

## *Ratcheting Up the Three R's*

### **All Subjects Instructional Unit Plan**

<b><i>Ratcheting Up the Three R's</i></b>			
<b>All Subjects Instructional Unit Plan</b>			
Subject: Social Studies	Estimated Length of Unit: 9 days	Beginning Date: 8/18/15	Projected Ending Date: 8/28/15
Course    AP American History		Grade    11th	
Unit Theme, Big Idea, or <i>Essential Question</i> :			
How were the actions of early colonists motivated by social, political, economic, and religious inequality?			
<b>UBD Stage One-Desired Results (A is Optional)</b>			
A. Students will be able to independently use their leaning to...(Transfer Goals)			
<ol style="list-style-type: none"> <li>1. Create Cornell notes over their reading</li> <li>2. Formulate discussion questions</li> </ol>			
B. Students will understand that...(concepts)			
<ol style="list-style-type: none"> <li>1. Before the arrival of Europeans , native populations in North America developed a wide variety of social, political, and economic structures based in part on the interactions with the environment and each other.</li> <li>2. Europeans overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.</li> <li>3. Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.</li> </ol>			
C. Students will know... (facts)			
<ol style="list-style-type: none"> <li>1. Europeans and Native peoples introduced new consumables to their respective populations, known as the Columbian Exchange.</li> <li>2. Spanish explorers used the <i>encomienda</i> system to support plantation-based agriculture.</li> <li>3 European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity.</li> <li>4.) Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales.</li> </ol>			

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- D. Students will be Skilled at...
1. Taking Cornell notes
  2. Independently identifying key ideas
  3. Knowing and following basic classroom procedures.

### Frameworks and Common Core State Standards

Frameworks	CCSS Reading	CCSS Writing	CCSS Speaking and Listening
PEO-1	RI.11-12.1	W.11-12.1.C	SL.11-12.1
PEO-4	RI.11-12.2	W.11-12.1.D	SL.11-12.3
PEO-5	RI.11-12.3	W.11-12.1.E	
ENV-1		W.11-12.3	
ENV-2			
ENV-4			
WXT-1			
WXT-4			
WOR-1			
POL-1			
CUL-1			
ID-4			

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## Unit Specific Vocabulary

Maize  
 Conquistadores  
 Slave Trade  
 Matrilineal  
 Mercantilism  
 Puritans  
 Separatists  
 Pueblo  
 Chinook  
 Iroquois  
 Algonquian  
 smallpox  
 mestizo  
 Zamob  
 sextant  
 joint-stock exchange  
 maroon

## 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 August 24, 2015.
- **Attach a copy to the end of this unit.**
- [http://glencoe.mheducation.com/sites/0076621367/student\\_view0/chapter1/multiple\\_choice\\_quiz.html](http://glencoe.mheducation.com/sites/0076621367/student_view0/chapter1/multiple_choice_quiz.html)

## Introducing the Unit

### Anchoring Activity

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

#### Anchoring Activity

Video Clip: Crash Course 1: The Black Legend, Native Americans, and Spaniards

#### Description of Anchoring Activity

On Monday, we will watch a Crash Course video which summarizes the reading the students did over the

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	weekend before the reading quiz.
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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.

<b>UBD Stage Three-Learning Plan</b>		
<b>Lesson # Date/Day</b>	<b>Teaching/ Delivery Method (What I will say or do)</b>	<b>Check for Understanding (What will the students say or do)</b>
8/17/15	<b>Introduction to school and course. Getting to know you activities.</b>	<b>Students and the instructor will learn about each other and settle into school routine.</b>
8/18/15	<b>Syllabus and procedures.</b>	<b>Students will understand the syllabus and course rules/expectations. Students will understand what plagiarism is.</b>
8/19/15	<b>Take pre-assessment.</b>	<b>Students will take pre-assessment.</b>
8/20/15	<b>Distribute books. Begin reading Chapter 1 as a class. Explain how to take Cornell notes.</b>	<b>Students will understand how to take Cornell notes and how to draw the key concepts.</b>
8/21/15	<b>Continuing reading chapter 1 and taking Cornell notes together.</b>	<b>Students will understand how to take Cornell notes and how to draw the key concepts.</b>
8/24/15	<b>Watch Crash Course video. Take first reading quiz. Notes are due at the end of the class.</b>	<b>SWBAT to take a reading quiz. SWBAT follow classroom procedures for turning in reading quizzes.</b>
8/25/15	<b>Go over reading quiz. Begin discussing Clovis people and Pre-Columbian Native Americans. Lecture.</b>	<b>SWBAT identify key aspects of Pre-Columbian societies. SWBAT fill in a map of Pre-Columbian civilizations.</b>
8/26/15	<b>Document Analysis. Las Casas. Discuss Columbus, Pizarro, Cortez and the conquistadores.</b>	<b>SWBAT complete a document analysis over Las Casas descriptions of Native Americans.</b>

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<b>8/27/15</b>	<b>Explore the slave trade in early America.</b>	<b>SWBAT identify the human tragedies associated with the slave trade. SWBAT identify reasons for the slave trade and the effects it had on individuals.</b>
<b>8/28/15</b>	<b>Discuss English settlements in America. Document Analysis: John Smith and Jamestown.</b>	<b>Writing prompt: Could Jamestown have been a functioning colony? What could have gone better? Who is the blame for the failures at Jamestown?</b>

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