

Ratcheting Up the Three R's

All Subjects Instructional Unit Plan

Subject: Social Studies	Estimated Length of Unit: 15 days	Beginning Date: 9/14/15	Projected Ending Date: 10/2/15
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Course AP American History	Grade 11th
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Unit Theme, Big Idea, or *Essential Question*:

British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.

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. Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.
2. In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.
3. Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among people and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

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C. Students will know... (facts)

1. The Iroquois Confederation was a powerful organization of Native Americans who resisted European control.
2. Great Britain's massive debt from the Seven Years' War resulted in renewed efforts to consolidate imperial control over North American markets, taxes, and political institutions — actions that were supported by some colonists but resisted by others. Examples: Stamp Act, Intolerable Acts, Sugar Act, Proclamation of 1763 (Dunmore Proclamation)
3. In response to more imperial control, colonist formed many rebellious organizations such as the Sons of Liberty and the Daughters of Liberty.
4. The colonists' belief in the superiority of republican self-government based on the natural rights of the people found its clearest American expression in Thomas Paine's *Common Sense* and in the *Declaration of Independence*.
5. Delegates from the states worked through a series of compromises to form a Constitution for a new national government while providing limits on federal power.

D. Students will be Skilled at...

1. Taking Cornell notes
2. Independently identifying key ideas
3. Analyze historical documents to understand how they fit within the larger historical context.
4. Identify various and often competing perspectives in history.

Frameworks and Common Core State Standards

Frameworks	CCSS Reading	CCSS Writing	CCSS Speaking and Listening
ID-1	RI.11-12.1	W.11-12.1.C	SL.11-12.1
ID-4	RI.11-12.2	W.11-12.1.D	SL.11-12.3
ID-5	RI.11-12.3	W.11-12.1.E	
ID-6		W.11-12.3	
PEO-4			
PEO-5			
POL-1			
POL-2			
POL-5			
ENV-2			
ENV-3			
ENV-4			
CUL-1			
CUL-2			
CUL-4			
WXT-1			
WXT-2			
WXT-4			
WXT-6			

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WOR-1 WOR-2 WOR-5		
<p>Unit Specific Vocabulary</p> <ul style="list-style-type: none"> -Pontiac’s Rebellion -Proclamation of 1763 -Seven Year’s War -Iroquois Confederation -Western Confederacy -Stamp Act -Committees of Correspondences -Intolerable Acts -Sons of Liberty -Articles of Confederation -tariff -Kentucky Resolution -Virginia Resolution -Proclamation of Neutrality -Pennsylvania Gradual Emancipation Law -Battle of Fallen Timbers -Shay’s Rebellion -<i>corridos</i> -<i>vaqueros</i> -Northwest Territory -Jay’s Treaty -Pinckney’s Treaty -First Continental Congress -Sugar Act -Townsend Duties -Boston Massacre -Boston Tea Party -XYZ Affair 		
UBD Stage Two-Evidence		
<p><i>Traditional Assessment</i> Each unit of study should have a traditional assessment with at least 1/3 of the points possible coming from constructed response questions.</p> <ul style="list-style-type: none"> • Proposed Date for Traditional Assessment August 24, 2015. • Attach a copy to the end of this unit. 		
Introducing the Unit		
<p>Anchoring Activity</p> <p>This activity should engage the students and establish the relevance of the entire unit of study.</p>		

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<p>Anchoring Activity</p> <p>Video Clip: Crash Course video on the American Revolution</p>	<p>Description of Anchoring Activity</p> <p>On Monday, we will watch a Crash Course video which summarizes the reading the students did over the weekend before the reading quiz.</p>
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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)
9/14/15	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 Seven Years War.	SWBAT identify the key reasons for the Seven Years War. SWBAT identify key historical figures of the Seven Years War. SWBAT discuss the following prompt: "Was the Seven Years War the world's first 'world war'"?
9/16/15	Begin discussion rebellion in American colonies including the Boston Massacre and Boston Tea Party.	SWBAT identify imperial reactions to the Seven Years War (economic and political).
9/17/15	Discuss the political foundations for rebellion.	SWBAT analyze foundational political documents such as Thomas Paine's <i>Common Sense</i> and excerpts from Locke, Hobbes, and Rousseau.
9/18/15	Discussion on the Battles of Lexington and Concord.	SWBAT answer the following prompt in writing.: Were colonial reactions to the Stamp, Sugar, and Intolerable Acts justified?
9/21/15	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.
9/22/15	Discuss key figures of the Revolutionary War.	SWBAT identify major battles and historical figures of the Revolutionary War.
9/23/15	Discuss key battles of the Revolutionary War.	SWBAT complete a map of major Revolutionary War battles.

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9/24/15	Discuss the social impacts of the Revolutionary War.	SWBAT identify how Tories and Patriots were treated in various parts of the country. SWBAT identify how various social groups were treated during the war and how the war impacted these groups.
9/25/15	Discuss the end of the Revolutionary War and the Articles of Confederation.	SWBAT analyze the Articles of Confederation and rewrite them.
9/28/15	SWBAT to take a reading quiz. SWBAT follow classroom procedures for turning in reading quizzes.	SWBAT to take a reading quiz. SWBAT follow classroom procedures for turning in reading quizzes.
9/29/15	Lecture. Early problems in the American government.	SWBAT identify major problems in the early American government and describe how delegates suggested these problems be corrected.
9/30/15	Article analysis. <i>The Federalist Papers</i>	SWBAT articulate the position of Federalists. SWBAT articulate the position of Anti-Federalists.
10/1/15	Monitor classroom debate.	SWBAT hold a Federalist v. Antifederalist debate.
10/2/15	Teacher will monitor Unit Assessment.	SWBAT complete Unit Assessment over Chapters 4-6.

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