

Dear Lumen Students and Parents,

This document has descriptions of Lumen's interdisciplinary Social Studies/English seminars for 2015-16. It shows how these seminars are linked with the Social Studies and English standards followed by RASD; the standards are described at the end of the document. You will choose **two out of three** seminars offered during each quarter. As you select your seminars, aim to cover a broad range of standards. Also keep in mind that because of our four-year looping curriculum and several semester-long courses unique to Lumen (Multicultural America, Environmental Studies and Civics) many of these standards will be covered in other years as well. This is particularly true of the "Global" history standards.

Seminar title and description	History Standards addressed	English Standards
Quarter 1		
History in the Key of Jazz The Roaring 20s were one of the most prosperous and lively periods in American History. The "Jazz Age" gave birth to new music, new styles, and new cultural ideas. This seminar will explore the 1920s and look at how a prosperous nation got ahead in the world after WWI. It was a time of great change and success. We will look at the historical aspects of the 20s like prohibition, musical tastes and fashion, and architecture. We will also try to see the connections between today's cultural issues and those of the 20s. The reading selection for this seminar will be <i>The Great Gatsby</i> .	Global 12.5 Civic 12. 6 Civic 12.7 Civic 12.9 Civic 12.10 Economic 12.13 Economic 12.14 Economic 12.15 Economic 12.17	CCSS.ELA-LITER ACY.RL.11-12.1 CCSS.ELA-LITER ACY.RL.11-12.2 CCSS.ELA-LITER ACY.RL.11-12.7 CCSS.ELA-LITER ACY.RI.11-12.6 CCSS.ELA-LITER ACY.L.11-12.3
Debating a 250 year old debate -- How did America get rich and how can we stay that way? The United States may be the wealthiest nation the world has ever known. Why? Most scholars agree that one important reason is the "rules of the game" we play by -- rules about patents, monopolies, taxes, money, banks, interstate commerce, etc. How have these rules both unleashed and reigned in the power of self-interest? Our story will start with Somali pirates and end with a wide-ranging exploration of the role of the federal government in the US economy. Be prepared for debates, simulations, court cases, and hopefully a lot of lively disagreements!	Civic 12.7 Civic 12.8 Civic 12.9 Civic 12.10 Civic 12.11 Economic 12.12 Economic 12.13 Economic 12.14 Economic 12.15 Economic 12.16 Economic 12.17	CCSS.ELA-LITER ACY.RH.9-10.1 CCSS.ELA-LITER ACY.RH.9-10.2 CCSS.ELA-LITER ACY.RH.9-10.3 CCSS.ELA-LITER ACY.RH.9-10.4 CCSS.ELA-LITER ACY.RH.9-10.6 CCSS.ELA-LITER ACY.RH.9-10.10
Robbers or Barons?	Global 12.5 Civic 12.6	CCSS.ELA-LITER ACY.RL.11-12.1

<p>Leaders of industrialization such as Rockefeller and Vanderbilt are often portrayed as ruthless monopolists - robber barons, to use a familiar term. Closely analysed, the robber barons' effects are a good deal more complex and surprisingly favorable to consumer interests. We will look at the first monopolies in America and draw conclusions about whether those monopolies were good for America. Were these men Robber Barons--stealing from their customers and their employees, and making society worse off? Or were they entrepreneurs, serving their customers, and society overall, by providing better and cheaper products? We will bring it all the way forward and compare early monopolies with potential monopolies.</p>	<p>Civic 12.7 Civic 12.8 Civic 12.9 Civic 12.10 Civic 12.11 Economic 12.12 Economic 12.13 Economic 12.14 Economic 12.15 Economic 12.16 Economic 12.17</p>	<p>CCSS.ELA-LITER ACY.RL.11-12.2 CCSS.ELA-LITER ACY.RL.11-12.7 CCSS.ELA-LITER ACY.RI.11-12.6 CCSS.ELA-LITER ACY.L.11-12.3</p>
Quarter 2		
<p>Go West, Young Man This seminar will explore America's westward expansion through literature and historical events. It will focus on the events that shaped American values and goals during the late 1800s. Underlying this look at the history are the American values of advancement and exploration. We will look at some of the ideas authors wrote about and look at how the history affected the literature. A growing nation can teach us things about our current situations--we can learn from what we, as Americans, DID and WROTE about.</p>	<p>Global 12.1 Global 12.2 Global 12.5 Civic 12.6 Civic 12.7 Civic 12.8 Economic 12.17</p>	<p>CCSS.ELA-LITER ACY.RL.11-12.10 CCSS.ELA-LITER ACY.RL.11-12.9 CCSS.ELA-LITER ACY.RL.11-12.5 CCSS.ELA-LITER ACY.L.11-12.6 CCSS.ELA-LITER ACY.L.11-12.4</p>
<p>Union Made? They brought us the weekend, the 40-hour work week, safer jobs, and minimum wage. They also brought us "rubber rooms" for non-functional but unfireable employees, and seniority ("last hired, first fired" regardless of competence). At their best, unions check the unfettered power of business and bring essential protections to workers. At their worst, they are as corrupt and self-serving as the robber barons. What can the history of unions and labor struggles tell us about some of today's labor issues? How is the US currently negotiating the power of workers versus business owners? Expect debates, negotiation simulations, and some great American songs.</p>	<p>Global 12.2 Global 12.5 Civic 12.6 Civic 12.7 Civic 12.8 Civic 12.9 Economic 12.12 Economic 12.13 Economic 12.14 Economic 12.15 Economic 12.16 Economic 12.17</p>	<p>CCSS.ELA-LITER ACY.RH.11-12.6 CCSS.ELA-LITER ACY.RH.11-12.7 CCSS.ELA-LITER ACY.RH.11-12.8 CCSS.ELA-LITER ACY.RH.11-12.9 CCSS.ELA-LITER ACY.RH.11-12.10</p>
<p>Brother, Can You Spare a Dime? As a follow up to the History in the Key of Jazz seminar, we will then look at what followed this prosperous decade: The</p>	<p>Global 12.5 Civic 12.6 Civic 12.7 Civic 12.8</p>	<p>CCSS.ELA-LITER ACY.RL.11-12.10 CCSS.ELA-LITER ACY.RL.11-12.9 CCSS.ELA-LITER</p>

Great Depression. The 1930s represented a difficult time in America's history. We will explore the stock market crash and its causes and try to get a better understanding of what led to the Great Depression while also trying to make connections to America's recent recession. The literature of the time also reflected a troubled and struggling America. (Reading selection: <i>Of Mice and Men</i>)	Civic 12.9 Civic 12.10 Civic 12.11 Economic 12.12 Economic 12.13 Economic 12.14 Economic 12.15 Economic 12.17	ACY.RL.11-12.5 CCSS.ELA-LITER ACY.L.11-12.6 CCSS.ELA-LITER ACY.L.11-12.4
Quarter 3		
Progressive Era The Progressive Era was a time in United States history when Americans came together to advocate for social, political and economic reform. The work done by politicians, business leaders, journalists and everyday citizens set the tone for a transformation of American lifestyle. Americans worked to set standards for child labor, education, social services, urban problems and politics. We will examine the beliefs of many progressives of the period and their observations about industrial growth and efficiency as the country entered a new century. Much of the literature of the time reflected investigation into corruption, waste and greed.	Global 12.5 Civic 12.6 Civic 12.7 Civic 12.8 Civic 12.9 Civic 12.10 Civic 12.11 Economic 12.12 Economic 12.13 Economic 12.14 Economic 12.15 Economic 12.17	CCSS.ELA-LITER ACY.RI.11-12.8 CCSS.ELA-LITER ACY.RI.11-12.5 CCSS.ELA-LITER ACY.L.11-12.6 CCSS.ELA-LITER ACY.SL.11-12.1
American Conflicts America has been involved in many wars and conflicts throughout its history. But do you really know WHY they got involved and what the extent of their involvement was? This seminar will focus on America's role in various wars throughout history beginning with the Revolutionary War and leading up to today's wars in the Middle East. For the English portion of this seminar, we will read accounts of soldiers and analyze how they felt about their positions on the battlefield. We will also attempt to compare the conflicts between nations to the conflicts between people. How can an argument between two characters in a book look just like a conflict between countries? If "conflict is conflict" what are the parts that are basically the same?	Global 12.3 Global 12.4 Civic 12.6 Civic 12.7 Civic 12.8 Civic 12.9 Civic 12.10	CCSS.ELA-LITER ACY.RI.11-12.8 CCSS.ELA-LITER ACY.RI.11-12.5 CCSS.ELA-LITER ACY.L.11-12.6 CCSS.ELA-LITER ACY.SL.11-12.1
The Cold War It was an economic conflict: capitalism or communism? It was an ideological conflict: powerful central government or powerful private enterprise? It was a territorial conflict: which way Eastern Europe and Asia, which way Central America	Global 12.3 Global 12.4 Civic 12.6 Civic 12.7 Civic 12.8 Civic 12.10 Civic 12.11	CCSS.ELA-LITER ACY.RH.11-12.1 CCSS.ELA-LITER ACY.RH.11-12.2C CSS.ELA-LITERA CY.RH.11-12.4CC SS.ELA-LITERAC Y.RH.11-12.6

and the Caribbean? It was a philosophical conflict: religion or secularism? Individualism or collectivism? In the end, it was a conflict which lined up most countries in the world behind one great power or the other: the USA or the USSR. In this seminar we will explore the roots of the Cold War, the beliefs of each side, and the ways the conflict played out in the US and around the globe from the end of World War II until the fall of the “Iron Curtain” in 1991.	Economic 12.13 Economic 12.17	CCSS.ELA-LITERACY.RH.11-12.7C CCSS.ELA-LITERACY.RH.11-12.8CC CCSS.ELA-LITERACY.RH.11-12.9 CCSS.ELA-LITERACY.RH.11-12.10
Quarter 4		
Well-Behaved Women Rarely Make History This seminar will focus specifically on important female figures in both history and literature. What did they do specifically to make a name for themselves when, at times in our history, women were not typically in a position to stand out? At certain points in both literature and history there was a crossroads of culture, people, and ideas. We will look at how some women positioned themselves to make big changes in America and how their influence may still be impacting ideas and decisions even today. From Rosie the Riveter to Emily Dickinson, some women have had a lasting influence on America’s historic course.	Global 12.5 Civic 12.6 Civic 12.7 Civic 12.8 Civic 12.9 Civic 12.11 Economic 12.17	CCSS.ELA-LITERACY.W.11-12.3 CCSS.ELA-LITERACY.W.11-12.4 CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.W.11-12.6
Utopians, Republicans and Octagons: The History of Ripon The Wisconsin Phalanx founded a utopian community in what is now Ripon in 1844, building a communal longhouse and establishing a successful farm. The community was absorbed into what became the city of Ripon a few years later. They built octagonal houses (all the rage in the 1850s), fought for the abolition of slavery, spoke up for women’s suffrage, built a college, founded the Republican Party, created the first private nature preserve in the state... and built Wisconsin’s first sewage treatment plant! Riponites made this town such a happening place the state legislature almost selected it as the site of the land grant college. (That honor ultimately went to Madison.) The history of Ripon is a great story! Explore it and its links to many of the most important social and political movements of the 19th century. Our class project will be an online, interactive historical map of Ripon with text, photos, video clips, interviews, etc.	Global 12.1 Global 12.5 Civic 12.6 Civic 12.7 Civic 12.8 Civic 12.9	CCSS.ELA-LITERACY.RH.11-12.1 CCSS.ELA-LITERACY.RH.11-12.2C CCSS.ELA-LITERACY.RH.11-12.4CC CCSS.ELA-LITERACY.RH.11-12.7CCS CCSS.ELA-LITERACY.RH.11-12.9 CCSS.ELA-LITERACY.RH.11-12.10
Who’s on First?	Global 12.2 Global 12.5	CCSS.ELA-LITERACY.W.11-12.3

<p>This course will explore the significance of baseball in American history. As a folk game, an organized sport, a commercial business, and an entertainment spectacle, baseball has been one of our nation's most popular and enduring institutions. Because of this, the study of baseball provides an accessible lens through which to view many facets of American history and life. Though we will hear and read many entertaining accounts of home runs hit, shutouts pitched, and pennant races won, our focus will be on what the history of baseball can tell us about varying themes in American history.</p>	<p>Civic 12.10 Economic 12.13</p>	<p>CCSS.ELA-LITERACY.W.11-12.4 CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.W.11-12.6</p>
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Click the link below to navigate to the descriptions of English/Language Arts Standards.

[English/Language Arts Standards](#)



Big Idea: How do individuals, groups and nations interact with the global community?		
Grade:	Standard:	Student Learning Targets:
A. Global		
US-A.12.1	What is the interaction between the physical environment and United States history and culture?	<ul style="list-style-type: none"> I can explain the interaction between our physical environment and my country's history and culture.

US-A.12.2	What key demographic changes have impacted the United States?	<ul style="list-style-type: none"> I can explain the impact of the key demographic changes in the US.
US-A.12.3	How has global conflict / cooperation shaped the course of US history?	<ul style="list-style-type: none"> I can explain how foreign relations and conflict have shaped the history of our country.
US-A.12.4	How has the United States viewed its role in the global community?	<ul style="list-style-type: none"> I can explain the United States role in the world.
US-A.12.5	How have cultural changes influenced institutions in the United States?	I can explain how culture has influenced institutions in our country.

Big Idea: How do people develop, influence and interact with systems of governance and exercise civic decision-making?

Grade:	Standard:	Student Learning Targets:
B. Civic		
US-B.12.6	How has the concept of freedom and equality changed in the United States?	<ul style="list-style-type: none"> I can explain how freedom and equality have changed in the US.
US-B.12.7	How have ideals been justified throughout various periods in US history?	<ul style="list-style-type: none"> I can explain how ideals have been justified during different eras in US History.
US-B.12.8	How have political movements influenced US history?	<ul style="list-style-type: none"> I can describe how political movements have influenced US History.
US-B.12.9	How has internal conflict / cooperation shaped the course of US History?	<ul style="list-style-type: none"> I can explain how internal conflict and cooperation have shaped the course of US History.
US-B.12.10	How and why have our interpretations of past events changed over time?	I can explain how our interpretations of history have changed over time.
US-B.12.11	What are the foundations of democracy in the United States?	I can explain the foundations of democracy in the US.

Big Idea: How do individuals and groups interact with economic institutions

Grade:	Standard:	Student Learning Targets:
C. Economic		
US-C.12.12	How has the efficient or inefficient use of resources affected society?	<ul style="list-style-type: none"> I can explain how the use of resources affects society.
US-C.12.13	How has capitalism influenced institutions and society throughout United States history?	<ul style="list-style-type: none"> I can explain how capitalism has influenced society throughout US history.
US-C.12.14	How have markets influenced the evolution of United States history?	<ul style="list-style-type: none"> I can explain how markets have influenced US history.
US-C.12.15	What causes economic change and how has it impacted the United States?	<ul style="list-style-type: none"> I can explain how economic change has impacted the US.
US-C.12.16	How have advances in science and technology influenced individuals, families, and society in the United States?	I can explain how advances in science and technology have influenced society in the US.
US-C.12.17	How have historical events influenced economics?	I can explain how historical events can influence economics.