This brief descriptive guide is a pilot social studies-language arts course at Haviland High School, Haviland, Kansas. The two-hour course is team taught and seeks to combine the junior year of U.S. history and the junior year of English in an interdisciplinary class. The project began in 1990 with the school's designation as a pilot school for the state's Quality Performance Accreditation, a mandated Outcomes-Based Education reform program. An integrated curriculum in the two subject areas seemed to best address the needs for outcomes and assessments. In order to start the integrated course, the following procedures were used: (1) writing individual course outcomes; (2) identifying common themes in the course; (3) writing integrated outcomes; (4) planning activities and assessments; and (5) evaluating and revising after each year. The syllabus was developed around the common concepts of Manifest Destiny and Revolution. Specific units of literature and history read during the course are included. (EH)
Two for One: Integrating American History and English III

by

Lizabeth Ballard and Ray Anderson
American History. English III. No longer at Haviland High School, Haviland, Kansas are they two junior year, required courses.

They are a one, two-hour course, team taught by the social science teacher and the language arts teacher. It's the only permanent, fully integrated course in the rural, four year, 60 student school in South Central Kansas.

It all began in 1990 when the district became a pilot school for the state's Quality Performance Accreditation, a mandated OBE reform program. The district curriculum committee decided to tackle the social science area first in their writing of outcomes and assessments. Their OBE research had convinced Lizabeth Ballard, high school language arts instructor and committee member, and Ray Anderson, high school social science instructor and committee co-chairman, that integration was the direction they needed to go with their American History and English III courses. The chronology and obviously mutual topics of the history and American literature provided compatibility.

The first year they started with 13 weeks of integrated curriculum, alternating their integrated units with separate, traditional course work. They increased the integrating time to a full semester, using the same alternating pattern. In the 1993-94 school year, the program was expanded to a full year; complete integration covering the years 1800 to the 1980's.

In order to start the integrated course, the procedures that were followed included (1) writing individual course outcomes, (2) identifying common themes in the courses, (3) writing integrated outcomes, (4) planning activities and assessments, and (5) evaluating and revising after each year.

Course outcomes serve as a check list of concepts taught. They include:

1. Analyze the philosophy of Manifest Destiny.
2. Evaluate the conditions that led to the Civil War, the details of the conflict and the post war Reconstruction Period.
3. Interpret the economic changes in America brought on by industrialization.
4. Evaluate the conditions that led to WWI and the details of the post war period.
5. Explain the social and economic changes that took place in the United States during the 1920's and 30's.
6. Reconstruct the events leading to the Allied victory and the defeat of the Axis during WWII.
7. Evaluate the United States involvement in the Cold War.
8. Explain how a diversity of cultures and motives gave rise to divergent ideas and yet led to a distinctive American voice.
9. Identify American aspects of characters, technique, motifs, settings, themes, regionalism, and situations in the literature of each period.
10. Understand the social and economic forces operating as an influence on each period's authors.
11. Differentiate the primary tenets of Transcendentalism, Imagism, Impressionism, Naturalism, Realism, and Romanticism as illustrated by various authors.
12. Demonstrate the use of the following in written composition: the critical review, research paper, journal, news writing, letters.
13. Understand the uniqueness of the following forms: novel, short story, essay, letter, speech, drama, and poetry.
14. Demonstrate the use of the following in oral communication: biography report, interpretive reading, debate, slide show and film narration, and trial speech.
15. Demonstrate the use of video camera, audio recorder, Microsoft Word, electronic library services, and a data base program.
Organizing the course involved planning it around the two mutual concepts of Manifest Destiny and Revolution. The following is the syllabus with each unit's concept(s) indicated. Assessments are in italics:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Concept</th>
<th>Content</th>
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| 1    | Manifest Destiny | Historical Overview-1800-1860  
Introduce concept  
Review 6-Trait Writing Model  
Literature-Cooper, Bryant, Poe, folks, spirituals,  
Research trails- report and map  
Trails characters interpretive readings  
Santa Fe Trail/Ft. Larned trip andjournal-  
Medicine Lodge Peace Treaty Pageant  
Mini-Unit and trip- group research, social rating scale  
Overland trip- trails group research report, social rating scale, correspondence, group science activity  
Accelerated Reading Assignment-1st 9 wks, American novels, electronic exam  
*Media Center resource checklist  
*Unit Exam |
| 2    | Revolution | Introduce concept  
Historical Overview-1860-80  
Biography assignment  
Guest speaker-Newspaper article  
Glory-video, film analysis  
The Scarlet Letter-video- group presentations  
Literature- Lincoln, Alcott, Thoreau, Stowe  
Oral biography report  
*Unit Exam |
| 3    | Revolution | Historical Overview-1880-1910  
*Term paper on American inventors/inventions  
Hutchinson Public Library trip-Research Process Exam  
Literature-Stanton, Whitman, Dickinson, Twain  
Indian Literature Unit-Chief Seattle, Chief Joseph, Satanta, Council Fires, Guest Speaker and Debate  
Far and Away- video- film analysis  
Indian Art/Artifact Slide Show  
*Unit Exam |
| 4    | Revolution | Historical Overview-1910-20  
Sargeant York- film analysis  
WWI Mini-group Projects  
*Unit Exam |
| 5    | Revolution | Historical Overview-1920-40 |
Revolution

Historical Overview-1940-50
Hiroshima-read, group presentations
Trip to Abilene and Ft. Riley- Student slide shows
Japan slides
The Bridge on the River Kwai-video, film analysis
Accelerated Reading-4th 9 wks, American novels, electronic exam
Unit Exam

Manifest Destiny/Revolution

Historical Overview-1950's-1980's
The Right Stuff-laser disc, film analysis
Literature- Bontemps, Dunbar, DuBois, Acosta, Asimov, Vonnegut, Shapiro
The Crucible-University of Kansas play trip-Critical Review
To Kill a Mockingbird- laser disc, group presentations
All the President's Men-video, film analysis
Local Vietnam/Korean Project
Unit Exam
Final Exam
Student Program Evaluation

Specifically, by units, the literature and history read include:

Unit 1 (1800-1860)

Author
James Fenimore Cooper
William Cullen Bryant
Edgar Allen Poe

Title
"A Rescue" from The Deerslayer
"Thanatopsis"
"The Cask of Amontillado"
"The Fall of the House of Usher"
"Annabel Lee"
"To Helen"
"Clementine"
"Swing Low, Sweet Chariot"
"Deep River"
"Follow the Drinking Gourd"

American History Reading List(unless indicated by pages in the textbook, America: the Glorious Republic(Houghton Mifflin), readings are from Points of View computer program)

Missouri Compromise
Louisiana Territory
Politics of the Mexican War
Destruction of the Western Indians
Transportation Revolution
Pages 225-231 and 320-341 in textbook

Unit II (1860-80)

Author
Abraham Lincoln
Louisa May Alcott
Henry David Thoreau
Harriet Beecher Stowe

American History Reading List

Compromise of 1850
Kansas-Nebraska Act
Antietam
Gettysburg
Vicksburg
Appomattox
13th Amendment
Reconstruction & Radical Reconstruction
Ku Klux Klan

Unit III (1880-1910)

Author
Elizabeth Cady Stanton
Walt Whitman
Emily Dickinson
Samuel Langhorne Clemens
Chief Seattle
Chief Joseph
Satanta
The Grand Council Fire of American Indians

Title
"Gettysburg Address"
from Hospital Sketches
"Why I Went to the Woods"
"Why I Left the Woods"
from Civil Disobedience
from Uncle Tom's Cabin

Speech to the First Women's Rights Convention
"I Hear America Singing"
"There Was a Child Went Forth" ≤
"What is the Grass"
"Calvary Crossing a Ford"
"Bivouac on a Mountain Side"
"When Lilacs Last in the Dooryard Bloom'd"
"When I Heard the Learn'd Astronomer"
"Sparkles from the Wheel"
"Because I Could Not Stop for Death"
"If You Were Coming in the Fall"
"I Heard a Fly Buzz When I Died"
"Life on the Mississippi"
"This Sacred Soil"
"I Will Fight No More Forever"
"My Heart Feels Like Bursting"
"Tell Your Children"
American History Reading List

Samuel Gompers
1877 National Railroad Strike
Populism
Imperialism
The Jungle
The Age of Reform
Women's Movement
Settlement House Movement
American Imperialism
Panama Canal
Pullman Strike/Boycott
Teddy Roosevelt & The Square Deal
Abolitionists & Emancipation
pages 518-521 in textbook

Unit IV (1910-20)

American History Reading List

Treaty of Versailles & U. S. Foreign Policy
pages 557-573 in textbook

Unit V (1920-40)

Author

Ernest Hemingway
Robert Frost
T.S. Eliot
Carl Sandburg
William Faulkner
Langston Hughes
Claude McKay
Countee Cullen
John Steinbeck
James Thurber
Tennessee Williams

Title

"In Another Country"
"Birches"
"Out, Out—"
"Stopping by Woods on a Snowy Evening"
"Fire and Ice"
"Mending Wall"
"The Love Song of J. Alfred Prufrock"
"Chicago"
"Four Preludes on Play Things of the Wind"
"The Bear"
"Nobel Address"
"Theme for English B"
"If We Must Die"
"Any Human to Another"
"The Leader of the People"
"The Last Flower"
The Glass Menagerie
American History Reading List

Prohibition
New Deal

Unit VI (1940-50)

Author
John Hersey

Title
Hiroshima

American History Reading Lists

World War II/Homefront
Manhattan Project
pages 654-677 in textbook

Unit VII (1950's-Present)

Author
Arna Bontemps
Paul Laurence Dunbar
W.E.B. Du Bois
Teresa Paloma Acosta
Isaac Asimov
Kurt Vonnegut, Jr.
Karl Shapiro

Title
"A Black Man Talks of Reaping"
"Sympathy"
"We Wear the Mask"
"Of The Meaning of Progress"
"My Mother Pieced Quilts"
"The Singing Bell"
"Harrison Bergeron"
"Auto Wreck"

American History Reading Lists

McCarthyism & Anti-McCarthyism
Cold War
Space Race
Man on the Moon
Nixon & Watergate
pages 698-702 in textbook

*An additional two American novels of the student's choice will be read.

A course like this will not be successful unless certain factors exist. The teachers must be compatible and respect each other. Planning time and extended contracts must be given to the staff. Administrators and teachers must be dedicated, flexible, enthusiastic, and open-minded. Community and board of education support must be sought and fostered. Records should be kept of the program, including a video tape of projects and activities throughout the year. And lastly, continually adding to the program's collection of materials and resources will strengthen the integrating experience for the students and teachers.