

Instructional Materials Committee
CURRICULUM ADOPTION REQUEST

Text/Resource Requestor: Shari Conditt

Text/Resource Title: Devil in the White City

Author: Erik Larson

Publisher: Crown

Copyright Date: 2003

Intended Use:

School: Woodland High School

Department: Social Studies

Grade: 11th grade

Subject: AP US History

Number of Copies Needed: 50

This text is intended for use beginning (sy): 2015-2016

Approval Dates: (For District Use)

Principal or Dept. Head (name)

Date:

Instructional Material Committee

Date:

Board of Directors Approval

Date:

Evaluation:

Reading Level (CCSS Qualitative and Quantitative Measures): reading level: 9.5 Lexile: 1170L

1. What process did you use to evaluate the appropriateness and effectiveness of this text/resource? Close reading; Survey of colleagues who teach the APUSH course in various places across the country.

2. What other materials did you consider? I've utilized other primary sources related to the Gilded Age (shorter texts, letters, photographs).

3. In what ways is this material better than the other materials? (Text format, organization content, unbiased content concerning minorities and women, teacher's guide, workbooks, etc.) a. The text is a secondary source and written by a popular historian, Erik Larson. I think it

is important for our students to read currently/popular non fiction as a way to encourage them to read in the content. Erik Larson is an engaging writer whose books are best sellers. I've attended a lecture by Larson and engaged with him regarding his source research. I feel that his research is well done and that he creates solid and engaging history text. He writes history like a novel, which makes it interesting for the students. The topics within the text are diverse so it has a little bit of something for everyone (ranging in politics, architecture, urban growth, crime, etc...). In addition, the book is being made into a movie and I believe that this would help create more interest for students.

4. How does this material fit the student's learning objectives for the subject area?

- a. Students will closely read and analyze a literary text.
- b. Students will compare diverse perspectives in diverse sources in order to draw conclusions regarding one or more historical events.
- c. Students will engage with text to draw conclusions about the Gilded Age.

5. How does this material ensure continuity with the District's overall program?

We continue to encourage our students to read and analyze diverse literary text. The APUSH course, due to adjustments made in scope and sequence, has a unique opportunity to provide students with rich lesson/topic study on the Gilded Age/Industrial Era. The text allows the students to engage in the content area but to also see the time period as rich and deep. Our department has worked diligently to move away from using just the textbook to teach history. This text allows our students to read a different secondary source to learn about the era.

6. Will this material be the basic text or will it supplement the basic text? If it is supplementary,

what is your basic text? This text is supplementary. We currently use *The American Pageant* by Kennedy and Cohen. This is the standard APUSH text used across the country. *The Devil in the White City* would provide students with another text to read and analyze when studying the Gilded Age

Bias Content	Excellent	Good	Fair	Poor	N/A
Presents more than one view point of controversial issues.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presents minorities realistically.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes contributions of minority authors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Presents non-stereotypic models.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates the sharing of cultural differences.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes the positive nature of differences.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes the contributions, inventions, or discoveries of minorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Includes the contributions, inventions, or discoveries of women.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presents minorities in a manner that promotes ethnic pride.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Facilitates an environment open to discovery and experimentation.

