

Ratcheting Up the Three R's

All Subjects Instructional Unit Plan

Subject: Social Studies	Estimated Length of Unit: 9 days	Beginning Date: 8/31/15	Projected Ending Date: 9/11/15
Course AP American History		Grade 11th	

Unit Theme, Big Idea, or *Essential Question*:

How did Europeans and Native Americans maneuver and fight for dominance, control, and security in North America? How did this lead to the emergence of distinctive colonial and native societies?

UBD Stage One-Desired Results (A is Optional)

A. Students will be able to independently use their leaning to...(Transfer Goals)

1. Create Cornell notes over their reading
2. Formulate discussion questions

B. Students will understand that...(concepts)

1. Differences in imperial goals, cultures, and the North American environments that different empires confronted lead Europeans to develop diverse pattern of colonization.
2. European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.
3. The increasingly political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

C. Students will know... (facts)

1. English colonies sought to establish colonies based on agriculture, sending relatively large large number of men and women to acquire land and populated their settlements, while having relatively hostile relationships with American Indians. King Phillip’s War (Pequot War)
2. The difference between New England, Middle, and Southern colonies. The goals and interests of these colonies differed from those in Europe, creating strong divisions across the Atlantic.
3. Native Americans attempted to resist the control of Europeans, especially during the Pueblo Revolts.
4. The Navigation Acts strictly regulated what the colonists could produce and with whom they could trade. This lead to rampant smuggling throughout the colonies.

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D. Students will be Skilled at... 1. Taking Cornell notes 2. Independently identifying key ideas			
Frameworks and Common Core State Standards			
Frameworks	CCSS Reading	CCSS Writing	CCSS Speaking and Listening
WXT-1 WXT-2 WXT-4 PEO-1 PEO-4 PEO-5 WOR-1 WOR-2 WOR-5 ID-4 ID-5 ID-6 ENV-1 ENV-2 ENV-4 POL-1	RI.11-12.1 RI.11-12.2 RI.11-12.3	W.11-12.1.C W.11-12.1.D W.11-12.1.E W.11-12.3	SL.11-12.1 SL.11-12.3

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Unit Specific Vocabulary

- rebellion
- sabotage
- escape
- Beaver Wars
- Chickasaw Wars
- Wool Act
- Molasses Act
- Catawba nation
- Huron Confederacy
- King Philip's War
- Toleration Act of 1649
- Casta system
- Mulatto
- Metis
- Navigation Acts
- Great Awakening
- republicanism

UBD Stage Two-Evidence

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/chapter2/index.html
- http://glencoe.mheducation.com/sites/0076621367/student_view0/chapter3/index.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 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.

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)
9/8/15	Watch Crash Course video. Take first reading quiz. Notes are due at the end of the class.	SWBAT to take a reading quiz. SWBAT follow classroom procedures for turning in reading quizzes.
9/9/15	Discuss different types of colonies and reasons for settlement. Discuss how colonization impacted Native communities.	SWBAT identify different colonies. SWBAT to create a map of American colonies.
9/10/15	Discuss King Phillip's War Document Analysis: Pueblo Revolts	Document Analysis: Pueblo Revolts
9/11/15	Discuss the economic impacts of colonization on the empires and colonies. Document Analysis: <i>Wealth of Nations</i> by Adam Smith.	Undetermined classroom activity on mercantilism.
9/14/15	Watch Crash Course video. Take first reading quiz. Notes are due at the end of the class.	SWBAT to take a reading quiz. SWBAT follow classroom procedures for turning in reading quizzes.
9/15/15	Discuss the slave trade. Discuss indentured servitude and apprentice systems.	SWBAT read an article on the slave trade. Look at early plantation art and African American art/oral traditions.
9/16/15	Salem Witch Trial Discussion	SWBAT answer questions on the DBQ: Salem Witch Trial by exploring documents.
9/17/15	Show rubric for an AP essay. Discuss how scores will be determined for essays on the AP exam.	SWBAT begin writing a DBQ essay on the Salem Witch Trials.
9/18/15	Discuss the Second Great Awakening.	SWBAT identify the important events of the Second Great Awakening and determine how it influenced colonial/English relations.

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