

Ratcheting Up the Three R's

All Subjects Instructional Unit Plan

Subject: Social Studies	Estimated Length of Unit: 15 days	Beginning Date: Oct. 5	Projected Ending Date: Oct. 22
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Course AP American History	Grade 11th
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Unit Theme, Big Idea, or *Essential Question*:

The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

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...

1. The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.
2. Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.
3. U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.

C. Students will know...

1. The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women's rights.
2. Innovations including textile machinery, steam engines, interchangeable parts, canals, railroads, and the telegraph, as well as agricultural inventions, both extended markets and brought efficiency to production for those markets.
3. The market revolution helped to widen a gap between rich and poor, shaped emerging middle and working classes, and caused an increasing separation between home and workplace, which led to dramatic transformations in gender and in family roles and expectations.
- 4.) The American acquisitions of lands in the West gave rise to a contest over the extension of

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slavery into the western territories as well as a series of attempts at national compromise.

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
POL-2	RI.11-12.1	W.11-12.1.C	SL.11-12.1
POL-3	RI.11-12.2	W.11-12.1.D	SL.11-12.3
POL-5	RI.11-12.3	W.11-12.1.E	
POL-6		W.11-12.3	
ID-1			
ID-2			
ID-5			
ID-6			
CUL-2			
CUL-5			
WOR-2			
WOR-5			
WOR-6			
WXT-2			
WXT-5			

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WXT-6 WXT-7 PEO-2 PEO-3			
Unit Specific Vocabulary			
<ul style="list-style-type: none">-democracy-federalism-anti-federalism-Embargo Act-tariff-Second Great Awakening-Seneca Falls Convention-utopian communities-emancipation-abolition-American Colonization Society-Hudson River School-steel plow-mechanical reaper-Lowell system-anthracite coal mining-market revolution-cult of domesticity-labor union-national bank-Louisiana Purchase-Monroe Doctrine-Webster-Ashburton Treaty-nullification crises-Indian Removal Act-Seminole Wars-War Hawks-impressment-Panic of 1837			

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UBD Stage Two-Evidence	
Pre Assessment <ul style="list-style-type: none"> • Reading quiz 	
<p>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.</p> <ul style="list-style-type: none"> • Proposed Date for Traditional Assessment October 22. • Attach a copy to the end of this unit. 	
<p>Alternative Assessment or Big Finale -----What choices will be given students for this Unit?</p> <div style="text-align: center;"> <p>Comic Strip Diary</p> <p>Interview Letter to the Editor</p> <p>Newspaper Story Radio Program</p> <p> Newscast Monologue</p> <p>Poem or Song Slideshow</p> <p> Brochure Model</p> <p>Press Conference Play</p> <p> Soundtrack Essay</p> <p>Rewrite Oral Interpretation</p> </div> <p style="text-align: center;">Document Analysis</p>	
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>	
<p style="text-align: center;">Anchoring Activity</p> <p>Video Clip, Song, Poem, Current Event Brainstorming Activity Socratic Seminar Other _____</p>	<p style="text-align: center;">Description of Anchoring Activity</p> <p style="text-align: center;">Students will watch a Crash Course video over this unit's big ideas.</p>

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.

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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)
10-5-15	Crash Course video. Reading quiz	SWBAT answer questions on the weekly reading quiz.
10-6-15	Lecture on the Second Great Awakening	SWBAT analyze a historical document about the Second Great Awakening.
10-7-15	Students will reenact the <i>Marbury v. Madison</i> case.	SWBAT explain the <i>Marbury v. Madison</i> case.
10-8-15	Class will create a timeline of the War of 1812 and complete descriptions of important event.	SWBAT explain the War of 1812 in writing.
10-9-15	Students will create a map of the Lewis and Clark expedition. Students will use http://lewisandclarkjournals.unl.edu/ to explore the Lewis and Clark journals and rewrite one of the entries.	SWBAT explain the Lewis and Clark expedition and its significance. SWBAT analyze primary source documents relating to Lewis and Clark.
10-12-15	SWBAT answer questions on the weekly reading quiz.	SWBAT answer questions on the weekly reading quiz.
10-13-15	Students will draw a map of Free and Slave states. Students will try to argue different points in the Missouri Compromise.	SWBAT identify and explain the Missouri Compromise.
10-14-15	Lecture on <i>Democracy in America</i> and the political climate of the Jacksonian Era. Mini-lecture on the Bank War and the Taney Court. Work on DBQ.	Lecture on <i>Democracy in America</i> and the political climate of the Jacksonian Era.
10-15-15	Mini-lecture on the Nullification Crisis. Students will be given one side of the Nullification Crisis to explain to the rest of the class.	SWBAT explain the Nullification Crisis. SWBAT identify major arguments in the Nullification Crisis.
10-16-15	Activity. Students will explore Cherokee script and try to translate documents from English to Cherokee. http://www.cherokee.org/AboutTheNation/Language/Dikaneisdi%28WordList%29.aspx Students will work on DBQ on the Trail of Tears.	SWBAT complete DBQ in class. SWBAT write their names using Sequoyah's Cherokee script.
10-19-15	SWBAT answer questions on the weekly reading quiz.	SWBAT answer questions on the weekly reading quiz.

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10-20-15	<p>Students will create an advertisement for either a new mode of transportation (railroads, steam engines, etc.) or a new technology (telegraph, spinning jenny, etc.) OR a new product (mass produced clothing, furniture, etc.) to emphasize the importance of commerce in the Market Revolution.</p>	<p>SWBAT to identify major changes in transportation and manufacturing technology and how this changed American life.</p>
10-21-15	<p>Create a daily schedule for a factory worker.</p>	<p>SWBAT analyze primary sources relating to factory workers in the 1800s. SWBAT explain economic disparities of the 1830s and 1840s.</p>
10-22-15	<p>Lecture on women in the 19th century.</p>	<p>SWBAT explain the Cult of Domesticity and how it restricted women's roles.</p>
10-23-15	<p>Exploration: Immigration in the 1830s. Create a map showing which countries people emigrated from and where immigrants lived once they came to the US.</p>	<p>SWBAT identify which ethnic groups impacted American life. SWBAT explain how American reacted to immigrant populations. SWBAT identify the Know-Nothing Party.</p>