

Helena-West Helena School District

Ratcheting Up the Three R's All Subjects Instructional Unit Plan

Subject: US History 1800-1900 Unit 1	Estimated Length of Unit: 5.5 weeks	Beginning Date: 8/19/2015	Projected Ending Date: 9/25/2015
Course: Social Studies		Grade: 8	
Unit Theme, Big Idea, or <i>Essential Question</i> : What people and events were affected the period of expansion and reform in the US?			
UBD Stage One-Desired Results (A is Optional)			
A. Students will be able to independently use their learning to... (Transfer Goals) 1. analyze the period of expansion and reform in the United States.			
B. Students will understand that... (Concepts) 1. people, places and ideas change over time. 2. the movement of people, goods, and ideas causes societies to change over time.			
C. Students will know... (Facts) 1. how Jefferson won the election of 1800. 2. the political and geographical changes that took place during Jefferson's presidency. 3. why the US entered the War of 1812. 4. how the US fared in the War of 1812. 5. how the War of 1812 affected the nation. 6. how technological improvements contributed to the Industrial Revolution and changed the ways people lived and worked. 7. how improved transportation facilitated westward movement. 8. how the unity and nationalism people felt after the War of 1812 changed to divisions over issues of economics and equality. 9. the new ways of campaigning and their effect on the elections of 1824 and 1828. 10. the debate over states' rights versus the rights of the federal government. 11. the causes and consequences of the removal of eastern Native Americans. 12. the reasons behind the closing of the national bank. 13. the ideas, and the concepts of Manifest Destiny. 14. how Florida, Texas, California, and Utah became states. 15. the causes and results of the war with Mexico. 16. how the Gold Rush affected California. 17. why the Mormons settled in Utah.			
D. Students will be Skilled at... (Skills) 1. compare and contrast the election of 1800 with modern elections. 2. describe how John Marshall affected the powers of the Supreme Court and the federal government. 3. identify and evaluate how governments change. 4. locate the Louisiana Purchase on a map and discuss the importance of the purchase. 5. determine cause and effect in how the Haitian Revolution affected the US. 6. analyze primary sources to learn more about the Lewis and Clark expedition.			

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7. identify points of view about the Louisiana Purchase, Native American rights, and the War of 1812.
8. analyze visuals and primary sources to understand the war with Tripoli.
9. explain why the US was not prepared for war with Britain.
10. identify the War Hawks.
11. describe and analyze the events of the War of 1812.
12. explain the origins of “The Star-Spangled Banner.”
13. analyze why industrial growth began in New England.
14. draw conclusions about how the growth of factories contributed to the Industrial Revolution.
15. identify and evaluate the elements of the free enterprise system.
16. compare agriculture in the different regions of the country.
17. analyze how cotton farming affected slavery.
18. identify and evaluate modes of transportation during the Industrial Revolution.
19. analyze the impact of the Erie Canal on transportation and industry.
20. analyze life in western settlements.
21. compare issues regarding the power of the federal government and states.
22. analyze and evaluate the consequences of landmark Supreme Court decisions.
23. summarize the Missouri Compromise.
24. analyze the causes and effects of sectionalism.
25. identify points of view of important leaders of the time period.
26. evaluate the role of campaign tactics in elections of the early nineteenth century.
27. analyze the conflict over tariffs as it relates to sectional divisions.
28. compare the position of those who supported states’ rights to those who wanted a stronger federal government.
29. assess the impact of the policy of removal of the Native Americans to Indian Territory.
30. describe the Seminoles’ response to removal and how it differed from the responses of other Native American peoples of the time.
31. explain Jackson’s objections to the Bank of the United States.
32. analyze why Americans wanted the land in the Oregon Country.
33. evaluate the concept of and justifications for Manifest Destiny.
34. identify the steps in the process of statehood for Florida.
35. identify points of view in the War for Independence in Texas.
36. analyze the importance and the impact of the Santa Fe Trail.
37. identify points of view in the development of California’s culture.
38. identify the reasons behind the conflict between the US and Mexico.
39. understand cause and effect relationships that followed the discovery of gold in California.
40. identify the Mormons and analyze why they settled in Utah.

Frameworks and Common Core State Standards

Frameworks	CCSS Reading	CCSS Writing	CCSS Speaking and Listening
Era4.1.8.1, Era4.1.8.2, Era4.1.8.3, Era4.1.8.4, Era4.1.8.5, Era4.1.8.6	CCRA.R.1, 3, 4, 6, 7, 8, 9, 10	CCRA.W. 1, 2, 7, 8, 9, 10	CCRA.SL.1, 2, 4

Unit Specific Vocabulary: customs duty, jurisdiction, secede, tribute, neutral rights, embargo, nationalism, frigate, cotton gin, interchangeable part, patent, capitalism, capital, free enterprise,

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census, canal, turnpike, lock, sectionalism, interstate commerce, monopoly, cede, favorite son, plurality, majority, mudslinging, bureaucracy, spoils system, nominating convention, veto, joint occupation, mountain man, emigrant, prairie schooner, Manifest Destiny, Tejano, decree, barricade, annex, rancho, rancho, forty-niner, boomtown, vigilante.

UBD Stage Two-Evidence

Pre Assessment

- **Attach Copy at the End of the Unit**

Traditional Assessment Each unit of study should have a traditional assessment with at least 1/3 of the points possible coming from constructed response questions.

- Proposed Date for Traditional Assessment _____
- **Attach a copy to the end of this unit.**

B. Project-Based Assessment Choose four options for this Unit of Instruction that students can choose from for their project-based Assessment.

- **Create a handout that lists the four options and includes instructions and a rubric for each choice.**
- **Proposed Date for Project-Based Assessment Presentations** ____
- **Attach a copy of the handout explaining the choices for the project and how to obtain the rubric to the end of this unit.**

Alternative Assessment or Big Finale -----What choices will be given students for this Unit?

- | | |
|---|---|
| <input type="checkbox"/> Comic Strip | <input type="checkbox"/> Diary |
| <input type="checkbox"/> Interview | <input type="checkbox"/> Letter to the Editor |
| <input type="checkbox"/> Newspaper Story | <input type="checkbox"/> Radio Program |
| <input type="checkbox"/> Newscast | <input type="checkbox"/> Monologue |
| <input type="checkbox"/> Poem or Song | <input type="checkbox"/> Slideshow |
| <input type="checkbox"/> Brochure | <input type="checkbox"/> Model |
| <input type="checkbox"/> Press Conference | <input type="checkbox"/> Play |
| <input type="checkbox"/> Soundtrack | <input checked="" type="checkbox"/> Essay |
| <input type="checkbox"/> Rewrite | <input type="checkbox"/> Oral Interpretation |
| <input type="checkbox"/> | <input type="checkbox"/> |

Introducing the Unit

Anchoring Activity

This activity should engage the students and establish the relevance of the entire unit of study.

Anchoring Activity	Description of Anchoring Activity
Video Clip: Elbow Room – Schoolhouse Rock Song: The Battle of New Orleans – Johnny Horton Poem: Current Event: Current cases before the Supreme Court Brainstorming Activity: What problems might Lewis & Clark encounter? Socratic Seminar: Other	Short video on the LA Purchase Song about the War of 1812

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Now that you have established what the students need to know and be able to do at the end of this unit of study, now plan the day-to-day learning experiences.

UBD Stage Three-Learning Plan		
Lesson # Date/Day	Teaching/ Delivery Method (What I will say or do)	Check for Understanding (What will the students say or do)
#1 8/19/2015	Review the differing views of Federalists and Republicans on the role of government. Guide students through preview of Chapter 10.	Predict how Jefferson and the Republicans will change government. Answer exit question on why Jefferson was considered a “Renaissance man”.
#2 8/20/2015	Lecture on Judicial Review and discuss how it affects our lives today.	Participate in class discussion on lecture and answer exit ticket on what problems L&C might encounter on their expedition.
#3 8/21/2015	Show video on the Louisiana Purchase. Talk about war at home and abroad.	Complete a chain of events flow chart on events leading to the War of 1812.
#4 8/24/2015	Play song on Battle of New Orleans, lecture on War of 1812.	Participate in class discussion, and answer question on the effects of the War of 1812 on the US.
#5 8/25/2015	Review Chapter 10.	Complete Ch. 10 quiz.
#6 8/26/2015	Guide students through preview of Chapter 11.	Read Graphic Novel on teen girl working in Lowell Factory
#7 8/27/2015	Show video on Lowell Factory System,	Students will organize characteristics of pre- and post-industrial revolution processes.
#8 8/28/2015	Play song about Erie Canal, show map of the network of canals in Northern US.	View slide show examining the work and social lives of frontier families.
#9 8/31/2015	Show video on President Madison and the Era of Good Feelings. Show map and discuss the MO Compromise.	Complete graphic organizer showing the effects of the MO Compromise on different areas. Read biography of Henry Clay.
#10 9/1/2015	Review Chapter 11.	Complete Ch. 11 quiz.
#11 9/2/2015	Guide students through preview of Chapter 12.	Read graphic novel of Sequoya and the Cherokee Nation
#12 9/3/2015	Show video on Old Hickory	Analyze the nullification crisis
#13 9/4/2015	Show video on Seminole Wars, discuss elections of 1836 and 1840	Complete worksheet on Conflicts Over Land, analyze political cartoon on King Andrew I
#14 9/8/2015	Review Chapter 12.	Complete Ch. 12 quiz.
#15 9/9/2015	Guide students through preview of Chapter 13. View map of Territorial Expansion 1800-1853.	Students will watch a video on the Oregon Trail and trace its route on a map.
#16 9/10/2015	Introduce students to the Oregon Trail Computer Game	Students will work in teams to safely guide their wagon train along the Oregon Trail.
#17 9/11/2015	Monitor students as they play the Oregon Trail Computer Game	Students will work in teams to safely guide their wagon train along the Oregon Trail.
#18 9/14/2015	Students will take notes and sequence a time line.	Watch video on the Alamo, complete graphic organizer on Texas history, and read biography of the Tejano people.
#19 9/15/2015	Students will take notes and sequence a time line.	Watch video on the Alamo, complete graphic organizer on Texas history, and read biography of the Tejano people.

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#20 9/16/2015	View video on California's early history and map on the War with Mexico. Read bio on John C. Fremont and trace map of Santa Fe Trail.	View video on the Diverse Population of the West, complete graphic organizer on settling CA and UT, primary source analyze the Gold Rush.
#21 9/17/2015	Review Chapter 13.	Complete Ch. 13 quiz.
#22 9/18/2015	Review Unit	Discuss progression of history in this unit.
#23 9/21/2015	Review Unit	Discuss progression of history in this unit.
#24 9/22/2015	Give students a study guide.	Complete a study guide.
#25 9/23/2015	Discuss answers to study guide.	Ensure correct answers on study guide.
#26 9/24/2015	Moderate review game for students.	Play a review game.
#27 9/25/2015	Give the students a formal assessment on Unit 1.	Complete the formal assessment on Unit 1.