



Middle School American Literature and History

Yearlong 2020/21



Instructor: Kristie Stoddard
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ELIGIBLE STUDENTS:

Rising 6th–8th graders. Students are expected to have proficient reading and emerging writing skills as well as the interest and willingness to grow in discussion skills about literature and history. Students suited for this course will also be cultivating the following scholarship skills:

- Actively engage in note-taking
- Learn annotation of text
- Practice outlining
- Apply teacher critiques
- Adhere to deadlines
- Be responsible for class and project preparedness
- Take initiative to ask questions for understanding and comprehension

COURSE DESCRIPTION:

Scholé Academy's Middle School American History and Literature courses are designed to offer a flexible yet integrated introduction to the study of American History and develop the skills necessary for independent scholarship in a restful and supportive learning environment. These middle-school courses will invite students to take a closer look at a various works to provide context and understanding of the broad strokes of American History and Literature. Like other Scholé' history courses, this class will blend "surveying the landscape (considering the whole) and deep dives into great books from American History.

Our study of American Literature and History will teach students to cultivate historical thinking through the engaging study of real people and events that have helped shape the nation they call home. Beginning with Viewpoints exercises (From Socratic Circles by Matt Crider), progressing to annotation of small sections of text, and moving on to asking one another questions from their annotations, students will learn the basics of Socratic discussions, which will guide our interaction as they begin to see the shades of gray and the nuances of people and events. Posing and answering questions will take them deeper into historical events and advance their thinking. Learning how to summarize, complete outlines, and write papers will help them connect information, seeing causes and effects.

Students are asked to consider and engage carefully crafted questions as their window into “the Great Conversation.” Occasionally, the teacher will present historical context through brief lectures, but all other classes are seminar-style discussions on the American texts. Students are assessed for their curiosity, participation, and diligence during discussions, as well as by means of short response papers, essays, projects, and occasional quizzes.

- **Integrated**—Both classes are taught by the same teacher and meet in back-to-back sessions
- **Flexible**—students may take one or both modules (either simultaneously or successively)
- **Introductory**—no background knowledge is assumed or required
- **Survey**—students will gain a broad perspective on civilization
- **Restful**—a modest selection of texts read slowly and carefully; *multum non multa*

REQUIRED COURSE TEXTS:

American History:

- *A History of US* Ten volume set **ISBN: 0195327268**
- *Sacajawea* by Joseph Bruchac
- *The Courage and Character of Theodore Roosevelt* by George Grant, also called *Carry a Big Stick: The Uncommon Heroism of Teddy Roosevelt*
- **OPTIONAL:** *Atlas of American History* by Rand McNally **ISBN-10: 0528015346**
- Various fables, tall tales, and other pdfs provided by teacher

American Literature:

- *Island of the Blue Dolphins*
- *Witch of Blackbird Pond*
- *Johnny Tremain*
- *Bound for Oregon*
- *Across Five Aprils* or *Freedom Train: The Story of Harriet Tubman*
- *Lyddie*
- *Blue Willow* or *Hero Over Here*
- *The Devil's Arithmetic*
- *The Watson's Go to Birmingham*
- *A Treasury of Poetry for Young People* **ISBN-10: 9780806919560**
- Various fables, tall tales, and other pdfs provided by teacher

SCHEDULE FOR AMERICAN LITERATURE AND HISTORY:

CLASS SESSIONS DATES:

Class Times: Monday & Thursday

- Literature: 12:30 p.m. EST, 60–75 min.

- History: 2pm EST, 60-75 min.

Class Dates: Class Dates: Begin Monday, September 7, 2020; end Thursday, May 27, 2021

Classes will take place on Monday & Thursday

- Literature: 12:30 p.m. EST, 60–75 min.
- History: 2pm EST, 60-75 min.

for 32 weeks and 63 classes on the following dates* --

September 7, 10, 14, 17, 21, 24, 28

October 1, 5, 8, 12, 15, 19, 22, 26, 29

November 2, 5, 9, 12, 16, 19, [Thanksgiving Break] 30

December 3, 7, 10, 14, 17 [Christmas Break]

January [Christmas Break], 11, 14, 18, 21, 25, 28

February 1, 4, 8, 11, 15, [Winter Break]

March 1, 4, 8, 11, 15, 18, 22, 25, [Easter Break]

April 5, 8, 12, 15, 19, 22, 26, 29

May 3, 6, 10, 13, 17, 20, 24, 27 [End 2nd Semester]

**The above classes will be provided by me or occasionally by a substitute teacher. In the unforeseen event that I cannot find a substitute teacher and must cancel a class (e.g. due to illness or family emergency), then I will record and post a make-up session, or offer the class at an alternate time.*

OFFICE HOURS: *By appointment.* (Please include time zone in your appointment request. Many thanks!)

AMERICAN LITERATURE AND HISTORY COURSE MAP:

Literature	History
Quarter 1: September 7, 2020 – October 29, 2020	
Pre-America (Before 1600) <ul style="list-style-type: none"> • Island of the Blue Dolphins Colonial Period (1630-1735) <ul style="list-style-type: none"> • Witch of Blackbird Pond Revolutionary America (1735-1791) <ul style="list-style-type: none"> • Johnny Tremain 	A History of US <ul style="list-style-type: none"> • Vol 1 Pre-History to 1600s • Vol 2 Thirteen Colonies (1600-1735) • Vol 3 Colonies to Country (1735-1791)
Quarter 2: November 2, 2020 – January 22, 2021	
Continue Revolutionary America (1735-1791) <ul style="list-style-type: none"> • Johnny Tremain Young Republic & Expansion (1783-1850) <ul style="list-style-type: none"> • Bound for Oregon 	A History of US <ul style="list-style-type: none"> • Continue Vol 3 Colonies to Country (1735-1791) • Vol 4 New Nation (1789-1850) • Vol 5 Liberty for All (1820-1860)

Civil War & Reconstruction (1820-1866) <ul style="list-style-type: none"> • Across Five Aprils OR • Freedom Train: The Story of Harriet Tubman 	
Quarter 3: January 25, 2021 – March 19, 2021	
Industrial Revolution (1871-1920) <ul style="list-style-type: none"> • Lyddie WWI/Depression/Dust Bowl (1914-1933) <ul style="list-style-type: none"> • Blue Willow or Hero Over Here New Deal & WWII (1933-1945) <ul style="list-style-type: none"> • The Devil’s Arithmetic 	A History of US <ul style="list-style-type: none"> • Vol 6 Terrible War (1855-1865) • Vol 7 Reconstructing America (1865-1890) • Vol 8 Age of Extremes (1880-1917)
Quarter 4: March 22, 2021 – May 28, 2021	
Continue New Deal & WWII (1933-1945) <ul style="list-style-type: none"> • The Devil’s Arithmetic Postwar America (1945-1960) <ul style="list-style-type: none"> • The Watson’s go to Birmingham 	A History of US <ul style="list-style-type: none"> • Continue Vol 8 Age of Extremes (1880-1917) • Vol 9 War, Peace, and All That Jazz (1918-1945) • All the People (From 1945)

STUDENT MASTERY PORTRAIT

Students of Middle School History and Literature practice a variety of complex skills which normally take many years to fully develop. Here are the skills which successful students of the course will develop at an age-appropriate level:

General scholarship skills

Socratic Discussion: Formulate questions, define terms, offer examples, compare, contrast, and discover relationships between ideas

Inspectional Reading: Skim, preview books, study the table of contents, search for information

Analytical Reading: Identify key passages, terms, and definitions; outline a passage or short chapter; determine an author’s message; evaluate key arguments

Mark a text: Underline key terms; add marginal notes; annotate

Composition: Keep a reading journal, compose a short narrative, respond in paragraph form to a prompt

History Skills

Geography: Identify important information on historical maps

Timeline: Follow a timeline of events which tells the story of the development of the United States of America

Research: Become familiar with the methods of primary research used by historians and archaeologists

Literacy: Learn the vocabulary of the specific period (names of people groups, political entities, wars, places, and artifacts) and general historical inquiry (especially economic, religious, and political concepts)

Appreciation: Cultivate a sense of gratitude for the rich inheritance of Civilization which we enjoy today: art, architecture, science, religion, medicine, literature, philosophy, mathematics, law, ethics, education, and so much more

Literature Skills

Reading comprehension: Practice reading and narrating passages from intermediate and moderately difficult texts from or inspired by classical antiquity

Annotation: Learn to actively read and annotate literature using these steps:

1. circle any vocabulary words that you are unfamiliar with or that you'd have trouble explaining to others
2. underline key phrases
3. keep track of the story or idea as it unfolds through a timeline or summary
4. note word patterns and repetitions or anything that strikes you as confusing or important
5. write down questions in the margins or in your notebook

Literary Analysis: Interpret texts using tools of literary analysis: character, theme, setting, plot development

Moral Philosophy: Weigh the decisions of literary characters according to standards of classical and Christian virtues and vices

Stylistic Development: Study and imitate the poetic and literary styles of classical authors

Student Assessment Categories

Name	Description	Frequency	Standard	Points
A. Reading (62%)				
Reading log/Annotation	Submit brief log of key terms, notes, quotes, outline, or short answer questions	2 per week	Completion	1
Reading journal	Write sentences or paragraphs in response to a reflection question	1 per week	Quality	1
Oral exam	Teacher or parent administered verbal Q & A (recorded)	1 per semester	Quality	14
B. Participation (24%)				
Participation	Teacher completed evaluation rubric regarding in-class observations (attendance, attention, contribution)	2 per quarter	Quality	5
Student review	Teacher completed evaluation rubric regarding general student performance (communication, work ethic, responsibility)	1 per semester	Quality	4
C. Composition (9%)				
Composition	Formal letter, essay, or narration; at least one draft and edit	3 per semester	Quality	3
D. Memory (5%)				
Recitation	Recite a poem or memory passage to the teacher or a parent; check memory of key terms, dates, and events	5 per semester	Completion	1

ABOUT THE INSTRUCTOR

Kristie Stoddard holds an M.Ed. in History from American College of Education and a BS in Government from Evangel University. Born into a military family and spending her early childhood and teenage years living in Germany, Kristie has traveled extensively and served on mission projects all across Europe and Africa. Currently, she travels regularly to Northern Italy in partnership with her home church to assist church planting missionaries. Teaching has been one of Kristie's passions for over 20 years, beginning with a love of learning for personal enrichment, she taught adult basic education in NM, then went on to home-school her six children - three of whom have gone on to higher education - and finally has taught in the formal classroom

setting for 12 years. In addition to studying and teaching History and the Liberal Arts, Classical Education is one of Kristie's central passions, believing that Classical Education, enlivened by a Christian worldview, can help "repair the ruin of our first parents" (Milton). When not teaching, traveling, and spending time with family, Kristie enjoys reading, trail running, and gardening. She looks forward to cultivating a vibrant learning environment in which American History and Literature come to life for her students in fresh and meaningful ways that train their minds to think, to perceive wisdom, pursue virtue, and proclaim truth.