

Coventry Curriculum Template

Social Studies CHS

Grade 09 with linked resources

Jul 1, 2021

<p>Historical understandings</p> <p>Define what students should know about the history of their nation and of the world. These understandings are drawn from the National Standards for History. They are a record of human aspirations, strivings, accomplishments, and failures in at least five spheres of human activity: the social, political, scientific/technological, economic, and cultural. They also provide students the historical perspectives required to analyze contemporary issues and problems confronting citizens today</p>	<p>Historical Thinking Standards Overview</p> <ol style="list-style-type: none"> 1. Chronological Thinking 2. Historical Comprehension 3. Historical Analysis and Interpretation 4. Historical Research Capabilities 5. Historical Issues-Analysis and Decision-Making 	<p>Common Core Alignment</p> <p>NCSS Themes</p> <p>Rhode Island Grade Span Expectations</p>
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<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter 3</u>	<u>Quarter 4</u>
<p><u>Unit:</u> Three Worlds Meet (Chapter 1)</p> <p><u>Date Completed:</u> September</p> <p><u>Unit:</u> English Colonization (Chapters 2 and 3)</p> <p><u>Date Completed:</u> October - November</p>	<p><u>Unit:</u> The Revolutionary War (Chapter 4)</p> <p><u>Date Completed:</u> November - December</p> <p><u>Unit:</u> Shaping a New Nation (Chapter 5)</p> <p><u>Date Completed:</u> January</p>	<p><u>Unit:</u> Living Constitution: Basics of the U.S. Constitution</p> <p><u>Date Completed:</u> February</p> <p><u>Unit:</u> Launching the New Nation (Chapter 6)</p> <p><u>Date Completed:</u> March</p>	<p><u>Unit:</u> Balancing Nationalism and Sectionalism (Chapter 7)</p> <p><u>Date Completed:</u> April</p> <p><u>Unit:</u> Reforming American Society (Chapter 8)</p> <p><u>Date Completed:</u> April-May</p> <p><u>Unit:</u> Expanding Markets and Moving West (Chapter 9)</p> <p><u>Date Completed:</u> May</p>

Quarter 1

Unit/Goal: Three Worlds Meet (Chapter 1)

Time: 6 Weeks

Essential Questions: Foster inquiry and understanding

How does cultural diffusion occur within and across communities, regions, and nations?

(Theme 1: Culture)

How can we evaluate the usefulness and degree of reliability of different historical sources?

(Theme 2: Time, Continuity, and Change)

How do people interact with the environment and what are some of the consequences of those interactions?

(Theme 3: People, Places, and Environments)

Understandings: Students will understand...

- The common elements of Native American societies such as gender roles, family organization, religion, and values and compare their diversity in languages, shelter, labor systems, political

Standards in this Unit:

Common Core Reading

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Common Core Writing

CCSS.ELA-LITERACY.WHST.9-10.1

Standards in this Unit:

RI- Grade Span Expectations

HP 1 (9-12) –1 Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources)
a. formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and nonprint sources.
c. identifying, describing, or analyzing multiple perspectives on an historical trend or event

HP 1 (9-12) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by... a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events

HP 3 (9-12) – 1 Students demonstrate an understanding of how the past frames the present by... b. formulating a position or course of action on a current issue from a choice of carefully evaluated options, taking into account the historical underpinnings

HP 4 (9-12) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased

<p>structures, and economic organization.</p> <ul style="list-style-type: none"> • The role of technology, national and religious rivalries in the age of exploration and evaluate their long-range consequences. • The course and consequences of the “Columbian Exchange.” • The evolution and long-term consequences of labor systems such as encomienda and slavery in Spanish and Portuguese America. 	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.A</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.B</p> <p>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p>	<p>interaction among people (e.g., cooperation or conflict) by... a. evaluating the effect of technology and innovation on promoting territorial expansion.</p> <p>Knowledge and Skill: Students will know...</p> <ul style="list-style-type: none"> Chronological Thinking Historical Comprehension Historical Analysis and Interpretation Historical Research Capabilities Historical Issues-Analysis and Decision-Making
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<p>Unit Overview:</p> <p>This unit will focus on the world pre and post 1492. This unit focuses on the peopling of the Americas, and reviews European, African, and North American societies before Columbus’s landing. “This prepares students to address the historical convergence of European, African, and Native American people starting in the late 15th century when the Columbian voyages began. In studying the beginnings of North American history, it is important for students to understand that Indian societies, like peoples in other parts of the world, were experiencing change—political, economic, cultural—on the eve of the arrival of Europeans...By studying early European exploration, colonization, and conquest, students will learn about long-range changes set in motion by the Columbian voyages.” This will give students foundational knowledge of the voluntary and involuntary redistribution of global populations, the changing world</p>	<p>Unit Time: 6 weeks</p> <p>This unit spans from examining American societies before 1492 and immediately after. Lessons cover a range of social, political, and economic aspects of the Age of Colonization.</p> <ul style="list-style-type: none"> • Peopling the Americas/North American Societies before 1492 - 3 days • Reasons for Exploration - 1 day • Portuguese and Spanish Exploration - 1 day • The Columbian Exchange - 1 day • Spanish Conquistadores and Document Analysis - 2 days
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market, the beginning of English colonization, and the emergence of a plantation economy in the English colonies.

Topic/Lesson #1: Peopling the Americas and North American Societies around 1492

Student Targets	Teacher Resource	Standards	Assessments/Tasks	HTS
<p>Describe the common elements of Native American societies such as gender roles, family organization, religion, and values and compare their diversity in languages, shelter, labor systems, political structures, and economic organization.</p>	<p>Core:Textbook: The Americans Textbook: Chapter 1.1-1.2 Peopling the Americans</p> <p>Focus- Teacher's Choice :</p> <p>Aztecs -New Visions - Where was the Aztec Empire? What were the historical circumstances that led to the rise of the Aztec Empire?</p> <p>Maya</p> <p>Wampanoag - Wampanoag Way of Life</p> <p>Disappearance of Mississippian societies - Cahokia Mounds resources</p>	<p>CCSS.ELA-LITERACY.RH.9-10.2</p> <p>CSS.ELA-LITERACY.RH.9-10.4</p>	<p>Suggested:</p> <p>Jigsaw: Overview of Different Native American Cultures (Eastern Woodlands, Great Basin, South West, Southeast, Great Plains),</p>	<p>Historical Analysis and Interpretation</p> <p>Analyze multiple causation</p>

Topic/Lesson #2: Reasons for Exploration

Student Targets	Teacher Resource	Standards	Assessments/Tasks	HTS
<p>Analyze the role of technology, national and religious rivalries in the</p>	<p>Core:Textbook: The Americans: Chapter 1.</p> <p>Focus- Teacher's Choice :</p>	<p>CCSS.ELA-LITERACY.RH.9-10.2</p>	<p>Suggested:</p> <p>Multiple causation - Argument; Which</p>	<p>Historical Analysis and Interpretation -</p>

age of exploration and evaluate their long-range consequences.	Reasons for Exploration Worksheet	CCSS.ELA-LITERAC Y.RH.9-10.3 CCSS.ELA-LITERAC Y.RH.9-10.4	reason for exploration had the greatest influence on the Age of Exploration?	Consider multiple perspectives
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Topic/Lesson#4: Portuguese and Spanish Exploration

Student Targets	Teacher Resource	Standards	Assessments/Tasks	HTS
Analyze the role of technology, national and religious rivalries in the age of exploration and evaluate their long-range consequences.	Core:Textbook: The Americans: Chapter 1. Focus- Teacher's Choice : Portugal's Great Explorers Portugues and Spanish Explorers Readings Explorer Simulation	CCSS.ELA-LITERAC Y.RH.9-10.2	Suggest: Mapping (on paper or through Google MyMaps) the routes of different explorers	Historical Analysis and Interpretation - Consider multiple perspectives

Topic/Lesson#5: The Columbian Exchange

Student Targets	Teacher Resource	Standards	Assessments/Tasks	HTS
Evaluate the course and consequences of the “Columbian Exchange.”	Core: The Americans Textbook - Chapter 1.5 Focus- Teacher's Choice : Columbian Exchange Food Card Game New Visions: What was the impact of the Columbian	CCSS.ELA-LITERAC Y.RH.9-10.3	Suggested: Students reflect after the Food Card game and make predictions about the effects on Europeans and Americans. Document Analysis and Questions	Historical Analysis and Interpretation - Consider multiple perspectives

	Exchange on the Old World and New World?			
Topic/Lesson#6: Spanish Conquistadores and Document Analysis				
Student Targets	Teacher Resource	Standards	Assessments/Tasks	HTS
<p>Evaluate the course and consequences of the “Columbian Exchange.”</p> <p>Describe the evolution and long-term consequences of labor systems such as encomienda and slavery in Spanish and Portuguese America.</p>	<p>Core:Textbook: The Americans- Chapter 1.5-2.1</p> <p>Focus- Teacher's Choice :</p> <p>New Visions: What was the impact of the Columbian Exchange on the Old World and New World?</p>	<p>CCSS.ELA-LITERAC Y.RH.9-10.2</p> <p>CCSS.ELA-LITERAC Y.RH.9-10.3</p> <p>CCSS.ELA-LITERAC Y.RH.9-10.4</p> <p>CCSS.ELA-LITERAC Y.RH.9-10.6</p> <p>CCSS.ELA-LITERAC Y.WHST.9-10.1.B</p>	<p>Common Course Assessment: :</p> <p>Grade 9 Cause and Effect Columbus Statue Letter - Write a letter arguing for or against the Columbus statue.</p> <p>Scaffolded: CP -Letter CPS - Graphic Organizer for Letter</p>	<p>Historical Analysis and Interpretation -</p> <p>Consider multiple perspectives</p> <p>Appreciate historical perspectives</p>
Teacher Notes				
Helpful notes that teachers should know about this unit.				

Unit/Goal: English Colonization (Chapters 2 and 3)		Time: 6 Weeks
<p>Essential Questions: Foster inquiry and understanding</p> <p>Why do people decide to live where they do or move to other places?</p>	<p>Standards in this Unit:</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources,</p>	<p>Standards in this Unit:</p> <p>Common Core Writing</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.B</p>

<p>(Theme 3: People, Places, and Environments)</p> <p>How do social, political, and cultural interactions support the development of identity?</p> <p>(Theme 4: Individual Development and Identity)</p> <p>What influence has increasing global interdependence had on patterns of international migration?</p> <p>(Theme 9: Global Connections)</p> <p>Understandings: Students will understand...</p> <ul style="list-style-type: none"> • The social, economic, and political tensions that led to violent conflicts between the colonists and their governments. • The shift from indentured servitude to chattel slavery in the southern colonies. • How gender, property ownership, religion, and legal status affected political rights. • How Puritanism shaped New England communities and how it changed during the 17th century. • Environmental and human factors accounted for differences in the economies that developed in the colonies of New England, 	<p>attending to such features as the date and origin of the information.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.2</u></p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.3</u></p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.4</u></p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.9</u></p> <p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>RI- Grade Span Expectations</p> <p>HP 2 (9-12) – 2 Students chronicle events and conditions by...b. synthesizing information from multiple sources to formulate an historical interpretation.</p> <p>HP 1 (9-12) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by... a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events</p> <p>HP 5 (9-12)– 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by... c. analyzing the contribution of diverse cultural elements (e.g., norms, beliefs, religions, ideologies, languages, cuisines).</p> <p>Knowledge and Skill: Students will know...</p> <p>Chronological Thinking</p> <p>Historical Comprehension</p> <p>Historical Analysis and Interpretation</p> <p>Historical Research Capabilities</p>
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<p>mid-Atlantic, Chesapeake, and lower South.</p> <ul style="list-style-type: none"> • Mercantilism and evaluate how it influenced patterns of economic activity. • The development of an Atlantic economy in the colonial period. • The forced relocation of Africans to the English colonies in North America and the Caribbean. • Native American involvement in the colonial wars and evaluate the consequences for their societies. 		<p>Historical Issues-Analysis and Decision-Making</p>
<p>Unit Overview:</p> <p>The study of the colonial era in American history is essential because the foundations for many of the most critical developments in our subsequent national history were established in those years ...One theme involves the intermingling of Native Americans, Europeans, and Africans. Students first need to understand what induced hundreds of thousands of free and indentured immigrants to leave their homelands in many parts of Europe. A second theme is the development of political and religious institutions and values. The roots of representative government are best studied regionally, so that students can appreciate how European colonizers in New England, the mid-Atlantic, and the South differed in the ways they groped their way toward mature political institutions. A third theme is the economic development of the colonies through agriculture and commerce. A comparative approach to French, Spanish, Dutch, and English colonies, and a regional approach to the English mainland and West Indian colonies, as part of a developing Atlantic economy, will also be instructive.”</p>	<p>Unit Time: 6 weeks</p> <p>This unit spans from early English settlement to 1763. This covers the reasons Englishmen came to America and formed and discusses the development of colonial regions and their differences. This unit also touches on the relationships and conflicts between indigenous people and Englishmen and the experiences of African slaves. Finally, the unit concludes with the French and Indian War and how it sets up colonial grievances of Parliaments.</p> <ul style="list-style-type: none"> • Founding of Jamestown - 1 day • Puritan Massachusetts - 1 day • Establishment of the Middle Colonias - 1 day • Mercantilism - 1 day • The Atlantic Slave Trade and Agricultral South- 2 days • Differences between colonial regions - 1 day • French and Indian War - 1 day 	

Topic/Lesson: Founding Jamestown				
Student Targets	Teacher Resource	Standards	Assessments/Tasks	HTS
<p>Explain the social, economic, and political tensions that led to violent conflicts between the colonists and their governments.</p> <p>Explain the shift from indentured servitude to chattel slavery in the southern colonies.</p>	<p>Core:Textbook: The Americans-Chapter 2.2</p> <p>Focus- Teacher's Choice :</p> <p>Powhatan War</p> <p>Starving Time Food Cards</p> <p>House of Burgesses (Civics Connection)</p> <p>New Visions - Evaluating Sources: Bacon's Rebellion (Civics Connection)</p> <p>New Visions - Native American Speeches</p>	<p>CCSS.ELA-LITERACY.RH.9-10.1</p> <p>CCSS.ELA-LITERACY.RH.9-10.2</p> <p>CCSS.ELA-LITERACY.RH.9-10.3</p> <p>CCSS.ELA-LITERACY.RH.9-10.4</p>	<p>Suggested:</p> <p>New Visions - Bacon's Rebellion Evaluating Sources Response</p>	<p>Historical Analysis and Interpretation -</p> <p>Examine the influence of ideas</p> <p>Historical Analysis and Interpretation -</p> <p>Challenge arguments of historical inevitability</p>
Topic/Lesson #2: Puritan Massachusetts				
Student Targets	Teacher Resource	Standards	Assessments/Tasks	HTS

<p>Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>Explain how Puritanism shaped New England communities and how it changed during the 17th century.</p>	<p>Core: Textbook: The Americans - Chapter 2.3</p> <p>Focus- Teacher's Choice :</p> <p>Anne Hutchinson on Trial Readers Theater (Civics Connection)</p> <p>EnCompass RI History Textbook: Roger Williams and the Founding of Rhode Island (Civics Connection)</p> <p>Cranston School Prayer Banner Debate (Civics Connection)</p> <p>Think Like A History: Puritans - Selfless or Selfish?</p>	<p>CCSS.ELA-LITERACY. RH.9-10.1 CCSS.ELA-LITERACY. RH.9-10.2</p>	<p>Suggested:</p> <p>Compare Anne Hutchinson's or Roger Williams dissent against Massachusetts Bay to current day dissenters</p> <p>Debate about the Cranston School Prayer Banner</p>	<p>Historical Analysis and Interpretation -</p> <p>Analyze Cause and Effect relationship</p> <p>Historical Analysis and Interpretation -</p> <p>Compare and contrast differing sets of ideas</p>
<p>Topic/Lesson #3: Establishment of the Middle Colonies</p>				
<p>Student Targets</p>	<p>Teacher Resource</p>	<p>Standards</p>	<p>Assessments/Tasks</p>	<p>HTS</p>
<p>Compare environmental and human factors accounted for differences in the economies that developed in the colonies of New England,</p>	<p>Core:Textbook: The Americans Chapter 2.4</p> <p>Focus- Teacher's Choice :</p>	<p>CCSS.ELA-LITERACY. RH.9-10.2</p>	<p>Suggested:</p> <p>Students describe what they observed from the</p>	<p>Historical Analysis and Interpretation -</p> <p>Compare and contrast different sets of ideas</p>

	European Colonization Scavenger Hunt		scavenger hunt and compare the advantages for each country. Students examine the successes of the Quaker government	
Topic/Lesson#4: Mercantilism				
Student Targets	Teacher Resource	Standards	Assessments/Tasks	HTS
Describe mercantilism and evaluate how it influenced patterns of economic activity.	Core Textbook: The Americans - Chapter 3.1 Focus- Teacher's Choice : Mercantilism Simulations Mercantilism Explanation Video Nearpod about Mercantilism	CCSS.ELA-LITERACY. RH.9-10.2 CCSS.ELA-LITERACY. RH.9-10.3	Suggested: Reflection from simulation Political Cartoon analysis	Historical Analysis and Interpretation - Analyze cause-and-effect
Topic/Lesson#5: The Atlantic Slave Trade and the Agricultural South				
Student Targets	Teacher Resource	Standards	Assessments/Tasks	HTS
Trace the development of an Atlantic economy in the colonial period.	Core Textbook:	CCSS.ELA-LITERACY. RH.9-10.1	Suggested:	Historical

<p>Analyze the forced relocation of Africans to the English colonies in North America and the Caribbean.</p>	<p>The Americans Chapter 3.2</p> <p>Focus- Teacher's Choice :</p> <p>Crash Course: Atlantic Slave Trade</p> <p>Ted Talk: Atlantic Slave Trade</p> <p>Atlantic Slave Trade Document Analysis</p> <p>ROOTS Mini-Series</p>	<p>CCSS.ELA-LITERACY. RH.9-10.2</p> <p>CCSS.ELA-LITERACY. RH.9-10.4</p>	<p>Complete document analysis and reflect on how topics in primary source documents were portrayed in the mini-series ROOTS.</p>	<p>Comprehension - Appreciate historical perspectives</p>
<p>Topic/Lesson#6: Differences in Colonial Regions</p>				
<p>Student Targets</p>	<p>Teacher Resource</p>	<p>Standards</p>	<p>Assessments/Tasks</p>	<p>HTS</p>
<p>Examine the environmental and human factors that accounted for differences in the economies that developed in the colonies of New England, mid-Atlantic, Chesapeake, and lower South.</p>	<p>Core Textbook: The Americans Chapter 3.2 -3.3</p> <p>Focus- Teacher's Choice :</p> <p>Playlist comparing the environmental, economic, political, and social differences between colonies.</p>	<p>CCSS.ELA-LITERACY. RH.9-10.2</p> <p>CCSS.ELA-LITERACY. RH.9-10.3</p> <p>CCSS.ELA-LITERACY. RH.9-10.4</p>	<p>Suggested:</p> <p>Text based discussion comparing the colonies</p>	<p>Historical Analysis - Compare and contrast different sets of ideas</p>

Topic/Lesson#7: French and Indian War				
Student Targets	Teacher Resource	Standards	Assessments/Tasks	HTS
<p>Analyze Native American involvement in the colonial wars and evaluate the consequences for their societies.</p> <p>Trace social, economic, and political tensions that led to violent conflicts between the colonists and their government</p>	<p>Core Textbook: The Americans Chapter 3.4</p> <p>Focus- Teacher's Choice :</p> <p>Join or Die Political Cartoon Analysis</p>	<p>CCSS.ELA-LITERACY.RH.9-10.2</p> <p>CCSS.ELA-LITERACY.RH.9-10.3</p>	<p>Suggested:</p> <p>Join or Die Political Cartoon Analysis</p>	<p>Historical Analysis and Interpretation -</p> <p>Examine the influence of ideas</p>
<p>Teacher Notes: Helpful notes that teachers should know about this unit. Unit 2 will fall into quarter 2 due to the size of the unit. Chapter 2 will be completed in quarter 1 and chapter 3 will be completed in the second quarter.</p>				

<u>Quarter 2</u>		
Unit/Goal: The Revolutionary War (Chapter 4)		Time: 6 Weeks
<p>Essential Questions: Foster inquiry and understanding</p> <p>What are the roots of our social, political and economic systems?</p> <p>(Theme 2: Time, Continuity, and Change)</p> <p>How are development and identity defined at other times and in other places?</p>	<p>Standards in this Unit:</p> <p>CCSS.ELA-LITERACY.RH.9-10.1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2</p>	<p>Standards in this Unit:</p> <p>RI- Grade Span Expectations</p> <p>HP 1 (9-12) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by... a. <i>explaining cause and effect relationships in order to sequence and summarize events,</i></p>

<p>(Theme 4: Individual Development and Identity)</p> <p>How are individual rights protected and challenged within the context of majority rule?</p> <p>(Theme 6: Power, Authority, and Governance)</p> <p>What are the democratic ideals and practices of a constitutional democracy?</p> <p>(Theme 10: Civic Ideals and Practices)</p> <p>Understandings: Students will understand...</p> <ul style="list-style-type: none"> • Political, ideological, religious, and economic origins of the Revolution. • Arguments among patriots and loyalists about independence and draw conclusions about how the decision to declare independence was reached. • The major ideas expressed in the Declaration of Independence and their intellectual origins. • The fundamental contradictions between the ideals expressed in the Declaration of Independence and the realities of chattel slavery. • How key principles in the Declaration of Independence grew 	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.3</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>CCSS.ELA-LITERACY.RH.9-10.6</p> <p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts</p> <p>Common Core Writing</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.1</u></p> <p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.A</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.B</p> <p>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner</p>	<p><i>make connections between a series of events, or compare/contrast events</i></p> <p>HP 2 (9-12)– 1 Students connect the past with the present by... <i>a. explaining origins of major historical events.</i></p> <p>HP 3 (9-12) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by... <i>b. analyzing how an historical development has contributed to current social, economic, or political patterns</i></p> <p>C&G 2 (9-12) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...<i>a. interpreting and analyzing the sources of the U.S. democratic tradition in the Declaration of Independence, U.S. Constitution, and other documents</i></p> <p>Knowledge and Skill: Students will know...</p> <ul style="list-style-type: none"> Chronological Thinking Historical Comprehension Historical Analysis and Interpretation Historical Research Capabilities Historical Issues-Analysis and Decision-Making
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<p>in importance to become unifying ideas of American democracy.</p> <ul style="list-style-type: none"> • The different roles and perspectives in the war of men and women, including white settlers, free and enslaved African Americans, and Native Americans. • The problems of financing the war and dealing with wartime inflation, hoarding, and profiteering. • How the Americans won the war against superior British resources. 	<p>that anticipates the audience's knowledge level and concerns.</p>	
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<p>Unit Overview:</p> <p>“The American Revolution is of single importance in the study of American history...In thinking about the causes and course of the Revolution, it is important to study the fundamental principles of the Declaration of Independence; the causes for the outbreak of the war; the main stages of the Revolutionary War and the reasons for the American victory; and the role of wartime leaders, from all strata of society, both on the battlefield and on the homefront. In assessing the outcomes of the American Revolution, students need to confront the central issue of how revolutionary the Revolution actually was. In order to reach judgments about this, they necessarily will have to see the Revolution through different sets of eyes—enslaved and free African Americans, Native Americans, white men and women of different social classes, religions, ideological dispositions, regions, and occupations.”</p>	<p>Unit Time: 6 weeks</p> <p>This unit spans from 1763 to the end of the Revolutionary War. Students will understand the “stirrings of rebellion.” Next students will examine the structure and fundamental principles of the Declaration of Independence. Finally, students will survey the important battles of the Revolution and challenges the military faced.</p> <ul style="list-style-type: none"> • Stirrings of Rebellion - 2 days • Ideas help Start a Revolution/Declaration of Independence - 4 days • Fighting and Winning the War - 1 day (possible 2 days)
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Topic/Lesson #1: Stirrings of Rebellion

Student Targets	Teacher Resource	Standards	Assessments/Ta sks	HTS
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<p>Analyze political, ideological, religious, and economic origins of the Revolution.</p> <p>Identify arguments among patriots and loyalists about independence and draw conclusions about how the decision to declare independence was reached.</p>	<p>Core Textbook: The Americans Chapter 4.1 and 4.2</p> <p>Focus- Teacher's Choice :</p> <p>New Visions: Using Evidence- Bostonians Paying the Excise Man</p> <p>New Visions: Evaluating Sources - The Boston Massacre</p> <p>New Visions: Excise Taxes Analysis</p> <p>Stamp Act Simulation</p> <p>Document Based Question: Causes of the American Revolution</p> <p>New Visions: Common Sense Analysis</p>	<p>CCSS.ELA-LITERACY.RH.9-10.1</p> <p>CCSS.ELA-LITERACY.RH.9-10.6</p>	<p>Suggested</p> <p>Categorizing SFI/Economic, Political, and Social Reasons for Revolution</p>	<p>Historical Analysis and Interpretation -</p> <p>Analyze multiple causation</p> <p>Historical Analysis and Interpretation -</p> <p>Consider multiple perspectives</p>					
<p>Topic/Lesson #2: Ideas Help Start a Revolution/Declaration of Independence</p>					<p>Student Targets</p>	<p>Teacher Resource</p>	<p>Standards</p>	<p>Assessments/Tasks</p>	<p>HTS</p>
<p>Student Targets</p>	<p>Teacher Resource</p>	<p>Standards</p>	<p>Assessments/Tasks</p>	<p>HTS</p>					

<p>Identify the major ideas expressed in the Declaration of Independence and their intellectual origins.</p> <p>Trace how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy.</p> <p>Analyze the goals of the 1848 Seneca Falls “Declaration of Sentiments” and evaluate its impact.</p>	<p>Core Textbook: The Americans Chapter 4.2</p> <p>Focus- Teacher's Choice :</p> <p>New Vision : Declaration of Independence</p>	<p>CCSS.ELA-LITERACY.WHST.9-10.1.A CCSS.ELA-LITERACY.WHST.9-10.1.B</p> <p>CCSS.ELA-LITERACY.RH.9-10.1</p> <p>CCSS.ELA-LITERACY.RH.9-10.2</p> <p>CCSS.ELA-LITERACY.RH.9-10.3</p> <p>CCSS.ELA-LITERACY.RH.9-10.6</p>	<p>Suggested:</p> <p>PBA/CCA - Grade 9 Comparison Declaration of Independence</p>	<p>Historical Issues -</p> <p>Marshal evidence of antecedent circumstances</p> <p>Historical Analysis and Interpretation -</p> <p>Draw comparisons across eras and regions in order to define enduring issues</p> <p>Historical Comprehension - .</p> <p>Reconstruct the literal meaning of a historical passage</p>
Topic/Lesson #3: Fighting and Winning the War				
Student Targets	Teacher Resource	Standards	Assessments/Tasks	HTS
<p>Analyze the different roles and perspectives in the war of men and women, including white settlers, free and enslaved African Americans, and Native Americans.</p> <p>Identify the problems of financing the war and dealing with wartime inflation, hoarding, and profiteering.</p>	<p>Core Textbook: The Americans Chapter 4.3</p> <p>Focus- Teacher's Choice :</p> <p>New Visions: Soldier's Perspective</p>	<p>CCSS.ELA-LITERACY.RH.9-10.6</p>	<p>Suggested :</p> <p>RAFT Research experience of individuals</p>	<p>Historical Analysis and Interpretation -</p> <p>Consider multiple perspectives</p> <p>Historical Issues -</p> <p>Identify issues and problems in the past</p>

<p>Explain how the Americans won the war against superior British resources.</p>	<p>New Visions: Impact on Women, Native Americans, and Enslaved Peoples</p>			<p>Historical Analysis and Interpretation -</p> <p>Analyze multiple causation</p>
<p>Teacher Notes</p> <p>Helpful notes that teachers should know about this unit.</p>				

<p>Unit/Goal: Shaping a New Nation (Chapter 5)</p>		<p>Time 4 Weeks</p>
<p>Essential Questions: Foster inquiry and understanding</p> <p>What are the purposes and functions of government? (Theme 6: Power, Authority, and Governance)</p> <p>What are the democratic ideals and practices of a constitutional democracy? (Theme 10: Civic Ideals and Practice)</p> <p>Understandings: Students will understand...</p> <ul style="list-style-type: none"> • The factors that led to Shay’s Rebellion. • The arguments over the Articles of Confederation. 	<p>Standards in this Unit:</p> <p>CCSS.ELA-LITERACY.RH.9-10.1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing</p>	<p>Standards in this Unit:</p> <p>RI- Grade Span Expectations</p> <p>HP 1 (9-12) –1 Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources by.. <i>b. explaining how historical facts and historical interpretations may be different, but are related</i></p> <p>HP 2 (9-12)– 1 Students connect the past with the present by... <i>a. explaining origins of major historical events.</i></p> <p>C&G 1 (9-12) –1 Students demonstrate an understanding of <i>origins, forms, and purposes of government by... c. explaining how a political ideology is reflected in the form and structure of a government</i></p>

<ul style="list-style-type: none"> • The alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution. • The arguments of Federalists and Anti-Federalists during the ratification debates and assess their relevance in late 20th-century politics. 	<p>political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-LITERACY.RH.9-10.9</p> <p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Common Core Writing</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.1</u></p> <p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.A</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.B</p> <p>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p>	<p>Knowledge and Skill: Students will know...</p> <p>Chronological Thinking</p> <p>Historical Comprehension</p> <p>Historical Analysis and Interpretation</p> <p>Historical Research Capabilities</p> <p>Historical Issues-Analysis and Decision-Making</p>
<p>Unit Overview:</p> <p>“Students can appreciate how agendas for redefining American society in the postwar era differed by exploring how the Constitution was created and how it was ratified after a dramatic ideological debate in virtually every locale in 1787-88. The Constitution of 1787 and the Bill of Rights should be broached as the culmination of the most</p>	<p>Unit Time: 1 week</p> <p>This unit spans from the conclusion of the American Revolution to the ratification of the U.S. Constitution. Students will examine the challenges of establishing a new government and the issues with the Articles of Confederation. Finally, students will understand the compromises reached to draft the new constitution, and the two major opposing forces’ impact on the creation of a Bill of Rights.</p>	

<p>creative era of constitutionalism in American history. In addition, students should ponder why the Constitutional Convention sidetracked the movement to abolish slavery that had taken rise in the revolutionary era. Nor should they think that ratification of the Constitution ended debate on governmental power or how to create “a more perfect union.” Economic, regional, social, ideological, religious, and political tensions would spawn continuing debates over the meaning of the Constitution for generations.”</p>	<ul style="list-style-type: none"> ● Problems with the Articles of Confederation - 1 day ● Compromises and Debates on the U.S. Constitution - 1 day
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Topic/Lesson #1: Problems with the Articles of Confederation

Student Target(s)	Teacher Resource	Standards	Assessments	HTS
<p>Identify the factors that led to Shays’ Rebellion.</p> <p>Analyze the arguments over the Articles of Confederation.</p>	<p>Core Textbook: The Americans Chapter 5.1</p> <p>Focus- Teacher's Choice :</p> <p>Articles of Confederation VS. the Constitution</p> <p>Articles of Confederation Simulation</p>	<p>CCSS.ELA-LITERACY.R H.9-10.2</p>	<p>Suggested:</p> <p>New Visions AoC Vs. Constitution (see link in Teacher Resources)</p>	<p>Historical Interpretation -</p> <p>Analyze multiple causation</p> <p>Historical Interpretation -</p> <p>Examine the influence of ideas</p>

Topic/Lesson #2: Drafting and Ratifying the Constitution

Student Target(s)	Teacher Resource	Standards	Assessments	HTS
<p>Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution.</p> <p>Analyze the arguments of Federalists and Anti-Federalists during the</p>	<p>Core Textbook: The Americans Chapter 5.1</p> <p>Focus- Teacher's Choice :</p> <p><i>Shays’ Rebellion</i></p> <p><i>The Great Compromise</i></p>	<p>CCSS.ELA-LITERACY.R H.9-10.1</p> <p>CCSS.ELA-LITERACY.R H.9-10.2</p> <p>CCSS.ELA-LITERACY.R H.9-10.4</p>	<p>Analyzing Evidence: Federalists vs Anti-Federalist s.</p>	<p>Historical Interpretation -</p> <p>Examine the influence of ideas</p> <p>Historical Interpretation</p>

ratification debates and assess their relevance in late 20th-century politics.	¾ <i>Compromise Ratification Federalists Papers</i>	CCSS.ELA-LITERACY.RH.9-10.9		- Hypothesize the influence of the past
Teacher Notes Helpful notes that teachers should know about this unit.				

<u>Quarter 3</u>		
Unit/Goal: Living Constitution		Time: 4 Weeks
Essential Questions: Foster inquiry and understanding What is civic participation? (Theme 10: Civic Ideals and Practices) How do citizens become involved? (Theme 10: Civic Ideals and Practices) What is the role of the citizen in the community and the nation, and as a member of the world community? (Theme 10: Civic Ideals and Practices)	Standards in this Unit: CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	Standards in this Unit: RI- Grade Span Expectations HP 1 (9-12) –1c. Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by identifying, describing, or analyzing multiple perspectives on an historical trend or event HP 1 (9-12) –1d. Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by using technological tools in historical research HP 3 (9-12) – 1b. Students demonstrate an understanding of how the past frames the present by formulating a position or course of action on a current issue from a choice of

<p>Understandings: Students will understand...</p> <ul style="list-style-type: none"> • The fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution. • Analyze the arguments of Federalists and Anti-Federalists during the ratification debates and assess their relevance in late 20th-century politics. • The significance of the Bill of Rights and its specific guarantees. • Issues addressed in recent court cases involving the Bill of Rights to assess their continuing significance today. 	<p>CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Common Core Writing</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.1</u></p> <p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.A</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.B</p> <p>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p>	<p>carefully evaluated options, taking into account the historical underpinnings</p> <p>C&G 1 (9-12) –2c. Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed, by examining the historical origins of power and how that power has been exercised over time</p> <p>C&G 2 (9-12) –1d. Students demonstrate an understanding of United States government (local, state, national) by critically examining the principles, traditions, and precedents of American constitutional government</p> <p>C&G 2 (9-12) –2a. Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by interpreting and analyzing the sources of the U.S. democratic tradition in the Declaration of Independence, U.S. Constitution, and other documents</p> <p>Knowledge and Skill: Students will know...</p> <ul style="list-style-type: none"> Chronological Thinking Historical Comprehension Historical Analysis and Interpretation Historical Research Capabilities Historical Issues-Analysis and Decision-Making
<p>Unit Overview:</p> <p>“The Constitution of 1787 and the Bill of Rights should be broached as the culmination of the most creative era of constitutionalism in American history. Economic, regional, social, ideological, religious, and political tensions would spawn</p>	<p>Unit Time: 4 weeks</p> <p>This unit covers the Constitution. Students will examine the powers and checks on the government. Students will focus on the Bill of Rights and connect to current Constitutional issues. This unit will culminate with a Common Course Assessment that ...</p>	

continuing debates over the meaning of the Constitution for generations.”	<ul style="list-style-type: none"> ● Purpose and Preamble - 1 day ● Article 1, Legislative - 2 days ● Article 2, Executive - 1 day ● Article 3, Judiciary - 1 day ● Articles 4-7, intro to amendments - 1 day ● Bill of Rights - 2 days ● CCA - 2 days
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Topic/Lesson #1: Purpose and the Preamble

Student Targets	Teacher Resource	Standards	Assessments/Tasks	HTS
Analyze the fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution.	Core Textbook: The Americans - The Living Constitution Focus- Teacher's Choice :	<u>CCSS.ELA-LITERACY.RH.9-10.2</u> <u>CCSS.ELA-LITERACY.RH.9-10.3</u>		Historical Analysis and Interpretation - Examine the influence of ideas

Topic/Lesson #2: Article 1 Legislative Branch

Student Target(s)	Teacher Resource	Standards	Assessments	HTS
Analyze the fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution.	Core Textbook: The Americans - The Living Constitution: Focus- Teacher's Choice : Graphic organizer for all 3 branches	CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.9	Making Laws Webquest	Historical Analysis and Interpretation - Examine the influence of ideas

Topic/Lesson #3: Article 2 Executive Branch

Student Target(s)	Teacher Resource	Standards	Assessments	HTS
Analyze the fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution.	Core Textbook: The Americans - The Living Constitution: Focus- Teacher's Choice : Graphic organizer for all 3 branches	CCSS.ELA-LITERACY.R H.9-10.1 CCSS.ELA-LITERACY.R H.9-10.9	iCivics "All in a Day's Work"	Historical Analysis and Interpretation - Examine the influence of ideas
Topic/Lesson #4: Article 3 judicial Branch - 1 day				
Student Target(s)	Teacher Resource	Standards	Assessments	HTS
Analyze the fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution.	Core Textbook: The Americans - The Living Constitution: Focus- Teacher's Choice : Graphic organizer for all 3 branches	CCSS.ELA-LITERACY.R H.9-10.1 CCSS.ELA-LITERACY.R H.9-10.9	Webquest	Historical Analysis and Interpretation - Examine the influence of ideas
Topic/Lesson #5: Articles 4-7, intro to amendments - 1 day				
Student Target(s)	Teacher Resource	Standards	Assessments	HTS
Analyze the fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution.	Core Textbook: The Americans - The Living Constitution Focus- Teacher's Choice :	CCSS.ELA-LITERACY.R H.9-10.1 CCSS.ELA-LITERACY.R H.9-10.9	Webquest	Historical Analysis and Interpretation - Examine the influence of ideas
Topic/Lesson #6: Bill of Rights - 2 days				

Student Target(s)	Teacher Resource	Standards	Assessments	HTS
<p>Compare the arguments of Federalists and Anti-Federalists during the ratification debates and assess their relevance in late 20th-century politics.</p> <p>Analyze the significance of the Bill of Rights and its specific guarantees.</p>	<p>Core Textbook: The Americans - The Living Constitution</p> <p>Focus- Teacher's Choice : Bill of Rights PPT Rights in Your Own Words</p>	<p>CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.9</p>		<p>Historical Analysis and Interpretation -</p> <p>Examine the influence of ideas</p> <p>Historical Issues -</p> <p>Identify relevant historical antecedents</p>
Topic/Lesson #7: Common Course Assessment				
Student Target(s)	Teacher Resource	Standards	Assessments	HTS
<p>Analyze the features of the Constitution which have made this the most enduring and widely imitated written constitution in world history.</p>		<p>CCSS.ELA-LITERACY.WHST.9-10.1.A CCSS.ELA-LITERACY.WHST.9-10.1.B</p>	<p>PBA - Enduring Issues First Amendment Essay</p>	<p>Historical Analysis and Interpretation -</p> <p>Draw comparisons across eras and regions in order to define enduring issues</p>
<p>Teacher Notes</p> <p>Helpful notes that teachers should know about this unit.</p>				

Unit/Goal: Launching the New Nation	Time 5 Weeks
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Essential Questions: Foster inquiry and understanding

What are the proper scope and limits of authority?

(Theme 6: Power, Authority, and Governance)

What conflicts exist among fundamental principles and values of constitutional democracy?

(Theme 6: Power, Authority, and Governance)

Understandings: Students will understand...

- The opposing views of the two parties on the main economic and foreign policy issues of the 1790s.
- How John Marshall's precedent-setting decisions interpreted the Constitution and established the Supreme Court as an independent and equal branch of the government.
- Trace the evolution of the Supreme Court's powers during the 1790s and early 19th century and analyze its influence today.
- The influence of the French Revolution on American politics.
- Why many Native Americans supported the British in the War of 1812 and the consequences of this policy.

Standards in this Unit:

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Common Core Writing

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

Standards in this Unit:

RI- Grade Span Expectations

HP 1 (9-12) –1c. Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by identifying, describing, or analyzing multiple perspectives on an historical trend or event

HP 1 (9-12) –2a. Students interpret history as a series of connected events with multiple cause-effect relationships, by...explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events

HP 2 (9-12)– 1a. Students connect the past with the present by explaining origins of major historical events

C&G 1 (9-12) –2c. Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed, by examining the historical origins of power and how that power has been exercised over time

Knowledge and Skill: Students will know...

- Chronological Thinking
- Historical Comprehension
- Historical Analysis and Interpretation

<ul style="list-style-type: none"> President Madison’s reasons for declaring war in 1812 and analyzing the sectional divisions over the war. 	<p>CCSS.ELA-LITERACY.WHST.9-10.1.B</p> <p>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p>	<p>Historical Research Capabilities Historical Issues-Analysis and Decision-Making</p>
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<p>Unit Overview:</p> <p>In studying the post-Revolutionary generation, students can understand how the embryo of the American two-party system took shape, how political turmoil arose as Americans debated the foreign affairs, and how the Supreme Court rose to a place of prominence.” This unit describes major domestic and foreign problems faced by the leaders of the new Republic such as maintaining national security and creating a stable economic system of government.</p>	<p>Unit Time: 5 weeks</p> <p>This unit will span 5 weeks. The unit will examine the domestic and foreign obstacles that faced the early United States.</p> <ul style="list-style-type: none"> Washington Heads a New Government (Topics include: Hamilton vs. Jefferson/Origin of Political Parties/Whiskey Rebellion/Farewell Letter) - 2 days Foreign Affairs Trouble the Nation (Topics include: Jay’s Treaty/Alien and Sedition Acts) 3 days Jefferson Alters the Nation’s Course (Topics include: Marbury vs. Madison/Louisiana Purchase) - 2 days War of 1812 (Topics include: causes and effects of the War of 1812) - 2 days Test Review and Test - 2 days
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Topic/Lesson #1: Washington Heads a New Government

Student Target(s)	Teacher Resource	Standards	Assessments	HTS
<p>Compare the opposing views of the two parties on the main economic and foreign policy issues of the 1790s.</p>	<p>Core Textbook: The Americans - Chapter 6: Washington Heads a New Government</p> <p>Focus- Teacher's Choice :</p> <p>Topics include:</p>	<p>CCSS.ELA-LITERACY.R H.9-10.4</p> <p>CCSS.ELA-LITERACY.R H.9-10.6</p>	<p>Analysing Philosophy of Government</p>	<p>Historical Analysis and Interpretation -</p> <p>Compare and contrast differing sets of ideas</p>

	Hamilton vs. Jefferson Origin of Political Parties Whiskey Rebellion Farewell Letter Ch6.1 TLO			
Topic/Lesson #2: Foreign Affairs Trouble the Nation				
Student Target(s)	Teacher Resource	Standards	Assessments	HTS
<p>Compare the opposing views of the two parties on the main economic and foreign policy issues of the 1790s.</p> <p>Assess the influence of the French Revolution on American politics.</p>	<p>Core Textbook: The Americans - Chapter 6: Foreign Affairs Trouble the Nation</p> <p>Focus- Teacher's Choice :</p> <p>Topics include: Jay's Treaty Alien and Sedition Acts 6.2</p>	<p>CCSS.ELA-LITERACY.R H.9-10.1</p> <p>CCSS.ELA-LITERACY.R H.9-10.2</p> <p>CCSS.ELA-LITERACY.R H.9-10.6</p>	<p>New Visions Alien and Sedition analysis Patriot Act</p>	<p>Historical Analysis and Interpretation -</p> <p>Compare and contrast differing sets of ideas</p> <p>Historical Analysis and Interpretation -</p> <p>Analyze cause-and-effect relationships</p>
Topic/Lesson #3: Jefferson Alters the Nation's Course				
Student Target(s)	Teacher Resource	Standards	Assessments	HTS
<p>Evaluate how John Marshall's precedent-setting decisions interpreted the Constitution and established the Supreme Court as an independent and equal branch of the government.</p>	<p>Core Textbook: The Americans - Chapter 6: Jefferson Alters the Nation's Course</p>	<p>CCSS.ELA-LITERACY.R H.9-10.1</p> <p>CCSS.ELA-LITERACY.R H.9-10.2</p>	<p>New Visions- Louisiana Purchase Analysis</p>	<p>Historical Analysis and Interpretation -</p>

<p>Trace the evolution of the Supreme Court's powers during the 1790s and early 19th century and analyze its influence today.</p>	<p>Focus- Teacher's Choice :</p> <p>Topics include: Marbury vs. Madison</p>			<p>Assess the importance of the individual</p> <p>Chronological Thinking -</p> <p>Explain historical continuity and change</p>
Topic/Lesson #4: War of 1812				
Student Target(s)	Teacher Resource	Standards	Assessments	HTS
<p>Assess why many Native Americans supported the British in the War of 1812 and the consequences of this policy.</p> <p>Explain President Madison's reasons for declaring war in 1812 and analyze the sectional divisions over the war.</p>	<p>Core Textbook: The Americans - Chapter 6: War of 1812</p> <p>Focus- Teacher's Choice :</p> <p>Topics include: causes and effects of the War of 1812 Tecumseh's Confederacy and support of the British</p>	<p><u>CCSS.ELA-LITERACY.RH.9-10.3</u></p>		<p>Historical Analysis and Interpretation -</p> <p>Consider multiple perspectives</p> <p>Historical Analysis and Interpretation -</p> <p>Compare and contrast differing sets of ideas</p>
Teacher Notes: Helpful notes that teachers should know about this unit.				

Quarter 4

Unit/Goal: Balancing Nationalism and Sectionalism

Time: 4 Weeks

Essential Questions: Foster inquiry and understanding

What are the other consequences of global connections?

(Theme 9: Global Connections)

What are the roots of our social, political and economic systems?

(Theme 2: Time, Continuity, and Change?)

What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated?

(Theme 8: Science , Technology, and Society)

Understandings: Students will understand...

- How the major technological developments that revolutionized land and water transportation arose and analyze how they transformed the economy, created international markets, and affected the environment.

Standards in this Unit:

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Common Core Writing

CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on *discipline-specific content*.

Standards in this Unit:

RI- Grade Span Expectations

HP 1 (9-12) –2a. Students interpret history as a series of connected events with multiple cause-effect relationships, by...explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events

HP 1 (9-12) –1b. Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by explaining how historical facts and historical interpretations may be different, but are related

HP 1 (9-12) –1c. Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by identifying, describing, or analyzing multiple perspectives on an historical trend or event

Knowledge and Skill: Students will know...

Chronological Thinking
Historical Comprehension
Historical Analysis and

<ul style="list-style-type: none"> • The origins and provisions of the Monroe Doctrine and how it influenced hemispheric relations. • Compare the policies toward Native Americans pursued by presidential administrations through the Jacksonian era. • Explain and evaluate the various strategies of Native Americans such as accommodation, revitalization, and resistance • Evaluate national and state policies regarding a protective tariff, a national bank, and federally funded internal improvements. 	<p>CCSS.ELA-LITERACY.WHST.9-10.1.A</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.B</p> <p>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p>	<p>Interpretation</p> <p>Historical Research Capabilities</p> <p>Historical Issues-Analysis and Decision-Making</p>
<p>Unit Overview:</p> <p>“Politics, political leadership, and political institutions have always bulked large in the study of this era, but students will also need to understand other less noticed topics: the beginnings of a national economy, the exuberant push westward, the military campaigns against Native American nations.</p>	<p>Unit Time: 4 weeks</p> <p>This unit will span four weeks and discuss the United States foreign and domestic policy as a growing nation.</p> <ul style="list-style-type: none"> • Regional Economies Create Differences (Topic include: Industrial Revolution) - 2 days • Nationalism at Center Stage (Topics include: Monroe Doctrine/Missouri Compromise) - 2 days • The Age of Jackson (Topics include: Age of Jackson/Indian Removal Act/Trail of Tears) - 2 days • States’ Rights and the National Bank - 1 day • Test Review and Test - 2 days 	
<p>Topic/Lesson: Regional Economies Create Differences</p>		

Student Targets	Teacher Resource	Standards	Assessments/Tasks	HTS
Explain how the major technological developments that revolutionized land and water transportation arose and analyze how they transformed the economy, created international markets, and affected the environment.	Core Textbook: The Americans - Chapter 7 Section 1: Regional Economies Create Differences Focus- Teacher's Choice : Impacts of Erie Canal	CCSS.ELA-LITERACY.R H.9-10.1 CCSS.ELA-LITERACY.R H.9-10.2 CCSS.ELA-LITERACY.R H.9-10.4		Historical Analysis and Interpretation - Analyze cause-and-effect
Topic/Lesson #2: Nationalism at Center Stage				
Student Target(s)	Teacher Resource	Standards	Assessments	HTS
Identify the origins and provisions of the Monroe Doctrine and how it influenced hemispheric relations.	Core Textbook: The Americans - Chapter 7 Section 2: Nationalism at Center Stage Focus- Teacher's Choice : Monroe Doctrine Analysis (Civics Connection)	CCSS.ELA-LITERACY.R H.9-10.1 CCSS.ELA-LITERACY.R H.9-10.2 CCSS.ELA-LITERACY.R H.9-10.4 CCSS.ELA-LITERACY.R H.9-10.9		Chronological Thinking - Analyze cause-and-effect
Topic/Lesson #3: Age of Jackson				
Student Target(s)	Teacher Resource	Standards	Assessments	HTS
Compare the policies toward Native Americans pursued by presidential administrations through the Jacksonian era.	Core Textbook: The Americans - Chapter 7 Section 3: Age of Jackson	CCSS.ELA-LITERACY.R H.9-10.2	Suggested: Letter to Jackson- Evaluate Indian	Historical Analysis and Interpretation - Compare and contrast differing

<p><u>Explain and evaluate</u> the various strategies of Native Americans such as accommodation, revitalization, and resistance</p>	<p>Focus- Teacher's Choice : Indian Removal Act Stations</p>	<p>CCSS.ELA-LITERACY.R H.9-10.3 CCSS.ELA-LITERACY.R H.9-10.4</p>	<p>Removal Act from different perspectives</p>	<p>sets of ideas</p>
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Topic/Lesson #4: State's Rights and the National Bank

Student Target(s)	Teacher Resource	Standards	Assessments	HTS
<p><u>Evaluate</u> national and state policies regarding a protective tariff, a national bank, and federally funded internal improvements.</p>	<p>Core Textbook: The Americans - Chapter 7 Section 4: States Rights and the National Bank</p> <p>Focus- Teacher's Choice : Hamilton v. Jefferson debate (needs to be reworked into a graphic organizer. This website requires a discoveryEd account to use the flash program but can be adapted to paper/ppt versions.</p>	<p>CCSS.ELA-LITERACY.R H.9-10.2 CCSS.ELA-LITERACY.R H.9-10.4 CCSS.ELA-LITERACY.R H.9-10.9</p>	<p>Suggested: Hamilton v. Jefferson writing prompt</p>	<p>Historical Analysis and Interpretation - Examine the influence of ideas</p>

Teacher Notes
Helpful notes that teachers should know about this unit.

Unit/Goal: Reforming American Society **Time: 4 Weeks**

<p>Essential Questions: Foster inquiry and understanding</p> <p>How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions? <i>(Theme 2: Time, Continuity, and Change)</i></p> <p>Why is the past important to us today? How has the world changed and how might it change in future? <i>(Theme 2: Time, Continuity, and Change)</i></p> <p>How do science and technology affect our sense of self and morality? <i>(Theme 8: Science Technology and Society)</i></p> <p>What is my role in institutional change? <i>(Theme 5: Individuals, Groups, and Institutions)</i></p> <p>Understandings: Students will understand...</p> <ul style="list-style-type: none"> • Explain the fundamental beliefs of abolitionism and compare the antislavery positions of the “immediatists” and “gradualists” within the movement • Compare the positions of African American and white abolitionists on the issue of the African American’s place in society. 	<p>Standards in this Unit:</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>CCSS.ELA-LITERACY.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.8</p>	<p>Standards in this Unit:</p> <p>Common Core Writing</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.1</u></p> <p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.A</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.B</p> <p>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>RI- Grade Span Expectations</p> <p>HP 1 (9-12) –1a. Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by... formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and non-print sources</p> <p>HP 1 (9-12) –1c. ...by identifying, describing, or analyzing multiple perspectives on an historical trend or event</p>
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<ul style="list-style-type: none"> Assess how the Second Great Awakening impinged on antebellum issues such as public education, temperance, women’s suffrage, abolition, and commercialization Analyze the activities of women of different racial and social groups in the reform movements for education, abolition, temperance, and women’s suffrage. Analyze the goals of the 1848 Seneca Falls “Declaration of Sentiments” and evaluate its impact. 	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>HP 2 (9-12)– 1a. Students connect the past with the present by explaining origins of major historical events</p> <p>HP 2 (9-12) – 2 b. Students chronicle events and conditions by synthesizing information from multiple sources to formulate an historical interpretation</p> <p>Knowledge and Skill: Students will know...</p> <ul style="list-style-type: none"> Chronological Thinking Historical Comprehension Historical Analysis and Interpretation Historical Research Capabilities Historical Issues-Analysis and Decision-Making
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<p>Unit Overview: “This unit has a theme of reform, for the rapid transformation and expansion of the American economy brought forth one of the greatest bursts of reformism in American history.” However, despite “ this transformation, students must understand the enormous growth of slavery as an exploitive and morally corrupt economic and social system; but they should also comprehend how millions of African Americans struggled to shape their own lives as much as possible through family, religion, and resistance to slavery.”</p>	<p>Unit Time: 3 weeks</p> <p>This unit seeks to recognize the causes and effects of the Second Great Awakening and to understand the various social and labor reform movements that swept the nation during the first half of the 19th century. This unit also seeks to discuss how slavery became an explosive issues, as more Americans joined abolitionists working to put an end to it.</p> <p>Life Under Slavery - 2 days Reform Movements Project - 4 days</p>
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Topic/Lesson #1: Slavery and Abolition

Student Targets	Teacher Resource	Standards	Assessments/Tasks	HTS
<p>Compare the positions of African American and white abolitionists on the</p>	<p>Core Textbook: The Americans Chapter 8</p>		<p>Abolitionists Letter Assessment-</p>	<p>Historical Comprehension -</p>

<p>issue of the African American's place in society.</p> <p>Explain the fundamental beliefs of abolitionism and compare the antislavery positions of the "immediatists" and "gradualists" within the movement.</p>	<p>Section 2: Slavery and Abolition</p> <p>Focus- Teacher's Choice:</p> <p>Frederick Douglass Nat Turner Slave Revolts</p> <p>Night John movie</p> <p>Nat Turner Document Analyses</p> <p>Read Like a Historian: Nat Turner</p> <p>Slave Resistance Online Exhibition</p>	<p>CCSS.ELA-LIT ERACY.RH.9-1 0.1</p> <p>CCSS.ELA-LIT ERACY.RH.9-1 0.2</p> <p>CCSS.ELA-LIT ERACY.RH.9-1 0.3</p>	<p>What anti-slavery arguments did abolitionists make?</p>	<p>Read historical narratives</p> <p>Historical Analysis and Interpretation -</p> <p>Examine the influence of ideas</p> <p>Historical Analysis and Interpretation -</p> <p>Consider multiple perspectives</p>
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Topic/Lesson #2: Reform Movements

Student Target(s)	Teacher Resource	Standards	Assessments	HTS
<p>Assess how the Second Great Awakening impinged on antebellum issues such as public education, temperance, women's suffrage, abolition, and commercialization</p> <p>Analyze the activities of women of different racial and social groups in the reform movements for education, abolition, temperance, and women's suffrage.</p>	<p>Core Textbook: The Americans Chapter 8 Section 1 & 3: Religion Sparks Reform / Women and Reform</p> <p>Focus- Teacher's Choice :</p> <p>Khan Academy: Second Great Awakening</p> <p>Declaration of Sentiments Do Now (Civics Connection)</p>	<p>CCSS.ELA-LIT ERACY.RH.9-1 0.1</p> <p>CCSS.ELA-LIT ERACY.RH.9-1 0.2</p> <p>CCSS.ELA-LIT ERACY.RH.9-1 0.3</p>	<p>Reform Movements Research Project CCA</p>	<p>Historical Analysis and Interpretation -</p> <p>Analyze cause-and-effect relationships</p> <p>Historical Analysis and Interpretation -</p> <p>Explain the importance of the individual</p> <p>Historical Research Capabilities -</p>

		<p>CCSS.ELA-LITERACY.RH.9-10.10</p> <p>CCSS.ELA-LITERACY.WHST.9-10.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.8</p> <p>CCSS.ELA-LITERACY.WHST.9-10.9</p>		<p>Formulate historical questions</p> <p>Historical Research Capabilities -</p> <p>Obtain historical data</p>
<p>Teacher Notes</p> <p>Helpful notes that teachers should know about this unit.</p>				

<p>Unit/Goal: Unit: Expanding Markets and Moving West</p>		<p>Time: 5 Days</p>
<p>Essential Questions: Foster inquiry and understanding</p> <p>Why is location important?</p> <p><i>(Theme 3: People, Places, and Environments)</i></p> <p>What factors influence decision-making on issues of the production, distribution and consumption of goods?</p>	<p>Standards in this Unit:</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate</p>	<p>Standards in this Unit:</p> <p>RI- Grade Span Expectations</p> <p>HP 1 (9-12) –1c. Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by identifying, describing, or analyzing multiple perspectives on an historical trend or event</p> <p>HP 1 (9-12) –2a. Students interpret history as a series of connected events</p>

<p>(Theme 7: Production, Distribution, and Consumption)</p> <p>How can we cope with the ever-increasing pace of change, perhaps even the concern that technology might get out of control?</p> <p>(Theme 8: Science, Technology, and Society)</p> <p>Understandings: Students will understand...</p> <ul style="list-style-type: none"> • How the concept influenced the westward expansion of the nation. • The impact of westward expansion on Native Americans. • The peaceful resolution of the Oregon dispute with Great Britain and the declaration of war with Mexico. • The causes of the Texas War for Independence and the Mexican-American War and evaluate the provisions and consequences of the Treaty of Guadalupe Hidalgo. 	<p>summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Common Core Writing</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.1</u> Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.B Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p>	<p>with multiple cause-effect relationships, by...explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events</p> <p>HP 2 (9-12)– 1a. Students connect the past with the present by explaining origins of major historical events</p> <p>Knowledge and Skill: Students will know...</p> <ul style="list-style-type: none"> Chronological Thinking Historical Comprehension Historical Analysis and Interpretation Historical Research Capabilities Historical Issues-Analysis and Decision-Making
<p>Unit Overview:</p>	<p>Unit Time: 5 days</p>	

<p>“Students should study how Americans, animated by land hunger, the ideology of ‘Manifest Destiny,’ and the optimism that anything was possible with imagination, hard work, and the maximum freedom of the individual, flocked to the western frontier. While studying how the frontier experience indelibly stamped the American character, students should explore its ambivalent aspects: the removal of many Indian nations in the Southeast and old Northwest, acquisition of a large part of Mexico through the Mexican-American War, and abrasive encounters with Native Americans, Mexicans, Chinese immigrants, and others in the West.”</p>	<p>This unit seeks to understand the causes and consequences of western settlement and to summarize the events surrounding the independence of Texas and the war with Mexico.</p> <p>Manifest Destiny - 2 days Expansion in Texas - 1 day The War with Mexico - 1 day</p>
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Topic/Lesson: Manifest Destiny

Student Targets	Teacher Resource	Standards	Assessments/Tasks	HTS
<p>Analyze how the concept influenced the westward expansion of the nation.</p> <p>Describe the impact of westward expansion on Native Americans.</p>	<p>Core:Textbook: The Americans, Danzer, et. Al- Holt McDougal ISBN 0-618-37719-0 Chapter 9</p> <p>Focus- Teacher's Choice : Oregon Trail Simulation Read Like a Historian: Manifest Destiny</p>	<p>CCSS.ELA-LITERACY.RH.9-10.2</p> <p>CCSS.ELA-LITERACY.RH.9-10.4</p> <p>CCSS.ELA-LITERACY.RH.9-10.9</p>	<p>Suggested: Close reading w/text dependent questions</p>	<p>Historical Interpretation -</p> <p>Examine the influence of ideas</p>

Topic/Lesson #2: Expansion in Texas

Student Target(s)	Teacher Resource	Standards	Assessments	HTS
<p>Analyze causes of Texas War for Independence</p>	<p>Core:Textbook:</p>	<p>CCSS.ELA-LITERACY.RH.9-10.1</p>		<p>Historical Analysis and Interpretation -</p>

	<p>The Americans, Danzer, et. Al- Holt McDougal ISBN 0-618-37719-0 Chapter 9</p> <p>Focus- Teacher's Choice : Read like a Historian: Texas Revolution</p> <p>The Travis Letter Worksheet - "To all Americans in the World" (Civics Connection)</p> <p>Travis Letter- Document Analysis (HIPPO)</p> <p>Gilder Lehrman-Alamo Simulation</p>	<p>CCSS.ELA-LITERAC Y.RH.9-10.2</p> <p>CCSS.ELA-LITERAC Y.RH.9-10.4</p>		Analyze multiple causation
Topic/Lesson #3: The War with Mexico				
Student Target(s)	Teacher Resource	Standards	Assessments	HTS
<i>Explain</i> the declaration of war with Mexico	<p>Core:</p> <p>Focus- Teacher's Choice : Think Like a Historian: Gold Rush</p> <p>PBS Intro to Mexican American War</p>	<p>CCSS.ELA-LITERAC Y.RH.9-10.2</p> <p>CCSS.ELA-LITERAC Y.RH.9-10.4</p> <p>CCSS.ELA-LITERAC Y.RH.9-10.9</p>	<p>Suggested:</p> <p>Document Analysis with Questions</p> <p>Three Reads Protocol</p>	<p>Historical Analysis and Interpretation -</p> <p>Challenge arguments of historical inevitability</p>

	<p>“The Way They Go to California” Page 298</p> <p><u>Gilder Lerhman: Arguments for and Against going to War with Mexico</u></p>			
<p>Teacher Notes</p> <p>Helpful notes that teachers should know about this unit.</p>				