

**Grade Level:** 11th grade

**Class:** American History

**Collaborative with classroom teacher**

**Subject Integration:** Art History

**Essential Question:** [\[obj\]](#)

**How do literacy skills benefit you when learning the context of American History and which stories are told or left out?**

**Literacy Skill(s) to be taught (text, p. 16-19):**

- Determine Importance

- Infer and Visualize Meaning

**Learning Outcomes:** Students will be able to....

Think critically about the information in front of them

Place new content into the context of what they already know

Find skills for spotting misinformation

**AASL Standards Framework for Learners:**

<http://standards.aasl.org>

**I.A.2. Inquire and Think, Students will recall prior and background knowledge as context for new meaning.**

**VI.C.1. Explore and Engage, sharing information resources in accordance with modification, reuse, and remix policies**

**ISTE Standards for Students:**

<https://www.iste.org/standards/for-students>

1.6.b. Original and Remixed Works- "students create original works or responsibly repurpose or remix digital resources into new creations"

**State Subject Standard(s):**

[NYSED.gov](http://www.nysed.gov)

11.3 Expansion, Nationalism, and Sectionalism(1800-1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War.

a. American nationalism was both strengthened and challenged by territorial expansion and economic growth.

	Learning/Teaching Activities CT=Classroom Teacher L=Librarian	Resources
Accommodations/ Modifications for All Learners/Motivation	Simplified Text, Audio options will be provided, the student can shape their own presentation, approved by CT in a way that uplifts their needs while still supporting their learning process.	<a href="#">Student resources for accommodation.</a>

<p>Direct Instruction (I do) <b>Mini-Lesson or Prompt</b></p>	<p>CT &amp; L introduce Landscape Painter, Thomas Cole to the Catskill Public School 11th grade American History class via some of his Catskill mountain/Hudson Valley specific work, both his paintings and his "Essay on American Scenery." Introduce YOUR reaction to the students about the idea of misrepresentation, point out how you saw Thomas Cole misrepresenting populations in his text and his paintings.</p>	
<p>Guided Practice (We do) <b>Model the skill with the selected content</b></p>	<p>Watch video- PBS Stockbridge-Munsee Mohican History</p> <p>Use the painting "Falls of the Kaaterskill, 1826" to have a classroom discussion on Cole's decision to remove westernized, man-made structures from the scene and his insertion of a single and lone Indigenous figure. How is the Indigenous figure in the painting a misrepresentation of the Indigenous populations of Upstate New York in the 19th century? (A solitude figure says the indigenous man is devoid of community- false, the figure is wearing clothes not representative of upstate New York indigenous practices) What other identities were silence and marginalized at this time? (The ways women, black people, and disabled people are represented/silenced through the life &amp; work of Thomas Cole) A close reading practice with the quote</p> <p>"A very few generations have passed away since this vast tract of the American continent, now the United States, rested in the shadow of primeval forests, whose gloom was peopled by savage beasts, and scarcely less savage men; or lay in those wide grassy plains called prairies" (Cole, T. 1836)</p> <p>Discuss his use of the term "savage" to describe the Indigenous population that predated European invasion of the America's. Introduce the skill students are going to use and practice it together. Students will record their answers on the graphic organizer.</p> <p>Ask student groups to explore the webpage <a href="http://www.explorethomascole.org/">http://www.explorethomascole.org/</a>, find a painting they'd wish to analyze with comparison to a portion of the text within Thomas Cole's "Essay on American Scenery," focus on marginalized/historically silenced identities.</p>	<p><a href="http://explorethomascole.org">explorethomascole.org</a> <a href="https://thomascole.org/wp-content/uploads/Essay-on-American-Scenery.pdf">https://thomascole.org/wp-content/uploads/Essay-on-American-Scenery.pdf</a></p> <p><a href="http://thomascole.org">thomascole.org</a> <a href="https://video.pbswisconsin.org/video/wpt-documentaries-stockbridge-munsee-mohican-history/">https://video.pbswisconsin.org/video/wpt-documentaries-stockbridge-munsee-mohican-history/</a></p>
<p>Independent Practice (They do) <b>Students apply the selected skill individually or in designated small groups</b></p>	<p>Students, working in groups or alone (your choice) will select another painting from the website, identify another term to define on the graphic organizer that will help them determine the answer to the question below:</p> <p>How has Thomas Cole furthered the misinformation or silencing of these identities?</p>	<p><a href="http://explorethomascole.org">explorethomascole.org</a> <a href="https://thomascole.org/wp-content/uploads/Essay-on-American-Scenery.pdf">https://thomascole.org/wp-content/uploads/Essay-on-American-Scenery.pdf</a></p>

Closing/ Sharing/ Reflection	Presentation of Painting and Text chosen, marginalized identity chosen, what was learned from the lesson.	
Formative Assessment	What questions are students asking? Students interpretations of materials, participation in group and class-wide discussions.  Peer review/editing and feedback	
Summative Assessment	The final presentation of work completed- analysis of quote from "Essay on American Scenery", analysis of painting chosen, research done on misinformation within the quote and painting.	

**Follow up: Resources/Activities for *Extending the Learning*: Missing**

***Include handouts, graphic organizer you use.***

**References below of all sources used (in APA format, including graphic organizer you use):**

### References

American Association of School Librarians. (2018). *AASL standards framework for learners*.

<https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>

*Thomas Cole National Historic Site.* (n.d.). <https://thomascole.org/>

Cole, T. (1836, January). Essay on American scenery. *Atlantic Monthly Magazine* 1, 1-12. <https://thomascole.org/wp-content/uploads/Essay-on-American-Scenery.pdf>

International Society for Technology in Education. (2023). *ISTE standards: For students*. ISTE. <https://iste.org/standards/students>

New York State Education Department. (2017). *New York State Grades 9-12 Social Studies Framework*. <https://www.nysesd.gov/sites/default/files/programs/standards-instruction/framework-9-12-with-2017-updates.pdf>

Stephanie Harvey, & Anne Goudvis. (2017). Strategies that work: Teaching comprehension for engagement, understanding, and building knowledge, Grades K-8 (3<sup>rd</sup> ed). Routledge.

The Thomas More Historical Site. (2010). *Explore Thomas Cole*. <http://www.explorethomascole.org/>

Wisconsin Public Television & Wisconsin Historical Society. (2015, July 24). *Stockbridge-Munsee Mohican history. Tribal histories video. [Video]*. PBS Wisconsin. <https://video.pbswisconsin.org/video/wpt-documentaries-stockbridge-munsee-mohican-history/>