

SUBJECT AREA: Social Studies/ US History

GRADE LEVEL: 11th

SEMESTER: Fall 2020

| UNIT TITLE/ESSENTIAL QUESTION(S) | UNIT SKILLS AND CONTENT (Skills should be identified from core content skills identified in Vertical Planning) | CORE TEXTS AND MATERIALS | FORMATIVE & SUMMATIVE ASSESSMENTS | COMMON CORE/CONTENT STANDARDS |
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| <p>Part 1~ Three Worlds Meet ~1700s</p> <p>3 weeks</p> <p>EQs: How does environment and climate impact culture?</p> <p>How did issues of power and wealth influence exploration and European colonization?</p> <p>How has colonization and the advent of racial caste slavery shaped and formed America?</p> | <p>Week 1~ The People of America 10/2</p> <p>EQ: How does environment and climate impact culture?</p> <p>Content:</p> <ul style="list-style-type: none"> - Indigenous Civilizations (Cahokia & Anasazi) - American geography - Indigenous trade - The Lenape and Indigenous Brooklyn - The Gun, Germs, & Steel theory and criticism - Indigenous nations, aspects of culture and climate -> Yakama, Dine, Haudenosaunee, Lakota <p>Skills: Students will read annotate and analyze images, maps, charts, and population data graphs, and compare evidence from these sources that can be used to answer a question.</p> <p>Week 2~ Colonization of America 10/13</p> | <p>Week 1~ Text for Climate and Culture Task Sourced from: Haudenosaunee https://americanindian.si.edu/sites/1/files/pdf/education/HaudenosauneeGuide.pdf https://www.haudenosauneeconfederacy.com/who-we-are/</p> <p>Yakama: https://www.yakama.com/about/ https://www.critfc.org/member Tribes overview/the-confederated-tribes-and-bands-of-the-yakama-nation/</p> <p>Dine: https://www.navajonnsn.gov/history.htm https://www.discovernavajo.com/navajo-culture-and-history.aspx</p> <p>Lakota: https://www.lakotamall.com/history-and-ancestry/ http://lakotavoices.com/history-of-lakota-tribe.php</p> <p>Week 2~ Columbus Journal excerpts https://docs.google.com/document/d/1JSotDkKeX20dPS0eQuB244t0h4VM_5FR-sUp8kClImQ/edit</p> | <p>Week 1~ Weekly task: Climate & Culture CER Writing task Task: Create a claim in response to the following question: How does the environment/climate influence (affect) cultures/societies? Support the claim with evidence from:</p> <ul style="list-style-type: none"> • At least 2 different Indigenous nations/alliances • At least 2 different aspects of culture • Make at least 1 connection to today (2020) <p>Skills: RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole. Identity: To make connections about how students' current environment and climate has an influence on them Intellect: To gain an understanding of 4 historically significant nations/alliances, to</p> | <p>RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.</p> <p>WHST 2: Write informative/explanatory text focused on discipline-specific content. b. Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key</p> |

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| | <p>EQ: How did issues of power and wealth influence exploration and European colonization?</p> <p>Content:</p> <ul style="list-style-type: none"> - Columbus and the Conquistadors - The Conquering of Constantinople & it's effects - The Columbian Exchange <p>Skills: -Students will read, annotate and analyze images, maps, charts, and population data graphs and compare evidence from these sources that can be used to answer a question -Within each unit of study students will analyze multiple primary source documents and explain the relationship among ideas and details within the text</p> <p>Week 3~ Colonial America 10/19</p> <p>EQ: How has colonization and the advent of racial caste slavery shaped and formed America?</p> <p>Content:</p> <ul style="list-style-type: none"> - Recognizing with our colonial/white supremacy past/present- What should happen to Confederate statues? - Permanente British North American | <p>source: https://www.swarthmore.edu/SocSci/bdorsey/141docs/01-col.html</p> <p>Columbus political cartoon Source: https://imageproxy.themaven.net/https%3A%2F%2Fs3-us-west-2.amazonaws.com%2Fmaven-user-photos%2Findiancountrytoday%2Farchive%2F8zoiDmYqjkuA5Qj5-QAQPw%2FcOrNcmo3AkaeWrQkiWWprA</p> <p>Week 3~ Confederation Statue, discussion articles: https://docs.google.com/document/d/11NIsKIhB-KJmXWqW3skXZjDIMRM6aaE0_zn_CFlqJvk/edit#heading=h.yblc3ciyngr8 Sources: https://abcnews.go.com/US/history-debate-americas-sordid-history-racism-confederate-monuments/story?id=71486827 https://www.theatlantic.com/politics/archive/2017/08/why-i-changed-my-mind-about-confederate-monuments/537396/ https://www.theatlantic.com/international/archive/2017/08/how-to-repurpose-a-bad-statue/537447/</p> <p>The 1619 Project: https://www.youtube.com/watch?time_continue=1&v=7xzNyrFhZew&feature=emb_title https://docs.google.com/document/d/1CNJIGUTVZtFP9R-</p> | <p>see the diversity of Indigenous American cultures, and to make connections and explain how the environment influences culture, including cultures today.</p> <p>Remote class formative assessments:</p> <p>Checking for understanding and analysis questions on note slides/maps</p> <p>Guns, Germs, and Steel Map + text analysis & discussion/critical questioning of the theory and it's criticism</p> <p>Skills: -RH 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies. -Within each unit of study, students will identify an author's claim and select strong evidence that reveals how the author builds their claim. Students will identify the strengths and limitation of evidence presented in relation to the claim and generation questions base on ambiguity within the text</p> <p>Week 2: Weekly task: Who Should We Honor Instead? Research task Task: Find someone in America History, whom you share a</p> | <p>events or ideas develop within a text</p> <p>RH 3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.</p> <p>RH 7: Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital text</p> |
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| | <p>colonies- Jamestown and Plymouth</p> <ul style="list-style-type: none"> - Origins of racial caste slavery - "Old World" Slavery - Trans Atlantic Slave Trade - 1619 <p>Skills: Within each unit of study, students will identify an author's claim and select strong evidence that reveals how the author builds their claim. Students will identify the strengths and limitation of evidence presented in relation to the claim and generation questions base on ambiguity within the text</p> | <p>MIEQYB0wxBHyi3hXa5mpl2Gujfd8/edit</p> <p>Sources: https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html https://pulitzercenter.org/lesson-plan-grouping/1619-project-curriculum</p> | <p>cultural background with, who we should honor instead. Fill out the "application" for your honoree (the person you want to honor) Once your person has been approved*, create a brochure for your honoree, telling us why we should honor them instead</p> <p>*approved, as in feedback from a teacher on who you selected to honor</p> <p>Skills: WHST 2: Write informative/explanatory text focused on discipline-specific content.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Identity: To discover students share a cultural background with who had a positive impact on this country and its people, that we can all be proud of.</p> <p>Intellect: To discover figures who have had an impact on US History, some who may not have wide attention</p> <p>Criticality: To question the impact of statues who honor people who has caused harm, through both a conversation on Confederate statues and determining whether their selected person has caused mass harm to a specific group of people.</p> <p>Remote class formative assessments:</p> | |
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| | | | <p>Checking for understanding and analysis questions on note slides/maps</p> <p>Columbus Journals + Political Cartoon Primary source reading/analysis practice + comparing sources in different medium and time frame</p> <p>Skills: Within each unit of study students will analyze multiple primary source documents and explain the relationship among ideas and details within the text RH 7: Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital text</p> <p>Week 3: Remote class formative assessments:</p> <p>Checking for understanding and analysis questions on note slides</p> <p>Where should the Confederate Statues go? Reading+ Discussion</p> <p>Skills: RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole. -Students will identify an author's claim and select strong evidence that reveals how the author builds their claim. Students will identify the</p> | |
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| | | | <p>strengthens and limitation of evidence presented in relation to the claim and generation questions base on ambiguity within the text</p> <p>Declaration of Independence text analysis</p> <p>Skills: RH 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies. RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.</p> <p>1619 reading analysis + questions Skills: RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text RH 3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. RH 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.</p> | |
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| <p>Part 2~ Constitutional Foundation 1700-1800</p> <p>4 weeks</p> <p>EQs: What was the most significant cause for the American Revolution and what would be <i>your</i> reason to revolt?</p> <p>How did the Revolution impact marginalized groups?</p> <p>Could the Constitution be written without compromise?</p> <p>Does state or federal government have a greater impact on our lives?</p> <p>Does the system of checks and balances provide us with an effective and efficient government?</p> | <p>Week 4~ Road to Revolution 10/26 EQ: What was the most significant cause for the American Revolution and what would be <i>your</i> reason to revolt?</p> <p>Content:</p> <ul style="list-style-type: none"> - 13 Colonies geography + economies based on regions (New England, Middle, South) - French & Indian War & Proclamation Line of 1763 - Mercantilism & Salutary Neglect - Activists Groups (Sons of Liberty and Daughters of Liberty) - Stamp Act - Boston Massacre - Boston Tea Party & Intolerable Acts <p>Skills: Students will read, annotate and analyze images, maps, charts, and population data graphs and compare evidence from these sources that can be used to answer a question</p> <p>Week 5: Revolution 11/2</p> <p>EQ: How did the Revolution impact marginalized groups?</p> <p>Content:</p> <ul style="list-style-type: none"> - 2020 Election. Election Day and post-election restorative circles - John Locke & Social Contract | <p>Week 4~ Text for Road to Revolution Task Sourced from: https://www.ushistory.org/declaration/lessonplan/mercantilism.html#:~:text=Mercantilism%20was%20a%20popular%20economic,moneymakers%20for%20the%20mother%20country.&text=This%20pushed%20the%20colonists%20to,goods%20from%20other%20European%20countries.</p> <p>Gallery stations primary sources: https://curriculum.newvisions.org/social-studies/resources/resource/112-b-guided-dbq-causes-of-the-american-revolution/</p> <p>Week 5~ DBQ Source: https://curriculum.newvisions.org/social-studies/resources/resource/imp-act-revolutionary-war-women-enslaved-peoples-native-americans/</p> <p>Declaration of Independence: https://curriculum.newvisions.org/social-studies/resources/resource/112-b-declaration-of-independence/</p> <p>Week 6~ Source for Federalist vs. Anti-Federalist: https://sheg.stanford.edu/sites/default/files/download-pdf/Federalists%20and%20Antifederalists%20Lesson%20Plan.pdf</p> <p>Federalist Papers and Anti-Federalists Papers:</p> | <p>Week 4~ Weekly task: Road to Revolution CER Writing Task</p> <p>Task:</p> <p><u>Paragraph 1:</u></p> <p>From the chart below, pick 1 or 2 events/causes that you find most significant in causing the American Revolution:</p> <p>Construct a claim (What was the most important cause of the American Revolution?) Example: "This event is the most important in causing the American Revolution because ...". Very brief, a few words, explanation of why. Briefly describe the event/cause in your own words Explain why this event is the most significant in causing the Revolution. Be sure to directly connect this to your claim.</p> <p><u>Paragraph 2:</u></p> <p>Reflect and respond to the following two questions:</p> <p>Based on the reasons for the American Revolution and any prior knowledge, why do you think uprisings and revolutions occur? What would be YOUR reasons to revolt? (You can think of this as though you were a colonist at the time - would you agree with the side of the Patriots, and why or why not? Or, you can think of this in a modern context - what would have to happen to make you in favor of a revolution, and why?)</p> | <p>RH 3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them</p> <p>WHST 3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.</p> <p>RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text</p> <p>RH 6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts</p> <p>RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.</p> |
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| | <ul style="list-style-type: none"> - Declaration of Independence - Revolution Timeline - Patriots vs. Loyalists - How enslaved people, the Haudenosaunee nations, and women participated in the war and were affected afterwards <p>Skills: Within each unit of study students will analyze multiple primary source documents and explain the relationship among ideas and details within the text</p> <p>Week 6: Building the Constitution 11/9</p> <p>EQs: Does state or federal government have a greater impact on our lives? How have the Federalists and Anti-Federalists ideas shaped our current government?</p> <p>Content:</p> <ul style="list-style-type: none"> - Treaty of Paris 1783 - Federalism - The failures of the Articles of Confederation - The Constitutional Convention of 1787 - Federalist v. Anti Federalist <p>Skills: Within each unit of study students will analyze multiple primary source documents and explain the relationship among ideas and details within the text</p> | <p>https://curriculum.newvisions.org/social-studies/resources/resource/federalist-papers-vs-anti-federalist-papers/</p> <p>Week 7~ Bill of Rights Source: https://billofrightsinstitute.org/founding-documents/bill-of-rights/ Comparative rights https://constitutioncenter.org/interactive-constitution South Africa’s Bill of Rights https://www.justice.gov.za/legislation/constitution/SACConstitution-web-eng-02.pdf Canada’s Bill of Rights https://laws-lois.justice.gc.ca/eng/acts/c-12.3/page-1.html</p> <p>Parts of the Constitution: https://curriculum.newvisions.org/social-studies/resources/resource/graphic-organizer-parts-constitution/</p> <p>Articles on the Electoral College to pull excerpts from for discussion: https://www.theatlantic.com/ideas/archive/2019/11/electoral-college-racist-origins/601918/ https://www.theatlantic.com/ideas/archive/2019/11/five-common-misconceptions-about-electoral-college/602596/ https://www.theatlantic.com/ideas/archive/2019/09/electoral-college-terrible/597589/</p> <p>Scanned text experts from: “Fault Lines in the Constitution”</p> | <p>Skills RH 3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them WHST 3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.</p> <p>Identity Students will consider their positionality in social and political revolutions and uprisings</p> <p>Intellect Students will learn about the causes of the American Revolution and assess for most significant</p> <p>Critically Students will question why revolutions /uprising occur</p> <p>Remote class formative assessments:</p> <p>Checking for understanding and analysis questions on note slides</p> <p>Break out room/Jigsaw on causes for the revolution:</p> <p>Each group will be assigned a Google slide to work in and 15 mins to:</p> <p>Step 1: Assign group roles (please, put names next to role)</p> <p>Step 2: Read the information on your topic given</p> <p>Step 3: Put together on a slide:</p> <ol style="list-style-type: none"> 1. Summary of <u>what happened</u> 2. What <u>caused</u> your event | |
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| | <p>Week 7: Our Government & Rights 11/16</p> <p>EQs: Could the Constitution be written without compromise? Does the system of checks and balances provide us with an effective and efficient government? Does the Bill of Rights successfully protect our civil liberties and personal freedoms?</p> <p>Content:</p> <ul style="list-style-type: none"> - The Constitutional Convention of 1787 - The Virginia Plan, The New Jersey Plan, & Great Compromise - Bicameral Legislative - The Three-Fifths Compromise - Electoral College - Separation of Powers - Checks and Balances - The Bill of Rights <p>Skills: -Within each unit of study students will analyze multiple primary source documents and explain the relationship among ideas and details within the text - Students will read, annotate and analyze images, maps, charts, and population data graphs and compare evidence from these sources that can be used to answer a question</p> | | <p>3. What are the <u>effects</u> of your event</p> <p>We will come together as a class and share your slides!</p> <p>Skills: RH 3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text</p> <p>Week 5~ Weekly task: Analysis of the Impact of the War DBQ task</p> <p>Task: Analyze the impact of the Revolutionary War on marginalized (historically oppressed) groups.</p> <p>Skills: RH 3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text</p> <p>Remote class formative assessments:</p> <p>Checking for understanding and analysis questions on note slides</p> | |
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| | | | <p>Declaration of Independence + Social Contract Text comparison</p> <p>Skills: RH 6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts</p> <p>Week 6~ Weekly task: Federalist v. Anti-Federalists Text Analysis</p> <p>Task: Who were the Federalists and Anti Federalists, what did they believe, and where would you stand?</p> <p>Skills: RH 6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.</p> <p>Intellect: Students will learn about the positionality and arguments of the Federalists and Anti-Federalists Identity: Students will determine whether they would be a Federalist or Anti-Federalist (or to which degree)</p> | |
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| | | | <p>Criticality Student will question where this debate can be seen today</p> <p>Remote class formative assessments:</p> <p>Checking for understanding and analysis questions on note slides</p> <p>Federalism Summary question In your opinion, does the state or federal government have a greater impact on our lives? In which way? / How?</p> <p>Comparison of Federalist Papers vs. Anti-Federalist Papers Primary source analysis</p> <p>Skills: RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text</p> <p>RH 6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts</p> <p>Federalist vs. Anti-Federalist fill in the blanks- check for understanding</p> <p>Federalist vs. Anti-Federalists Summary question: How have the Federalists and Anti-Federalists ideas shaped our current government?</p> | |
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| | | | <p>Week 7~ Weekly Task: Keep, Change, Add: The Bill of Rights</p> <p>Task: Students will read through the Bill of Rights. For each amendment students will determine to keep that amendment as is, change parts of that amendment or get rid of it completely</p> <p>Each action will require a justification and explanation</p> <p>After, students may add new amendments to the Bill of Rights</p> <p>Lastly, students will answer a reflection question: Does the Bill of Rights (the original version not yours) successfully protect your civil liberties and personal freedoms? Why did you make the challenges you did? How will this provide more protection for others?</p> <p>Skills: RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.</p> <p>WHST 3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.</p> <p>Intellect: Students will read and analysis the Bill of Rights (first 10 amendments)</p> <p>Criticality: Students will be asked to question the extent each amendment protects us and what rights we do not have guaranteed (such as education and health care)</p> | |
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| | | | <p>Identity: Students will reflection on how the protection and limitation of the current Bill of Rights and how they can make it better for their own rights.</p> <p>Remote class formative assessments:</p> <p>Checking for understanding and analysis questions on note slides</p> <p>Bicameral summary question: Could the Constitution be written without compromise?</p> <p>Break-Out Rooms- Slavery in the Constitution (Jigsaw) Students will be placed in break out rooms where they will read an excerpt from the constitution (3/5th, Slave trade, and fugitive slave act) summary the clause and determine within their group how this clause deals with/addresses slavery</p> <p>Students will present their slides</p> <p>Class will answer summary question: Do you think the Constitution is a pro or anti-slavery document?</p> <p>Skills: RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text</p> <p>Electoral College Discussion: Students will read excerpts from articles on the electoral college</p> | |
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| | | | <p>and discuss/answer questions about the articles and their options on the electoral college.</p> <p>Skills: RH 6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts</p> <p>Week of Thanksgiving Break: Students will pick 1 of the amendments from the Bill of Rights to have a circle discussion on. Class will have 1 day of discussion prep (videos + reading/analyzing article) and 2 days of circle discussion (based on evidence from the video + text)</p> <p>Skills: RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.</p> | |
| <p>Part 3~ Imperialism and Division 1800-1865</p> <p>3 weeks</p> <p>EQ: To what extent was the Civil War inevitable? What are</p> | <p>Week 8: American Continental Imperialism & Expansion 11/30</p> <p>EQs: How did continental imperialism further settler colonialism? Has the West been romanticized? What purpose does this serve?</p> | <p>Week 8~ Continental Imperial expansions</p> <p>Primary sources: https://curriculum.newvisions.org/social-studies/course/us-history/building-a-nation/ https://herb.ashp.cuny.edu/</p> <p>Articles on Manifest Destiny + Imperialism</p> | <p>Week 8~ Weekly Task: Continental Imperialism and the Consequences CER Writing task + text analysis</p> <p>Task: Students will read and analysis secondary source information about continental imperial expansions (Louisiana Purchase, Texas Annexation, Mexican Cession, 54'40 or</p> | <p>RH 3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them RH 1: Cite specific textual evidence to support analysis of primary and secondary</p> |

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| <p>it's lasting implication on America?</p> <p>Can legislative compromises solve moral issues?</p> <p>How did expansion lead to more division?</p> <p>Has the West been romanticized? What purpose does this serve?</p> <p>How did continental imperialism further settler colonialism?</p> | <p>Content:</p> <ul style="list-style-type: none"> - Louisiana Purchase - Manifest Destiny - Monroe Doctrine - Mexican American War - Texas Annexation - Mexican Cession - 54'40 or Fight - Dawes Act - Reservations - Trail of Tears & Indian Removal Act - Wounded Knee Massacre - Railroads - Homestead Act <p>Skills: Students write argumentative essays using carefully selected evidence from selected readings and primary sources to support claims and its structured with logical organization</p> <p>Within each unit of study students will analyze multiple primary source documents and explain the relationship among ideas and details within the text</p> <ul style="list-style-type: none"> - Students will read, annotate and analyze images, maps, charts, and population data graphs and compare evidence from these sources that can be used to answer a question <p>Week 9: Division 12/7</p> <p>EQs: How did expansion lead to more division?</p> <p>Can legislative compromises solve moral issues?</p> <p>Content:</p> <ul style="list-style-type: none"> - Missouri Compromise - Compromise of 1850 | <p>https://www.theatlantic.com/magazine/archive/1916/01/manifest-destiny-in-america/528369/</p> <p>https://www.nytimes.com/2008/06/26/books/26gord.html</p> <p>Howard Zinn, <i>A People's History of the United States</i> scanned excerpts</p> <p>Western romanticization: https://www.smithsonianmag.com/history/history-american-west-gets-much-needed-rewrite-180960149/</p> <p>Week 9~</p> <p>Primary sources: https://curriculum.newvisions.org/social-studies/course/us-history/building-a-nation/ https://herb.ashp.cuny.edu/</p> <p>Dred Scott Case: https://www.oyez.org/cases/1850-1900/60us393 https://www.icivics.org/teachers/lesson-plans/slavery-no-freedom-no-rights</p> <p>1619 Project: https://www.nytimes.com/interactive/2019/08/14/magazine/slavery-capitalism.html</p> <p>Week 10~ Primary sources: https://curriculum.newvisions.org/social-studies/course/us-history/building-a-nation/ https://herb.ashp.cuny.edu/</p> <p>Seminar https://www.youtube.com/watch?v=dOkFXPblLpU https://www.washingtonpost.com/politics/2019/12/07/what-nikki-</p> | <p>Fight) and compare to primary source documents detailing the US governments treatment of Indigenous people.</p> <p>Students will answer close reading and analysis questions</p> <p>Then, respond to an ending reflection, using evidence from at least 2 expansions and 2 consequences:</p> <p>How did continental imperialism further settler colonialism? How does this challenge Americas ideals?</p> <p>Skills:</p> <p>RH 3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them</p> <p>RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.</p> <p>-Students write argumentative essays using carefully selected evidence from selected readings and primary sources to support claims and its structured with logical organization</p> <p>Criticality: Students will question how the US Governments treatment of Indigenous People contradicts the ideals of the nation.</p> <p>Intellect: Students will gain and understanding of "westward expansion" land grabs as well as the US Governments treatment of Indigenous People</p> | <p>sources, connecting insights gained from specific details to an understanding of the source as a whole.</p> <p>WHST 2: Write informative/explanatory text focused on discipline-specific content. b. Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text</p> <p>Students write argumentative essays using carefully selected evidence from selected readings and primary sources to support claims and its structured with logical organization</p> |
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| | <ul style="list-style-type: none"> - Abolitionists - Dred Scott v. Stanford - Underground Railroad - Fugitive Slave Act - Bloody Kansas & The Kansas-Nebraska Act - Sectionalism - Nat Turner's Rebellion <p>Skills: Within each unit of study students will analyze multiple primary source documents and explain the relationship among ideas and details within the text</p> <ul style="list-style-type: none"> - Students will read, annotate and analyze images, maps, charts, and population data graphs and compare evidence from these sources that can be used to answer a question <p>Week 10~ Civil War 12/14</p> <p>EQs: To what extent was the Civil War inevitable? What are it's lasting implication on America?</p> <p>Content:</p> <ul style="list-style-type: none"> - Lincoln Douglass Debates - Election of 1860 - South Succession - Emancipation Proclamation - Gettysburg Address - Massachusetts 54th <p>Skills: Students write argumentative essays using carefully selected evidence from selected readings and primary sources to support claims and its structured with logical organization</p> | <p>haley-gets-wrong-about-confederate-flag/https://www.nytimes.com/interactive/2019/08/14/magazine/racial-differences-doctors.html</p> | <p>Remote class formative assessments:</p> <p>Checking for understanding and analysis questions on note slides/maps</p> <p>Art analysis!</p> <p>Manifest Destiny and Imperialism Reading + Discussion How is Manifest Destiny imperialism? What was the role of Manifest Destiny in shaping American culture?</p> <p>Skills: RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text</p> <p>Article on the Romanticization of the West + discussion Has the West been romanticized? What purpose does this serve? Skills: RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text</p> <p>Week 9~ Weekly Task: Expansion = Division? Causation task + CER Writing task</p> <p>Task: Students will place compromises on slave vs. free states and decision on slavery in a timeline and construct an</p> | |
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| | <p>Within each unit of study students will analyze multiple primary source documents and explain the relationship among ideas and details within the text</p> | | <p>annotated map. Students will then respond to the question: How did expansion lead to more division? Using evidence from their own timeline and map.</p> <p>Skills: RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text WHST 3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.</p> <p>Intellect: Students will gain an understanding of compromises and decisions on slavery leading up to the Civil War</p> <p>Remote class formative assessments:</p> <p>Checking for understanding and analysis questions on note slides/maps</p> <p>Court Case analysis: Dred Scott v. Stanford Text analysis + Reflection question: Can legislative compromises solve moral issues? Skills: RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text</p> <p>Week 10~ Weekly Task: Lincoln's Speeches</p> | |
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| | | | <p>Reading Analysis + CER Writing task</p> <p>Task: Students will read excerpts from 4 of Lincoln's speeches throughout the war. Analysis the speeches through questions and determine the trajectory of the war through the changes in his speeches.</p> <p>Finally, Students will answer culminating reflection question: To what extent was the Civil War inevitable? What are it's lasting implication on America?</p> <p>Students will be asked to use 3 pieces of evidence from a combination of Lincolns speeches, the timeline and map they made in the last task, information from remote class (optional), in responding to the task</p> <p>Skills: Students write argumentative essays using carefully selected evidence from selected readings and primary sources to support claims and its structured with logical organization</p> <p>RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text</p> <p>RH 3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them</p> | |
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| | | | <p>Intellect: Students will gain an understanding of the toll of the war on the country</p> <p>Identity: Students will learn analysis how Civil War effects their lives today</p> <p>Criticality: Students will question whether the Civil War was inevitable or not</p> <p>Remote class formative assessments:</p> <p>Checking for understanding and analysis questions on note slides/maps</p> <p>Lincoln Douglass Debate Video/text + analysis Skills: RH 6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts</p> <p>Circle Discussion/Seminar- The implication of the Civil War today</p> <p>Day of Prep- article + video on the Daughters of Confederacy and Educational implications of the Lost Cause</p> <p>Discussion Questions: What is the legacy of the Confederate Flag in America today? How should we handle our dark past and sins as a nation? Why do monuments and flags hold so much power and meaning? Is education enough?</p> | |
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| | | | Students need to use text/video evidence to back up claims | |
| Spring 2021 Pacing and EQs | | | | |
| <p>Part 4~ Reconstruction 1860-1880</p> <p>2 weeks</p> <p>EQs: How was America's response to the challenges of growth & progress aligned to its ideals of democracy?</p> <p>Can political freedom exist without an economic foundation?</p> <p>Does racial equality depend upon government action?</p> | <p>Week 11~ Reconstruction 1/4</p> <p>Week 12~ Backlash 1/11</p> | | | |
| <p>Part 5~ Gilded Age and Progressive Era 1840-1920</p> <p>3 weeks</p> <p>EQs: Is there one American Experience?</p> <p>Were big business leaders "captains of industry" or "robber barons?" Should business be</p> | <p>Week 13~ Immigration 1/19</p> <p>Week 14~ Gilded Age 1/25</p> <p>Week 15~ Progressive Era 2/1</p> | | | |

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| <p>regulated closely by the government?</p> <p>Were the Progressives successful in making government more responsive to the will of the people?</p> <p>Does government have a responsibility to help the needy?</p> | | | | |
| <p>Part 6~ Prosperity, Depression, and War 1890-1945</p> <p>5 weeks What forces shape US foreign policy?</p> <p>What were the economic, political and social causes of American imperialism?</p> <p>What were the causes of the Great Depression inevitable?</p> <p>Was the New Deal an effective response to the depression?</p> <p>Should the US employ atomic (nuclear) weapons to defeat its enemies in war?</p> | <p>Week 16~ American Imperialism (Part 2) 2/8</p> <p>Week 17~ WW! 2/22</p> <p>Week 18~ 20s 3/1</p> <p>Week 19~ Great Depression 3/8</p> <p>Week 20~ WWII 3/15</p> | | | |
| <p>Part 7~ Cold War 1945-1990</p> | <p>Week 21~ Iron Curtain 3/22</p> | | | |

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| <p>4 weeks What factors led to the Cold War? Was it inevitable? How did the H-bomb and threat of nuclear annihilation affect American society?</p> <p>How did the cold war shape modern American society?</p> <p>Is the Cold War over?</p> | <p>Week 22~ Nuclear Age 4/5</p> <p>Week 23~ Culture Wars 4/12</p> <p>Week 24~ Is it Over? 4/19</p> | | | |
| <p>Part 8~ Rights Revolutions 1950-1970</p> <p>3 weeks</p> <p>Is there one America or many?</p> <p>Did the Civil Rights Movement of the 1960s effectively change the nation?</p> <p>Do the ideas of the 1960s still have relevance today?</p> | <p>Week 25~ How do Revolutions start? 4/26</p> <p>Week 26~ Revolutions 5/3</p> <p>Week 27~ Presentations 5/10</p> | | | |
| <p>Part 9~ Globalization, Technology & the 21st Century 1990-Present</p> <p>3 weeks ~</p> <p>Is the United States moving toward or away from its foundational ideals?</p> | <p>Week 28~ The 1990s 5/17</p> <p>Week 29~ The Patriot Act 5/24</p> <p>Week 30~ Obama 6/1</p> <p>Weeks31-33 ~ Student Choice</p> | | | |

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| <p>In the early 21st century, has the U.S. lived up to the ideals set forth in the preamble to the U.S. Constitution?</p> <p>How have and <i>should</i> civil liberties be able to be limited or threatened in times of conflict or crisis?</p> <p>In which ways has Globalization and the Technology Revolution transformed our lives culture, foreign policy, and economy?</p> <p>What is the legacy of 9/11 and what does it mean to live in a post-9/11 world?</p> | | | | |
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