

Helena-West Helena School District

Ratcheting Up the Three R's

All Subjects Instructional Unit Plan

Subject:	Estimated Length of Unit: 23 days	Beginning Date:	Projected Ending Date:
Social Studies		Oct. 26	Dec. 4
Course AP American History		Grade 11	

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

As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war--- the course and aftermath of which transformed American society.

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.
3. Analyze various historical perspectives.

B. Students will understand that...

1. The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.
2. Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.
3. The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

C. Students will know...

1. The idea of Manifest Destiny was built on a belief in white racial superiority and a sense of American cultural superiority, and helped to shape the ear's political debates.
2. Westward expansion, migration to and within the United States, and the end of slavery reshaped North American boundaries and caused conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of U.S. inhabitants.
3. The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism.

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4. Repeated attempts at political compromise failed to calm tensions over slavery and often made sectional tensions worse, breaking down the trust between sectional leaders and culminating in the bitter election of 1860, followed by the secession of southern states.
5. The North's greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union military victory over the Confederacy in the devastating Civil War.
6. The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union but leaving unresolved questions of relative power and largely unchanged social and economic patterns.
7. The constitutional changes of the Reconstruction period embodied a Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.

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-2 ID-5 ID-6 WXT-2 WXT-6 WOR-5 WOR-6 ENV-3 ENV-4 PEO-2 PEO-5 PEO-6 POL-2 POL-3 POL-5 POL-6 CUL-2 CUL-6	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

Unit Specific Vocabulary

- Manifest Destiny
- Mexican-American War
- clipper ships
- Know-Nothings

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-Nativism
-parochial schools
-Mormons
-Homestead Act
-Sand Creek Massacre
-Little Big Horn
-minstrel shows
-Nebraska-Kansas Act
-*Dred Scott*
-Compromise of 1850
-Union
-Confederacy
-Secession
-March to the Sea
-Free Soil
-Popular Sovereignty
-Reconstruction
-Black Codes
-Carpetbaggers
-crop-liens
-Freedman's Bureau
-Reconstruction Bills

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 December 4th.
- **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** December 10-11th.
- **Attach a copy of the handout explaining the choices for the project and how to obtain the rubric to the end of this unit.** _____

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

- Comic Strip Diary
- Interview Letter to the Editor
- Newspaper Story Radio Program
- Newscast Monologue
- Poem or Song Slideshow
- Brochure Model
- Press Conference Play
- Soundtrack **Essay**
- Rewrite** Oral Interpretation

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
<p>Video Clip, Song, Poem, Current Event Brainstorming Activity Socratic Seminar Other _____</p>	<p>Crash Course video to introduce the key ideas of the chapters.</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.

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)
10-26-15	Crash Course video. Reading quiz	SWBAT answer questions on the weekly reading quiz.
10-27-15	Activity. Students will complete a puzzle on social classes in the American South and put them in order.	SWBAT create a social pyramid of social classes in the antebellum South.

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10-28-15	Mini-lecture. Slavery.	SWBAT identify three characteristics of life for African Americans in the antebellum South.
10-29-15	Document exploration of Turner and Prosser rebellions.	SWBAT compare and contrast the Prosser and Turner rebellions.
10-30-15	Field trip to the Delta Cultural Center to see the “Songs from the Field Exhibit.”	SWBAT understand the importance of African American spiritual songs and culture as a coping mechanism for the abuses of slavery.
11-2-15	Crash Course video. Reading quiz	SWBAT answer questions on the weekly reading quiz.
11-3-15	Activity. Students will research one social/reform movement and create a PowerPoint presentation about it.	SWBAT identify one major social movement or reform movement of the period.
11-4-15	Activity. Students will research one social/reform movement and create a PowerPoint presentation about it.	SWBAT identify one major social movement or reform movement of the period.
11-9-15	Presentations.	SWBAT present their research on a social/reform movement to the class.
11-10-15	Crash Course video. Reading quiz	SWBAT answer questions on the weekly reading quiz.
11-11-15	Mini-lecture on Manifest Destiny. Students will complete map.	SWBAT complete a map showing American expansion from 1776 to 1865.
11-12-15	Lecture sectionalism and Bleeding Kansas.	SWBAT analyze documents about the Compromise of 1850.
11-13-15	Lecture sectionalism and Bleeding Kansas.	SWBAT analyze documents over John Brown and Bleeding Kansas.
11-16-15	Crash Course video. Reading quiz	SWBAT answer questions on the weekly reading quiz.
11-17-15	Battle stations: students will work in groups to create a mini-research station on one major battle of the American Civil War. (This project will need to be assigned the week before).	SWBAT identify major battles of the American Civil War.
11-18-15	Battle stations: students will complete a gallery walk of the	SWBAT identify major battles of the American Civil War.

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	battle stations.	
11-19-15	Field trip to Delta Cultural Center to see “Life and Limb: The Toll of the Civil War” traveling exhibit.	SWBAT describe how Civil War battles injured human beings. SWBAT describe how new medical practices created new social roles for women.
11-20-15	Exploration of the Civil War for African Americans. Answer the prompt: Who really emancipated the slaves? Create research stations with various explanations for emancipation.	SWBAT to rewrite Lincoln’s Emancipation Proclamation into understandable language. SWBAT to argue the effectiveness of the Emancipation Proclamation.
11-30-15	Crash Course video. Reading quiz	SWBAT answer questions on the weekly reading quiz.
12-1-15	Lecture: The end of the Civil War and Lincoln’s assassination.	SWBAT answer the following prompt: “How did Lincoln’s death impact the aftermath of the Civil War?”
12-2-15	Document analysis: Reconstruction and the impeachment of President Johnson.	Activity: Reenact the impeachment of President Johnson-How would you vote?
12-3-15	Document analysis: Reconstruction and African Americans.	SWBAT identify three way that life for African Americans improved during Reconstruction. SWBAT identify the Civil War Amendments.
12-4-15	Mini-lecture: The Compromise of 1877 and the “New South”	SWBAT identify three ways life for African Americans changed after the Compromise of 1877. SWBAT articulate the failures of Reconstruction in protecting the rights of ALL American citizens.
12-7-15	Exploration: the crop lien system.	Students will complete a reenactment of the crop lien system. Students will be given a role within the system. SWBAT to evaluate the crop lien system and explain how it benefited whites in the South.
12-8-15	Document analysis “Plessy v. Ferguson.”	SWBAT explain the importance of the <i>Plessy v. Ferguson</i> decision and its impact on equality and Reconstruction.
12-9-15	Review for Final Exam	Review for Final Exam

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12-10-15	Review for Final Exam	Review for Final Exam
12-11-15	Review for Final Exam	Review for Final Exam