	<p>3. The student will: a) read "The House of Usher" by Edgar Allan Poe. b) uncover the theme of the story, using imagery and symbolism when possible.</p>	<p>3. the level of class participation involved in discovering the theme of the story.</p>
<p>4. relate the issues (themes) discussed in previous readings to present-day problems of a similar nature. IRO A, J</p>	<p>4. The student will: a) participate in a class discussion concerning the themes of bigotry, injustice, destruction of the beauty of nature, corruption in government, the nature of war, as seen during the Reconstruction period. b) project these same themes to the present to discover what problems we have today, that</p>	<p>4. the level of class participation regarding class discussion. the level of class participation regarding class discussion.</p>

CURRICULUM

AMERICAN STUDIES: CIVIL WAR

RECONSTRUCTION

PERFORMANCE OBJECTIVES	ENABLING ACTIVITIES	EVALUATION
<p>5. evaluate the level of bigotry in the media. IRO H, J</p>	<p>are of a similar nature.</p> <p>c) research modern periodicals and newspapers to update knowledge of problems concerning civil rights, pollution (varied types), corruption in government, revolution in the Third World, which involves the United States.</p> <p>d) combine the efforts of a, b, and c and write a 500 word essay entitle "Our Spirituality: Is It Suffering?"</p> <p>5. The student will view the silent movie, <u>Birth of a Nation</u> by Griffith and Woods.</p> <p>a) The student will participate in a discussion on the plot and theme of the movie.</p> <p>b) The student will discuss the stereotype of the Black depicted in the movie.</p> <p>c) The student will write an essay entitled, "Is the Black Treated Better on TV Today?"</p>	<p>the quality of an essay entitled "Our Spirituality: Is It Suffering?"</p> <p>5. the level of class participation regarding viewing and discussion of the movie. the level of class participation.</p> <p>the level of class participation.</p> <p>the quality of an essay entitled "Is the Black Treated Better on TV Today?" 29</p>

SELECTED LITERATURE FOR THE RECONSTRUCTION

- Dreiser, T. The best stories of Theodore Dreiser. Cleveland, Ohio: World Publishing. Co., 1956.
- Griffith, D. W., & Woods, F. E. The birth of a nation. Silent film. Epoch, (Producer). USA: 1915.
- Hawthorne, N. The complete short stories of Nathaniel Hawthorne. Garden City, New York: Hanover House, 1959.
- Melville, H. The complete stories of Herman Melville. New York: Random House, (no publishing date).
- O'Connor, F. The complete short stories of Flanner O'Connor. New York: Farrar, Straus & Giroux Inc., 1971.
- Poe, E. A. Prose tales by Edgar Allen Poe. New York: Thomas Cowell Co., 1850.
- Twain, M. Huckleberry Finn. New York: The Heritage Press, 1940.
- Wilson, E. Patriotic gore, studies in the literature of the American Civil War. Boston: Northeastern University Press, 1984.

CHARLES ACTIVIT

Appendix A: Enabling Activities Using The Arts - Cross-Arts Directory

The purpose of this appendix is to identify the enabling activities of the cross-arts directory.

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APPENDIX A

ENABLING ACTIVITIES

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Appendix A: Enabling Activities for the "How-to" Directory

The teacher will identify the... of... of the class...

The... of the... a recipe of... given by... the creation... of the...

Appendix A

The... of four or...

APPENDIX A

ENABLING ACTIVITIES

The... will be the spokesperson... the group... the recipe or... in the class.

The... of... for... and... by... the...

The... to... the face,"...

"How to... the hair,"...

"How to... baked goods,"...

A #3
ANTEBELLUM ERA

Directions for the Project Using The House Servant's Directory

Objective

The student will identify the various talents of the slave.

Rationale

The participation of the student in making a recipe or household item according to the directions given by Robert Roberts will enable the student to appreciate the creative talents and the versatility of the man called slave.

Directions

The class will be divided into small groups of four or five. Each group will be responsible for one of the recipes in the Directory. Everyone can be involved in various jobs such as bringing different ingredients, mixing and serving. One person will be the spokesperson for the group, reporting all that occurred in the group while making the recipe or household item and presenting the results to the class.

Following is a list of page numbers for recipes and household items devised by Robert Roberts, the house servant, who made life more pleasant for his master:

- 1) "how to make lemonade," p. 103
- 2) "how to wash and give luster to the face," (skin cream) p. 115
- 3) "how to make a wash for the hair," (shampoo) p. 116
- 4) "how to make a most delicate salad sauce," p. 95

A #3
 ANTEBELLUM ERA
 CONTINUED

If desired, the teacher should send home permission slips to be signed by the parents, if these recipes are to be used or served in class. After the work is complete, the class should generally discuss the inventiveness of the man called slave.

Evaluation

Evaluation is based on the level of class participation.

A #5
ANTEBELLUM ERA

Research Skills

Objective

The student will practice research skills.

Rationale

Research skills are essential for a student. Everything is not in the textbook. These skills will be used to find materials for a report on an abolitionist. The student can also make use of them in other classes.

Directions

To achieve the research skills the students will:

- 1) visit the library with the class to learn the locations and uses of the different resources, e.g., the card catalogue, the micro-fische etc.
- 2) read a section of the history text, jot down main vocabulary, main ideas. One section of the chapter should be done together as a class, using the blackboard.
- 3) use the material in #2 and paraphrase the section in one or two paragraphs.
- 4) help outline the Antebellum chapter in the history text on the blackboard.
- 5) use the above skills to write a report on an abolitionist of the Civil War period. There are names of these people in the text. Some are: Harriet Tubman; Sojourner Truth; Frances Harper, poet; Mary Ann Cary, editor; Sarah Remond; Horace Greeley; Charlotte Forten; Anna Mae Douglas, Fredrick Douglas; Harriet Beecher Stowe.

Evaluation

Evaluation is based on the level of class participation and the quality of a report on an abolitionist of the Civil War era.

A #7
ANTEBELLUM ERA

Literary Techniques

Point of View, First Person Narrative, Chronological Order

Objective

The student will define, recognize and apply these literary techniques: point of view, first person narrative, listing in chronological order.

Rationale

Understanding and being able to use the mentioned literary techniques will give the student better communication skills. These techniques are essential for work on the diary and the editorial.

Directions

After listening to a lecture on these literary techniques: point of view, first person narrative, listing events in chronological order, and the importance of correct paragraphing, spelling and punctuation, the student will answer the following questions:

- 1) Define:
first person first person observer
third person omniscient observer
- 2) In the literature you have selected and read, what point of view is used, first or third person?
- 3) How does point of view contribute to the theme of the work?
- 4) If the first person point of view is used, is the narrator an observer or a participant?
- 5) Is it possible to sympathize with the feelings of the

A #7
 ANTEBELLUM ERA
 CONTINUED

central character(s)? Why? Why not?

- 6) Is there anything in the work that allows you to identify with the central character(s) or others?
- 7) To what extent are your feelings toward the characters influenced by the differences between your personality and theirs, your philosophy of life and theirs and by the apparent attitude of the author toward the characters in his/her work?

Evaluation

The student will be evaluated on the quality of this work sheet on literary techniques.

The DiaryObjective

The student will demonstrate a knowledge of the complexity of the Civil War problem (causes) in a written assignment.

Rationale

Applying literary skills listed in A #7 to a "You were there" mode gives the student opportunity to use what he/she has learned, to be creative, to put him/her into "another person's boots," as Atticus Finch (To Kill a Mockinbird) would say. This was designed then, to give the student a feeling for the mood of the times.

Directions

After reading and discussing the literature, the student will apply the literary techniques learned in A #7 and--

WRITE IN YOUR DIARY

Pretend that you are present at one of the following events:

- a) John Brown's Raid
- b) John Brown's Trial
- c) U. S. Senate when Sumner is being attacked physically by Brooks after Sumner's speech concerning Nebraska's entry into the Union as a free state
- d) committee meeting in Washington at which the Kansas-Nebraska Bill is being discussed before coming to a vote in legislature
- e) Court House in Saint Louis during Dred Scott trial
- f) Any other historical event in the chapter, with the agreement of your teacher.

A #9
ANTEBELLUM ERA
CONTINUED

WHO ARE YOU?

Pretend you are one of the following people.

- a) a plantation owner or his wife
- b) a house slave
- c) a field slave
- d) a free Black
- e) a Page in the U. S. Senate
- f) an observer in the Senate gallery
- g) the son or daughter of a Southern farmer
- h) the son or daughter of a Northern factory owner
- i) the son or daughter of a Northern factory worker
- j) any other person who might have been present during this era, with the agreement of your teacher.

Pretending to be the person you have chosen, place yourself at the historical events you have chosen. Observe or become involved in what is going on. It makes a big impression on you. You can't seem to get what has happened out of your mind. Is there going to be a war? In the evening at home in your room, you begin writing in your diary about what happened and what you think is going to happen in the near future. Remember who you are (point of view); keep your facts straight (chronological order--refer to your history book); remember you are writing in the first person narrative.

Evaluation

The student will be evaluated on the quality of the diary.

A #5
LINCOLN

Characterization

Objective

The student will apply the characterization technique to written assignments.

Rationale

Good characterization makes a good story and enlightens the reader as to what the people in the story are really like. If a student can write a characterization, e.g., on Lincoln, he/she will be more able to comprehend other characterizations he/she reads in literature. When the same person appears in the history text, the student will have more insight into the reasons for the actions of Lincoln or any other historical figure. This can enliven the history considerably.

Directions

An author's characterization of a person is done in three ways. They are:

- 1) Physical appearance of the person
- 2) Speech and action of the person
- 3) Treatment of the person by others.

Think of a person you know. How does he or she look, speak and act? Is there anything that makes the person unique? How do the friends, teachers, family treat this person? Does their treatment of him/her have anything to do with the way this person acts?

- 4) Put the answers to these questions in essay form (150-200 words).

CharacterizationObjective

The student will apply the characterization technique to written assignments.

Rationale

Good characterization makes a good story and enlightens the reader as to what the people in the story are really like. If a student can write a characterization, e.g., on Lincoln, he/she will be more able to comprehend other characterizations he/she reads in literature. When the same person appears in the history text, the student will have more insight into the reasons for the actions of Lincoln or any other historical figure. This can enliven the history considerably.

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An author's characterization of a person is done in three ways. They are:

- 1) Physical appearance of the person
- 2) Speech and action of the person
- 3) Treatment of the person by others.

Think of a person you know. How does he or she look, speak and act? Is there anything that makes the person unique? How do the friends, teachers, family treat this person? Does their treatment of him/her have anything to do with the way this person acts?

- 4) Put the answers to these questions in essay form (150-200 words).

A #5
 LINCOLN
 CONTINUED

- 5) After reading the literature on Lincoln listed in #2, write a brief characterization of Lincoln as he is seen through the eyes of his step-mother, Nancy Hanks, or Mary Todd Lincoln, his wife.

Note: An excellent example of a physical description is one given by Gore Vidal about John Wilkes Booth in Lincoln. Part II, Chapter 1.

Evaluation

The student will be evaluated on the quality of the characterizations of Lincoln and a friend.

A #6
LINCOLN

Lincoln, The Good Man

Objective

The student will recognize and discuss the "inside politics" in federal government and the effect it had on Lincoln's family and social life.

Rationale

The student is in the process of "humanizing" Lincoln. From the selected readings one can see the many sides of him that can be reflected in an essay.

Directions

Using the literature and history selections you have read about Lincoln, write a 500 word essay entitled, Lincoln, The Good Man. Make an outline, using the answers to the following questions as basis.

- 1) What were the beliefs of this "Good Man" in this period of American history?
- 2) How did the "Good Man" act in accordance with his beliefs insofar as morality, religion, politics and culture were concerned?
- 3) What qualities of this "Good Man" are relevant to contemporary man's attitude and problems (Kidd, 1971)?

Organize notes from the different readings to answer these questions. Give credit where credit is due, e.g., Vidal says--or use footnotes.

Evaluation

The student will be evaluated on the level of class participation and on the quality of a 500 word essay entitled, Lincoln, The Good Man.

A Study Sheet on Imagery and Figures of SpeechObjective

The student will learn the literary techniques of imagery and figures of speech and apply these techniques to selected poetry about Lincoln.

Rationale

This skill is necessary to appreciate literature in general.

Explanation of the concept of imagery

Through words and phrases a writer presents what can be seen, heard, touched, tasted or smelled, as well as, what can be felt inside. This is called imagery.

At any waking moment, you are filtering experiences through all of your senses. Let us take examples here in the classroom.

- YOU SEE the teacher, your classmates, the shape of the room, the view outside the window.
- YOU HEAR whoever is speaking, an undercurrent of sound in the room--a chair scraping the floor, paper shuffling, books closing, whispering, outside--brakes screeching, motors running.
- YOU FEEL the desk against your leg, your book or pencil in your hands, the subtle pressure of your shoes on your feet, your tight belt after lunch, the weight of your clothes, heat chill.
- YOU SMELL odors from bodies rising in the room, smells from outside when the windows are opened--car backfires, flowers, fried fish from the cafeteria.

A # 8
 LINCOLN
 CONTINUED

YOU TASTE the residue of food caught in your teeth after lunch, the eraser on your pencil, the gum you are secretly chewing.

An author by using imagery can evoke these same reactions that you have experienced in the above examples. The author communicates these experiences through words rather than through actions. The student shares these sense experiences of the author as he/she reads (Pooley & Daniel, 1967).

Definitions of Figures of Speech

METAPHOR a figure of speech that implies comparison between two fundamentally different things. The qualities of one are applied to another. An extended metaphor appears throughout the work. A mixed metaphor is an inconsistent comparison. Find some examples in your literature book.

SIMILE a figure of speech that implies comparison between two fundamental different things. The qualities of one are applied to the other using words "like" or "as." Find some examples in your literature book.

PERSONIFICATION a figure of speech in which human characteristics are attributed to non-human things and events. This allows the author to write in a more vivid fashion (Miller, Gonzaler and Millett, 1982). Find some examples in your literature book.

Evaluation

The student will be evaluated on the level of class participation.

The EditorialObjective

The student will demonstrate his/her understanding of an editorial.

Rationale

Introduction to the editorial is one of the first steps to prepare one to become politically active. A student needs to become aware of both (all) sides of any issue, make up his/her own mind about said issue and do something about it. Here, the student will do something about it--write his/her congressman. Reading and discussing different editorial view-points concerning the same issue is good background for intelligent choices by the student.

Directions

- 1) Become familiar with the Editorial in newspapers and magazines. See the Globe Democrat, the Post Dispatch, Time Magazine, Newsweek, US News and World Report, Chicago Tribune, Chicago Sun-Times and Wall Street Journal.
- 2) Listen to a lecture and take notes on:
opinion vs. fact
opinion based on fact
persuasion--propaganda
connotation and denotation
- 3) Choose a timely issue, e.g., tax reform, and find editorials concerning it. Note these editorials do not all agree.

Read the front page of newspapers for facts concerning your issue, or any other factual report you may find.

A #3
CIVIL WAR
CONTINUED

4) MAKE UP YOUR OWN MIND

- a) Do you agree with the editors, partially or completely? Consider the manner in which editors handle causes, cures, and outcomes of your issue. Do you think there are other causes, cures and outcomes that might be possible?
 - b) Write your own editorial--a cartoon may accompany it. Remember, a cartoon should say it all.
- 5) Write a letter to your congressman explaining your views on your issue, persuading him/her to vote your way. (Put your editorial in letter form.)
- 6) Bring your congressman's response to class. You might have to write more than once--but you will get an answer--Good Luck!

Evaluation

The student will be evaluated on the level of class participation and the quality of the editorial.

A #1
RECONSTRUCTIONThemeObjective

The student will define, recognize and apply symbolism and imagery to themes of selected literature.

Rationale

The theme will be reviewed so that the student might apply his/her knowledge of symbolism (A #2 Reconstruction) and imagery (A #8 Lincoln) to the themes of the selected literature for the Reconstruction section of the curriculum.

Directions

A theme is the underlying meaning of a literary work, a general truth about life or mankind. A theme may be stated but it is usually implied. Some literary works do not have a theme, e.g., a mystery story. Following is a poem by Paul Eldridge.

The moth,
Enraged,
Beats against the lamp,
His wings forming
Countless tiny fans,
And falls at last
A fragile pinch of gray ashes.
The lamp burns on,
Tranquilly
(Pooley, R. C., 1967 p. 566).

1. What is the conflict in this poem? Who is the attacker?
2. What is the main characteristic of the moth?
3. How does the lamp act?
4. Who wins the conflicts?
5. Is the author trying to teach the reader how to behave?

A #1
RECONSTRUCTION
CONTINUED

6. Which of the following statements best expresses the main idea (theme) of the poem?
- a) A moth flies against the lamp and gets burned.
 - b) Don't play with fire or you'll get burned.
 - c) Tranquillity is frequently stronger than violence

(Pooley, R. C., 1967).

Note the imagery (See appendix #8 Lincoln) in the poem.

Discuss how it contributes to the theme of this poem.

The theme of Chapter 17 in Huckleberry Finn has to do with freedom and friendship. Use the natural imagery in this chapter to determine the theme of this particular chapter.

In Dreiser's short story, "Nigger Jeff," the theme involves Civil Rights and justice. Contrast the imagery--the scene of the lynch mob vs. the beauty of the natural surrounding e.g.,

lamps twinkled like yellow eyes from the cottages
in the valley and on the hillsides. The air was
fresh and tender. Some pea-fowls were crying
afar off, and the east promised a golden moon
(Dreiser, T., p. 166).

The contrasts of the imagery makes the reader feel the horror of the situation and will help determine the theme. Find other images that help determine the theme.

In the remaining selected literature do the same. See appendix # 2 Reconstruction for symbolism.

SymbolismObjective

The student will define, recognize and apply symbolism and imagery to themes of selected literature.

Rationale

The symbol in literature will be reviewed so that the student might apply the symbols in the selected literature to the themes of that literature.

Directions

"A symbol is a person, place, event or object which has a meaning in itself but suggests other meanings as well."
(Pooley, R. C., 1967).

In Hawthorne's short story, "Artist of the Beautiful," the main symbol is a perpetual motion machine, a mechanical butterfly. The butterfly was created by an artist, a clockmaker. This butterfly is terminated or crushed in the small hand of a child. The butterfly has no practical use; it was just beautiful and it reflected nature. Who was the child who crushed it? What is the writer, Hawthorne, saying about things that are beautiful and the country at this point in our history--a great time of industrialization which occurred after the Civil War.

Find other symbols in this story and the other selected readings which help the reader determine the themes of the stories.

A #2
RECONSTRUCTION
CONTINUED

Evaluation

The evaluation of the student will be based on the level of class participation regarding discussion of the above and ultimately on the quality of an essay entitled, "Our Spirituality: Is It Suffering?"

EVALUATION

A #1 Student Evaluation

The student will write a short evaluation of the curriculum. The following questions might help the student assemble his/her thoughts.

- 1) Have your previous conceptions of the Civil War period changed at all since taking this course e.g., your conception of Lincoln, Blacks or politics?
- 2) Does becoming politically active in your community interest you?
- 3) Would you be interested in helping candidates run for office on the state level?
- 4) Would you like to run for office some day yourself? Which level?
- 5) Add any other thoughts you might have considering this course on the Civil War.

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