“As the nation moves toward assessments of student achievement which are more closely aligned with what is demanded of us in the real world and which demand student-generated demonstrations of mastery, traditional practices in social studies are called into question.”


“An important part of communication is sending and receiving information. Many people take this communication act for granted. Then they find themselves with problems at home, at their jobs, or in school, because they did not present their information well or listen for information carefully...if the speaker is disorganized in presenting information, the listener may not get the right message. If the speaker uses words the listener cannot understand, the meaning is not conveyed. Competent communicators organize their information and choose their words very carefully to help their listeners get the main points.”

Idaho Achievement Standards
Content Knowledge and Skills

Performance Task

Supported by the Language Arts Idaho Achievement Standards for Reading, Writing, Listening, Speaking and Viewing, the following Social Studies Idaho Achievement Standards for U.S History will be demonstrated and/or reinforced through each of the Performance Tasks.

473.01 Acquire critical thinking and analytical skills.

473.01a Use visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.

473.01b Differentiate between historical facts and historical interpretations.

473.01c Chronologically organize significant events and people who form the foundation of early United States history and explain their historical relationships.

473.01d Identify an issue or problem of the past, obtain relevant historical data, and formulate a position or course of action on the issue.

479.01 Understand the cultural and social development of the United States.

479.01c Know the common traits, beliefs, and characteristics that unite the United States as a nation and a society.

480.01 Understand the foundations and principles of the American political system.

480.01d Evaluate issues in which fundamental values and principles are in conflict such as between liberty and equality, individual rights and the common good.
# Standards supported in the assigned Performance Tasks for Blocks 1-4.

<table>
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<th>Block</th>
<th>Standard</th>
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| One   | 475.01 Understand the role of exploration and expansion in the development of the United States.  
   a. Trace the spread of early human societies and the rise of diverse cultures in the United States.  
   b. Identify significant countries and their roles and motives in the European exploration of the Americas.  
   c. Analyze and describe the interactions between native peoples and the European explorers. |
| Two   | 476.01 Understand the role of migration and immigration of people in the development of the United States.  
   a. Analyze the religious, political, and economic motives of voluntary immigrants from different parts of Europe who came to North America.  
   b. Explain the motives and consequences for the involuntary immigration of indentured servants and enslaved Africans to the American colonies.  
   479.01 Understand the cultural and social development of the United States.  
   a. Know the different cultural and social influences that emerged in the North American colonies.  
   483.01 Understand the basic economic concept.  
   a. Describe the economic characteristics of colonialism. |
| Three | 478.01 Understand significant conflicts in United States history.  
   b. Identify and analyze the causes and consequences of the Revolutionary War.  
   480.01 Understand the foundations and principles of the American political system.  
   b. Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights. |
| Four  | 474.01 Understand the evolution of democracy.  
   b. Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty.  
   d. Provide and evaluate examples of social and political leadership in early American history. |

# Standards supported according to student selection of one culminating Performance Task during Blocks 5-7.

| Five  | 475.01 Understand the role of exploration and expansion in the development of the United States.  
   f. Know the factors that contributed to western expansion in the United States in the early 1800s.  
   478.01 Understand significant conflicts in United States history.  
   d. Explain how the westward migration impacted Native Americans.  
   483.01 Understand basic economic concepts.  
   b. Know the economic motivations for the constant expansion of the western border of the United States.  
   485.02 Understand the migration and settlement of human populations on the earth’s surface.  
   a. Describe ways in which human migration influences character of a place. |
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| Six | 478.01 Understand significant conflicts in United States history.  
\(e\). Identify and analyze the causes and consequences of the Civil War.  
\(f\). Identify key leaders and significant events that influences the outcome of the Civil War and the continuing relationship between northern and southern states. |   |
| Seven | 479.01 Understand the cultural and social development of the United States.  
\(b\). Describe the experiences culturally, ethnically, and racially different groups trying to assimilate as part of American society prior to the Civil War.  
\(d\). Analyze the issues of race in the social and cultural development of the Pre-Civil War United States. |   |
|   | 483.01 Understand basic economic concepts.  
\(c\). Explain how the human and material resources of the Union and Confederacy affected the course of the Civil War. |   |
|   | 477.01 Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.  
\(a\). Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States. |   |
|   | 479.01 Understand the cultural and social development of the United States.  
\(b\). Describe the experiences culturally, ethnically, and racially different groups trying to assimilate as part of American society prior to the Civil War.  
\(d\). Analyze the issues of race in the social and cultural development of the Pre-Civil War United States. |   |
An Overview of Speech Techniques

When developing speech techniques, it is necessary to develop one’s personal delivery. This includes vocal delivery which emphasizes rate, pitch and tone. It is also important to develop good eye contact.

**Rate** is the pace at which a speech moves. Your words should move at the same pace as your ideas. When you want to emphasize key points it is necessary to slow down.

**Pitch** refers to how high or low a speaker’s voice sounds. When speakers don’t vary their pitch they are speaking in monotone. When speakers are nervous they often have a higher pitch. A speaker’s pitch should start out higher at the beginning of an idea or key point and become lower at the end of sentence.

**Volume** is the loudness or softness of a speaker’s voice. The volume determines whether or not the audience can hear the speaker. To control volume a speaker should practice breathing from his/her diaphragm, the muscle below the rib cage. This will help control the volume and maximize the quality of the speaker’s voice.

**Eye contact** is very important when giving a speech. Audiences like eye contact. It gives them the sense that they’re listening to a sincere and earnest speaker. Eye contact helps establish credibility and helps to build listener interest. To work on eye contact a speaker should imagine speaking with a good friend—you wouldn’t look away from a friend. When giving a speech, a speaker should look at two or three areas of the room, not just the back or the front.

Overtime these speech techniques become very natural and end up being part of the speech with little to no practice needed.

Performance tasks for Blocks 1-4 are assigned to each student.

**Block One: Pre-Columbian Review and Exploration of the New World**

To recognize the impact of European political, economic, and social influences on the origins of America.

**Objectives:**

1. Compare and contrast the impact of European exploration on the native population in the Americas.

2. Trace the patterns and routes of European exploration in the Americas using maps, globes, and charts.

3. Identify the European motivation for exploration in the Americas.

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**Performance Task**

*How is Your Delivery*

**Objective:**

- To understand the techniques (rate, pitch, volume, and eye contact) of speech performance.

**Directions:**

1. Divide the class into small groups. Give a short explanation on the techniques of speech performance, rate, volume, pitch, and eye contact. (See Overview page) Assign one of the Block 1 objectives; students will apply the knowledge they have already gained and use it to develop their vocal technique(s) and delivery.

2. Students will practice, speaking on the topic of their selected Block 1 objective, within their group. Each group member will be evaluated by the remainder of the group. Each speaker will demonstrate his/her ability to apply speech techniques, while presenting his/her knowledge of the impact of European exploration on America.
Block Two: Colonization

To understand the regional political, social, and economic differences that led to the emergence of self-government in early America.

Objectives:
1. Compare and contrast the varying lifestyles in the differing American colonial regions: South, Middle, and New England.
2. Analyze the early colonial forms of government.
3. Identify the economic factors that led to the expansion of the American colonies [new agricultural lands, create more tolerant colonies (religions), convert natives to Catholicism (Southwest to California), fur trade, exploration, demand for natural resources.]
4. Describe the physical development of European colonies in North America.
5. Identify the religious, political, and economic motives of voluntary immigration to North America.
6. Compare and contrast the involuntary immigration of indentured servants and enslaved Africans to the American colonies.

Performance Task
The Three Colonial Regions

Objective:
- To understand the development and presentation of an informative speech by applying the techniques learned in Block One.
- To identify and describe key events of the colonial period.

Directions:
1. Divide the class into three groups, assign a colonial region (Southern, Middle, New England) to each group.
2. Students will work together to develop a shared information base about their assigned colonial region. Students can use one of the Block 2 objectives as a reference. They must address the five W’s (who, what, where, when, why), and how.
3. Each group member will deliver a 30-45 second informative speech. He/she will use the previously learned techniques for effective delivery and demonstrate his/her understanding of the speech process and the legacy of colonization in early America.
Block Three: The Revolutionary War

To understand the issues colonists had with England and their struggle to achieve independence.

Objectives:
1. Analyze the causes of the American Revolution.
2. Organize and evaluate the significant events of the American Revolution.
3. Trace the development of the Continental Congress, the Declaration of Independence, and the Articles of Confederation.
4. Discuss the economic issues that motivated Americans to revolt and sustain a war.
5. Chart the strategies of the different military factions in the Revolution.

Performance Task
The Event of the Year

Objective:
• To demonstrate knowledge of research methods and to identify key issues of the Revolutionary War.

Directions:
1. Divide the class into small groups, assign each group a key event during the Revolutionary War years (1775-1781).
2. Students will research their assigned/selected event and develop an informative speech of cause and effect. The research will be limited (textbook, Internet, Encarta), to provide an introduction/review to research methods. Students may use one or more of the Block 3 objectives for reference.
3. Each student will present an informative speech, applying knowledge of speech techniques and performance and demonstrate his/her knowledge of the topic through research.
Block Four: America’s Founding Fathers and The Constitution

To understand the impact of the Founding Fathers in forging a constitutional government.

Objectives:
1. Analyze the significant contributions of the Founding Fathers in creating the Constitution.
2. Evaluate the problems with the Articles of Confederation that led to the need for a new government.
3. Trace the influence of state economics and populations in the failure of the Articles of Confederation and creation of the Constitution.
4. Know how the Constitution structured a system of democracy for the United States.
5. Understand the relationship between personal freedom and responsibility in the United States.
6. Examine the testing of American political and military power during the War of 1812.
7. Identify the content and impact of the Monroe Doctrine.

Performance Task

Founding Fathers

Objective:
- To identify the philosophical, social, economic, and/or political differences of two Founding Fathers and how those differences effected the forming of a constitutional government.

Directions:
1. This activity can be done individually or as a small group. Students will select two Founding Fathers who were present at the Constitutional Convention and research for philosophical, social, economic, and/or political differences.
2. In-depth research will help students organize their information to formulate an informative speech. Each student will prepare a speech outline to indicate the talking points.
3. Students will make use of a visual aide: poster, map, graph, or multimedia. The visual aide will support the information and provide illustration to the talking points and demonstrate an understanding and usage of visual aides in a performance, while enhancing speech techniques, performance, and research skills.
Block Five: Westward Expansion and the New Territories

To understand the desire for and acquisition of new territory in the development of the United States as a world power.

Objectives:
1. Evaluate the role and influence of the President in the expansion of the United States.
2. Trace the exploration and settlement of the West.
3. Identify the motivating factors that led to the American westward migration [new lands for farming and ranching, gold rush, pioneers, changes in technology (railroad and steamboat), government programs encouraging migration and settlement, increased migration from Europe].
4. Describe the significant conflicts that the United States had with Native Americans, Mexico, and Europe in acquisition of new territory.

Culminating Performance Task
Technology in the Classroom

Objective:
- To understand the Westward expansion through extensive research and the development of an informative speech.

Directions:
1. Selecting one of the Block 5 objectives, each student will create an informative speech. He/She will be required to answer specific questions regarding the topic and shall do so through extensive research.
2. Each student will be required to include a slide show as his/her visual aide. To be effective, the student must demonstrate understanding of visual aide usage. The slide show must provide talking points and help illustrate the student’s argument.
3. Each presentation will be followed by Q/A and student evaluation. This activity will incorporate the following skills: speech techniques, speech performance, research methods, and visual aide usage. Students will be assessed accordingly using the information-based and/or content skill rubrics.
Block Six: Civil War

To understand the issues that separated the North and South and the conflict that ensued.

Objectives:

1. Analyze the way in which the issue of slavery influenced the population and economy of the United States.
2. Evaluate the causes and impact of the issues that led to the Civil War.
3. Describe the cultural, political and military progression of events in the Civil War.
4. Graph the economic distribution of the North and South during the Civil War period.
5. Identify the impact of transportation, industrial and military technology on the outcome of the Civil War.

Culminating Performance Task

Debate the Issue

Objective:
- To demonstrate sufficient knowledge of the speech process through a debate on the issues surrounding the Civil War.

Directions:

1. The class will be divided into groups of four. In each group two students will select the pro argument and two will select the con argument.

2. As a group, the students will select one of the Block 6 objectives. In pro or con pairs, the students will do extensive research on their topic. Each pair will develop a speech outline, detailing the evidence to support their argument.

3. Each student pair will create a visual aide to support their argument. This can include a multimedia presentation, posters, graphs, or maps. To be effective, the students must demonstrate their understanding of proper visual aide usage.

4. Given adequate time for research and development, each group will hold a debate. Individually, each student should speak for 3-5 minutes to successfully demonstrate his/her understanding of the speech process and the topic. The debate must address the pro and con side of the group’s topic.

5. Each debate will be followed by Q/A and student evaluation. This activity will incorporate the following skills: speech techniques, speech performance, research methods, and visual aide usage. Students will be assessed accordingly using the information based and/or content skill rubrics.
Block Seven: Reconstruction

To understand the political, social, and economic forces of post-Civil War Reconstruction in the United States.

Objectives:
1. Chronologically organize significant events and people who impacted the years of Reconstruction.
2. Evaluate how Reconstruction changed or challenged the American system of politics and government.
3. Describe the experiences of culturally, ethnically, and racially different groups trying to assimilate as part of the United States after the Civil War.
4. Evaluate the economic goals of the federal government in the recovery of the South after the Civil War.
5. Chart the changes in agricultural systems post-Civil War.

Performance Task
Social Services in Your Community

Objective:
• Through a presentation on the Freedman’s Bureau, students will be able to make a connection between the social services of the Reconstruction era and today.

Directions:
1. Students may work individually or in pairs for this activity. If working in pairs, one student will focus on the Freedman’s Bureau and one will focus on the social services of today. Together, they will connect the time periods.
2. Students will research the Freedman’s Bureau and its impact in post-Civil War America. Additionally, students will research the services for poor and underprivileged residents within their community.
3. Students will use a visual aide to help support their findings. This could be a poster, chart, graph, or multimedia presentation. To be effective, students will illustrate and compare the Freedman’s Bureau to an agency of today.
4. Given adequate time for research and development, each student will present his/her findings. Each presentation will be followed by Q/A and student evaluation. This activity will incorporate the following skills: speech techniques, speech performance, research methods, and visual aide usage. Students will be assessed accordingly using the information-based and/or content skill rubrics.
Rubrics for Evaluation

Skill or Process-Based Topics
(Use with Blocks One through Four)

4  The student can perform the skill or process important to the topic with no significant errors and with fluency. Additionally, the student understands the key features of the skill process.

3  The student can perform the skill or process important to the topic without making significant errors.

2  The student makes some significant errors when performing the skill or process important to the topic but still accomplishes a rough approximation of the skill or process.

1  The student makes so many errors in performing the skill or process important to the topic that he or she cannot actually perform the skill or process.

0  No judgment can be made.

Information-Based Topics
(Use with Blocks Five through Seven)

4  The student has a complete and detailed understanding of the information important to the topic.

3  The student has a complete understanding of the information important to the topic but not in great detail.

2  The student has an incomplete understanding of the topic and/or misconceptions about some of the information. However, the student maintains a basic understanding of the topic.

1  The student’s understanding of the topic is so incomplete or has so many misconceptions that the student cannot be said to understand the topic.

0  No judgment can be made.