

Critical Content/Concept Web

Unit Planner

Unit 1 Topic: Colonial America (1450-1750)

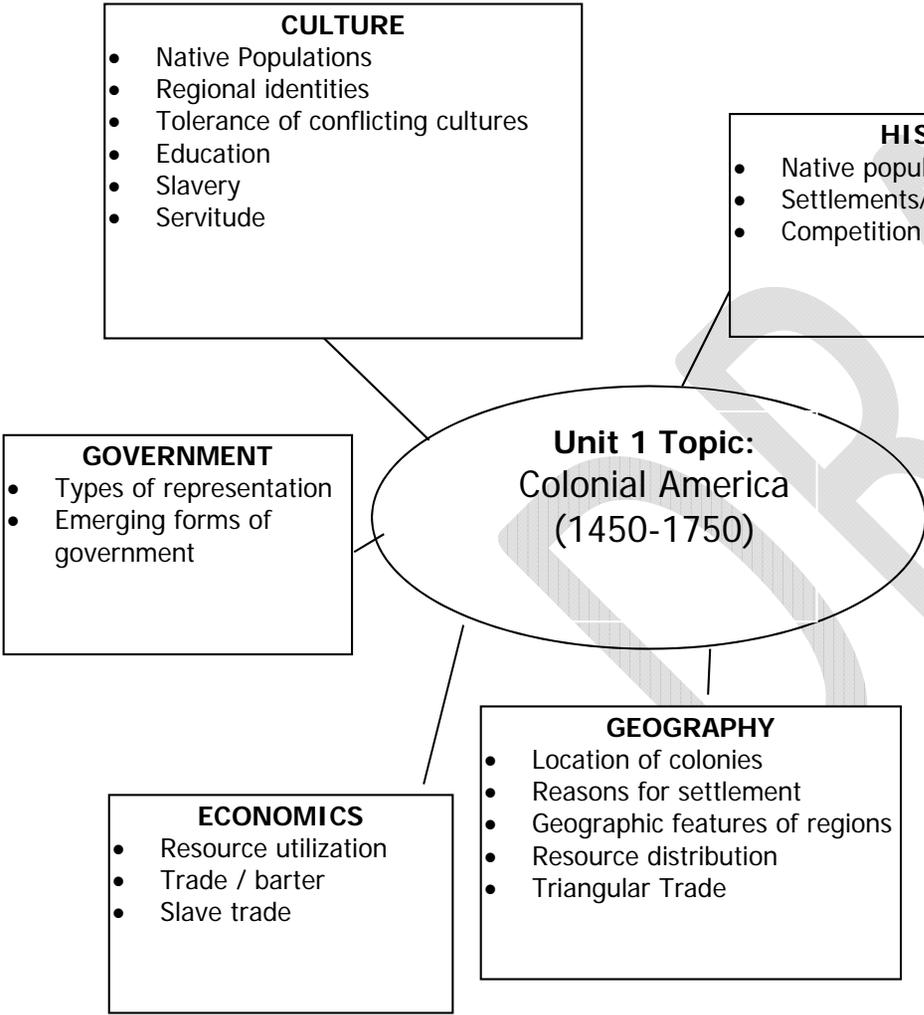
Conceptual Lens: Perspectives (1/2, 3)

Grade: 10th

Instructional Timeline: August & September

Unit 1 Overview

This unit will examine the beginning of the colonies within the United States. The students will examine this period through the lens of perspectives to look at the development of differing characteristics of the colonies. Students will explore the introduction and role of slavery in the colonies. This unit will also examine the perspectives of the colonists and Britain in dealing with domestic matters.
(4 Weeks)



Unit 1 Vocabulary/Ideas			
Early American Indian cultures	Purpose for introduction of African slavery	First Forms of Representative Governments	Colonial regions/geographic and economic differences
Motivation for European exploration	Triangular Trade	House of Burgesses	Important Colonial Figures
Northwest Passage	Middle Passage	Mayflower Compact	Roger Williams
Columbian Exchange	How Native Americans were impacted by colonization	Colonial voting rights	James Oglethorpe
Motivations for colonization in North America	Founding of Jamestown	Concept of universal schooling	Benjamin Franklin
		Indentured servants	

Grade: 10th Subject: Social Studies Unit: Colonial America (1450-1750) Lens: Perspectives	
Enduring Understandings	Guiding Questions
<p>1. Social, political, religious, and economic beliefs can determine settlement patterns.</p> <p>State Standards HSH.1 1.1.1 Compare and contrast the different cultural and social influences that emerged in the North American colonies 1.2.1 Analyze the religious, political, and economic motives of European immigrants who came to North America 1.2.2 Explain the motives and consequences for the involuntary immigration to North America 1.5.2 Identify significant countries and their roles and motives in the European exploration of the America 3.1.1 Describe the economic characteristics of colonialism.</p>	<p>a. What are the social, political, religious, and economic beliefs that led to colonization? b. Why do beliefs determine patterns of colonization? c. Which belief had the greatest influence on colonization?</p>
<p>2. Cultural perspectives change when one culture is displaced by an existing culture.</p> <p>State Standards HSH.1 1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers 1.5.3 Analyze and describe the interactions between native peoples and the European explorers</p>	<p>a. What cultures did others displace? b. How is a culture displaced by another? c. How are cultural perspectives influenced by one culture to another?</p>
<p>3. Geography determines the development of a culture.</p> <p>State Standards HSH.1 1.5.1 Examine the development of diverse cultures in what is now the United States. 2.2.1 Explain ways in which people responded to their physical environment in the early national history of the United States 2.2.2 Analyze ways in which the physical environment affected political and economic development.</p>	<p>a. What were the geographical differences between the colonies? b. What institutions developed as a result of geography? c. Would cultures develop differently if geography were not a factor?</p>

4. The function and purpose of a colony can determine its type of political representation.

State Standards HSH.1

1.5.4 Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century

3.2.2 Analyze the role of government policy in the early economic development of the United States

4.1.1 Trace the development of constitutional democracy in the United States

4.1.3 Evaluate issues in which fundamental values and principles are in conflict

4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights

- a. How did the needs of the colony determine its representation? (i.e. House of Burgesses in VA)
- b. Which of the colonies had the best representation?
- c. What were the primary purposes of colonies (religious, financial, etc)?

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Grade: 10th Subject: Social Studies Unit: Colonial America (1450-1750) <i>Lens: Perspectives</i>			
Critical Content and Skills		AC = Assessment Code:	Q – Quizzes O – Observations D – Dialogues T - Tests
			P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will know...	AC	Students will be able to ...	AC
<ol style="list-style-type: none"> 1. Early American Indian cultures 2. Reasons for European exploration 3. The location of the 13 original colonies and the first major settlements. 4. The different motivations for the founding of each of the colonies. 5. How representative government was established in the colonies. 6. The cultural makeup of the different regions of the 13 colonies (ex. Political, economic, religious and social). 7. The Backcountry settlers and other people in North America and their conflict with the English colonists. 8. The long-term impact of the triangular trade. 9. The existence of slavery and its introduction in the colonies. 		<ol style="list-style-type: none"> 1. Recognize propaganda. 2. Take notes. 3. Interpret graphs. 4. Detect bias in data presented in various forms. 5. Communicate orally. 6. Participate in persuading and compromising in the solution of conflicts and differences. 7. Work with others to decide on an appropriate course of action. 8. Recognize and understand an increasing number of social studies terms. 9. Make outline of topic. 10. Map skills. <ul style="list-style-type: none"> ▪ Locate places on a map. ▪ Compare maps and make inferences. 11. Interpret social and political messages of cartoons. 12. Separate topics into major components according to appropriate criteria. 13. Select an appropriate strategy to solve a problem. 14. Identify situations in which social action is required. 	
<p>Common Core State Standards for Literacy in History/Social Studies 9-10</p> <p>Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units.</p> <p>Please see pages 29-31 of this document for a complete list of the CCSS for Literacy in History/Social Studies.</p>			

Critical Content/Concept Web

Unit

Planner

Unit 2 Topic: The American Revolution (1750-1783)

Conceptual Lens: Power, Representation, Conflict & Consequences (4)

Grade: 10th

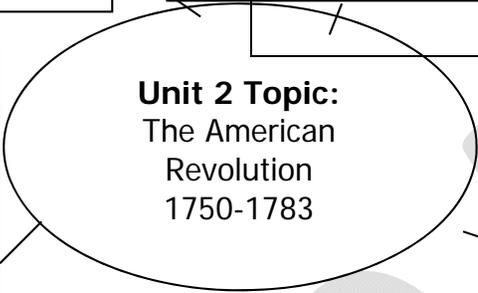
Instructional Timeline: September & October

Unit 2 Overview

This unit will examine the conflicts leading to the American Revolution through the lens of power, control and representation. Students will examine Britain's victory in the French and Indian War and how it led to the fight between the colonies and Britain for power and control. This unit will also examine the argument for representation and its relationship to how the colonists and Britain dealt with domestic matters. It will also examine the conflict between the colonists and the British and look at the consequences of the war. Students will examine the major campaigns of the war, and look at the advantages and disadvantages of each side. They will also examine the effects that the war had on each side.

(2 Weeks)

Unit 2 Vocabulary/Ideas



CULTURE

- Conflicting identities
- Slavery
- Native vs. immigrant
- Role of minorities
- Civil disobedience
- Propaganda
- Rebellion
- Revolution
- American character

HISTORY

- Enlightenment
- John Locke's "natural rights"
- Foreign conflicts
- Violent and non-violent Protest
- Great Awakening
- Alliances
- Mercantilism
- Important Figures
- Salutary Neglect
- Soldiers for hire
- French and Indian War
- Role of foreign nations
- Combatants
- Battles/strategy
- Cause/outcome
- Comparison of resources
- Types of warfare
- Proclamation of 1763
- Conscription

Revolutionary War (1775-1783)

Causes/outcomes/combatants

Advantages and disadvantages for each side

Major Battles/Encampments

Lexington & Concord

Valley Forge

Trenton (Hessians)

Saratoga

Yorktown

Important Figures of the Revolution

Thomas Paine

Thomas Jefferson

John Adams

Sam Adams

Paul Revere

Patrick Henry

George Washington

John Paul Jones

Francis Marion

Benedict Arnold

Nathanael Greene

Marquis de Lafayette

GOVERNMENT

- Independence
- Compromise
- Monarchy
- 1st forms of representation
- Alliances
- Petition
- Colonial leadership

GEOGRAPHY

- Westward movement
- Trade routes
- Population distribution
- Political boundaries
- Battle locations
- Troop movement
- Environmental effects

ECONOMICS

- Taxes
- Boycotts
- Mercantilism
- Utilization of resources
- Financing the war

Grade: 10th

Subject: Social Studies

Unit The American Revolution 1750-1783

Lens: Power, Representation, Conflict & Consequences

Enduring Understandings	Guiding Questions
<p>1. "Radical" political leaders use a variety of propaganda techniques to create extreme reactions.</p> <p>2. People choose sides in a conflict according to their cultural values and perspectives.</p> <p>3. Conflicting national identities can lead to internal struggles and alliances that affect the outcome of war.</p> <p>State Standards HSH.1 1.1.1 Compare and contrast the different cultural and social influences that emerged in the North American colonies 1.1.2 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War 4.3.2 Describe ways in which citizens participated in early American public life 1.1.4 Discuss the causes and effects of various conflicts in American history 1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers.</p>	<p>a. What propaganda techniques are used to create extreme reactions? b. Why do political leaders often use propaganda to achieve their goals?</p> <p>a. How did the principles of freedom and independence guide the revolutionary movement? b. What cultural values and perspectives led people to align themselves with either the patriots, loyalists or moderates?</p> <p>a. How can internal conflict affect the outcome of a war? b. How can alliances affect the outcome of a war?</p>
<p>4. Revolution can result from a system that fails to represent the people.</p> <p>5. Establishing independence can require change movements that may lead to a violent struggle for power and control.</p> <p>6. Dissatisfaction with the existing political, economic, social, or religious order can result in revolution.</p> <p>State Standards HSH.1 1.1.3 Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society 1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers</p>	<p>a. Why is representation important in a political system? b. How did the concept of "taxation without representation" add to the conflict between England and the Colonies?</p> <p>a. How can establishing independence require change that may lead to a violent struggle for power and control?</p> <p>a. Why can dissatisfaction with an existing political, economic, social, or religious order result in revolution? b. How can revolution resolve conflict? c. What factors led to the American?</p>

<p>3.2.2 Analyze the role of government policy in the early economic development of the United States</p> <p>1.1.4 Discuss the causes and effects of various conflicts in American history</p> <p>4.1.3 Evaluate issues in which fundamental values and principles are in conflict</p> <p>4.3.2 Describe ways in which citizens participated in early American public life</p>	
<p>7. Political revolution is often characterized by violence on the part of one or both sides in an effort to gain control.</p> <p>8. Revolutions feature charismatic leaders who inspire, lead and set examples for other potential leaders.</p> <p>State Standards HSH.1</p> <p>4.1.2 Identify fundamental values and principles as expressed in basic documents</p> <p>4.3.1 Provide and evaluate examples of social and political leadership in early American history</p> <p>4.3.2 Describe ways in which citizens participated in early American public life.</p>	<p>a. Why is violence used to gain control?</p> <p>b. What examples of violence did both sides use in the period leading to the American Revolution?</p> <p>c. How does society react to violent acts used by both sides in a political revolution?</p> <p>a. What factors determine a successful leader?</p> <p>b. Why do leaders emerge during revolutions? What are the characteristics of revolutionary leaders?</p> <p>c. What leaders contributed to the cause of American independence?</p>
<p>9. The amount of available resources can determine the outcome of a conflict.</p> <p>10. Loss of monetary support can lead to increased involvement of foreign nations in a conflict.</p> <p>State Standards HSH.1</p> <p>2.2.1 Explain ways in which people responded to their physical environment in the early national history of the United States</p> <p>5.1.3 Discuss the use of the national interest as a criterion for shaping foreign policy.</p>	<p>a. What types of resources make sides successful in a conflict?</p> <p>b. How are internal or external resources each important in determining the outcome of a conflict?</p> <p>a. How is monetary support tied to success/failure in a conflict?</p> <p>b. How can foreign involvement help or hinder a conflict? Is foreign support a necessary way to replace lost monetary support?</p>
<p>11. The physical location of battles determines the type of war that is fought.</p> <p>12. New strategies can change the type of war that is fought.</p> <p>State Standards HSH.1</p> <p>1.4.1 Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development the United States.</p> <p>2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models</p> <p>2.2.1 Explain ways in which people responded to their physical environment in the early national history of the United States</p>	<p>a. How does the physical location of a battle determine the success of parties in a conflict?</p> <p>b. How can alternative war tactics and strategies affect a war?</p>

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Grade: 10th Subject: Social Studies Unit: The American Revolution 1750-1783 Lens: Power, Representation, Conflict & Consequences				
Critical Content and Skills		AC = Assessment Code: Q – Quizzes P - Prompts O – Observations WS – Work Samples D – Dialogues SA – Student Self-Assessment T - Tests		
Students will Know...	AC	Students will be able to do...	AC	
1. How the Enlightenment and the Great Awakening influenced the new American character and personalities. 2. The impact of the French and Indian War on the developing mindset of independence. 3. The political and economic causes of the American Revolution. 4. The role violent and non-violent methods used to influence the opinions of the colonists. 5. How Thomas Paine’s “Common Sense” contributed to the pro-revolution movement. 6. The accomplishments of the 1 st and 2 nd Continental Congresses. 7. The significance of the Declaration of Independence 8. The advantages and disadvantages of each side coming into the war. 9. The reasons that the U.S. needed to form foreign alliances and why the Battle of Saratoga was key to these alliances. 10. How new war tactics contributed to the outcome of the war, such as guerilla warfare. 11. How the conflict between loyalists and patriots influenced the outcome of the campaign in the South. 12. How women and African-Americans contributed to each side in the war. 13. The major events, battles and their outcomes. 14. How the Treaty of Paris affected the British and their holdings in the U.S. 15. How the personalities and decisions made by leaders affected the outcome.		1. Recognize propaganda. 2. Take notes. 3. Interpret graphs. 4. Detect bias in data presented in various forms. 5. Communicate orally. 6. Participate in persuading and compromising in the solution of conflicts and differences. 7. Work with others to decide on an appropriate course of action. 8. Recognize and understand an increasing number of social studies terms. 9. Make outline of topic. 10. Map skills. <ul style="list-style-type: none"> ▪ Locate places on a map. ▪ Compare maps and make inferences. 11. Interpret social and political messages of cartoons. 12. Separate topics into major components according to appropriate criteria. 13. Select an appropriate strategy to solve a problem. 14. Identify situations in which social action is required.		
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Critical Content/Concept Web

Unit Planner

Unit 3 Topic: Framing the American Government (1783-1791)

Conceptual Lens: Rights and Responsibilities (5 & 6)

Grade: 10th

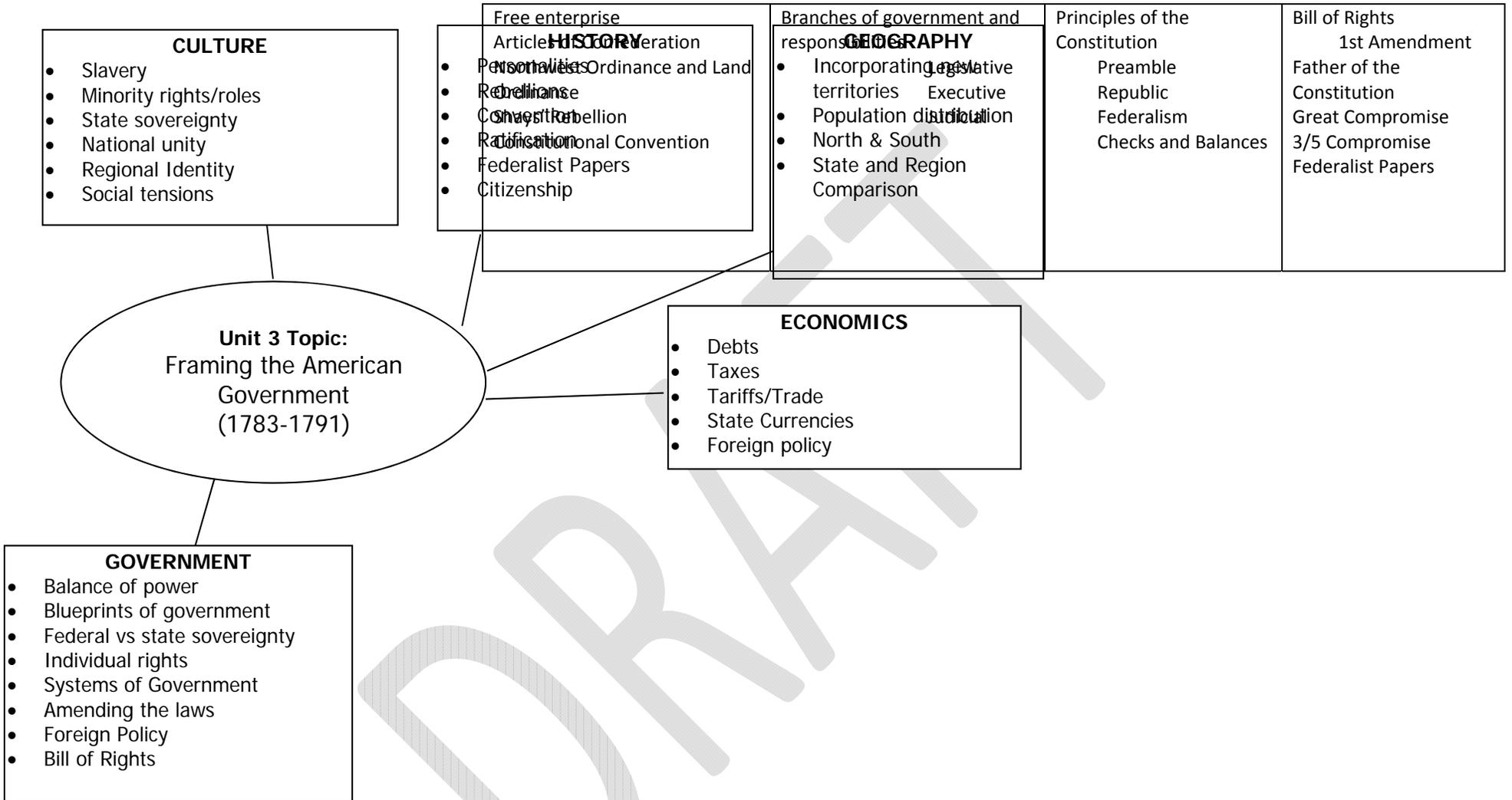
Instructional Timeline: October & November

Unit 3 Overview

This unit will trace the struggles that the newly independent United States went through to establish a working government. Students will use the lens of rights and responsibilities to determine how and why the framers of the American government set up the type of government we have and the debates that surrounded ratification. They will study the constitution to discover what the rights and responsibilities are of the government and the people.

(4 Weeks)

Unit 3 Vocabulary/Ideas



Grade: 10th
 Subject: Social Studies
 Unit: Framing the American Government (1783-1791)
 Lens: *Rights and Responsibilities*

Enduring Understandings	Guiding Questions
<p>1. Unity may require compromise for the common good.</p> <p>2. Social, economic, and political systems provide societal structure.</p> <p>3. Competing social views create tensions that often result in social and political change.</p> <p>4. Changes in laws/rules reflect changes in power relationship.</p> <p>State Standards HSH.1 1.1.1 Compare and contrast the different cultural and social influences that emerged in the North American colonies 1.1.2 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War 1.1.3 Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society 1.1.4 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction 1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers 3.2.2 Analyze the role of government policy in the early economic development of the United States 4.1.1 Trace the development of constitutional democracy in the United States 4.1.2 Identify fundamental values and principles as expressed in basic documents 4.1.3 Evaluate issues in which fundamental values and principles are in conflict 4.2.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government 4.2.2 Explain how and why powers are distributed and shared between national and state governments in the United States 4.3.2 Describe ways in which citizens participated in early American public life 4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights</p>	<p>a. Why, where, when is centralization preferred over dispersion of power? b. Why is compromise an important component of unity? c. What compromises were made to achieve the common good?</p> <p>a. How do social, economic and political systems affect society? b. Why does society feel the need to have structure? c. What societal structures existed before the Constitution? d. What new societal structures were created by the creation of the Constitution?</p> <p>a. What were the competing societal views? b. Why were social and political entities changed by competing social views? c. How were competing social views synthesized into viable social and political movements? d. What methods did leaders use to influence social and political change?</p> <p>a. What influences changes in laws and rules? b. How do our laws and rules change as power relationships are altered? c. What changes were in the power relationships between the states and the national government from the Articles of Confederation to the Constitution?</p>

Grade: 10 th Subject: Social Studies Unit: Framing the American Government (1783-1791) Lens: <i>Rights and Responsibilities</i>			
Critical Content and Skills		AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests	P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will Know...	AC	Students will be able to ...	AC
1. The problems the nation faced under the Articles of Confederation. 2. How free enterprise developed in the United States. 3. The impact of Northwest Ordinance and the Land Ordinance on the development of the new nation. 4. The compromises that enabled the Constitution to be written and ratified. 5. The significant personalities that influenced the convention. 6. Important fundamental ideas that helped shape the Constitution. (Basic principles – Republic, Federalism, Check and Balances, etc.) 7. The three branches of the federal government and their critical functions. 8. How the framers of the Constitution divided power between federal and state governments. 9. How the framers limited the power of government. 10. The conflicting views held by the Federalists and Anti-federalists regarding ratification. (Federalist Papers). 11. The basic rights guaranteed in the Bill of Rights.		1. Recognize propaganda. 2. Take notes. 3. Interpret graphs. 4. Detect bias in data presented in various forms. 5. Communicate orally. 6. Participate in persuading and compromising in the solution of conflicts and differences. 7. Work with others to decide on an appropriate course of action. 8. Recognize and understand an increasing number of social studies terms. 9. Make outline of topic. 10. Map skills. <ul style="list-style-type: none"> ▪ Locate places on a map. ▪ Compare maps and make inferences. 11. Interpret social and political messages of cartoons. 12. Separate topics into major components according to appropriate criteria. 13. Select an appropriate strategy to solve a problem. 14. Identify situations in which social action is required.	
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Unit 4 Overview

This unit will examine how the United States gained its unique identity. Students will study the first presidents and the challenges they faced and how their actions set an example

Critical Content/Concept Web

Unit Planner

Unit 4 Topic: Forming of a Nation (1788-1832)

Conceptual Lens: Identity (7, 8, 9)

Grade: 10th Instructional Timeline: December & January



Unit 4 Topic:
FORMING OF A NATION
1788-1832

- GOVERNMENT**
- Govt. Roles/Responsibility
 - Suffrage
 - Foreign Policy
 - Use/Abuse of Power
 - Ethics, Values in Elections

- ECONOMICS**
- National Debt
 - Economic Stability
 - Government Policies
 - Market Economy

Unit 4 Vocabulary/Ideas			
Presidency of George Washington Whiskey rebellion Alexander Hamilton (role in Cabinet) Why political parties formed Thomas Jefferson Democratic-Republican Party (platform) Alexander Hamilton Federalist Party (platform) Farewell Address Stand on foreign affairs	Presidency of John Adams Alien and Sedition Acts Presidency of Thomas Jefferson <i>Marbury v. Madison</i> Judicial Review John Marshall Louisiana Purchase Lewis and Clark Expedition (purpose)	Presidency of James Madison War of 1812 Causes/results Battle of Fort McHenry Francis Scott Key Monroe Doctrine Presidency of Andrew Jackson Jacksonian Democracy	Indian Removal Act Trail of Tears Spoils system Industrial Revolution Where were most factories built (why) Samuel Slater Eli Whitney Samuel F.B. Morse Robert Fulton

<p>Grade: 10th Subject: Social Studies Unit: Forming of a Nation 1788-1832 Lens: <i>Identity</i></p>	
Enduring Understandings	Guiding Questions
<p>1. Global interaction leads to complex social, political, and economic relationships.</p> <p>State Standards USH1 5.1.1 Explain the significance of principal policies and events in the United States' relations with the world 5.1.2 Evaluate the major foreign policy positions that have characterized the United States' relations with the world 5.1.3 Discuss the use of the national interest as a criterion for shaping foreign policy.</p> <hr/> <p>2. Leadership styles can influence the direction a nation takes in establishing domestic and foreign policies.</p> <p>State Standards USH1 4.1.2 Identify fundamental values and principles as expressed in basic documents 4.1.3 Evaluate issues in which fundamental values and principles are in conflict 4.3.1 Provide and evaluate examples of social and political leadership in early American history 5.1.1 Explain the significance of principal policies and events in the United States' relations with the world 5.1.2 Evaluate the major foreign policy positions that have characterized the United States' relations with the world 5.1.3 Discuss the use of the national interest as a criterion for shaping foreign policy.</p>	<p>a. What are the complex social, political, and economic relationships that are increased by global interaction? b. How do the advances in technology lead to increased global interaction?</p> <hr/> <p>a. How does leadership affect foreign and domestic policies? b. What major domestic policies determined the direction of the nation? c. What major foreign policies determined the direction of the nation?</p>
<p>3. Innovation develops markets by meeting or creating needs in society.</p> <p>State Standards USH1 3.2.1 Describe the emergence and evolution of a market economy 3.2.2 Analyze the role of government policy in the early economic development of the United States</p>	<p>a. What is innovation? b. How does innovation affect the market system? c. What innovative practices in a market economy create needs/wants in a society?</p>

4. Expanding political and physical boundaries may require cultural adaptations.

State Standards USH1

1.2.3 Analyze the concept of Manifest Destiny and its impact on American Indians and the development of the United States

1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment throughout history that have impacted contemporary American Indians.

1.3.3 Discuss the resistance of American Indians to assimilation

1.5.5 Explain the United States territorial expansion between 1801 and 1861 and identify internal and external conflicts

2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models

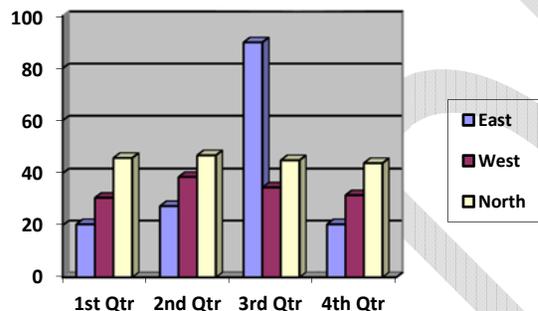
2.3.1 Illustrate westward migration across North America

- a. What cultural adaptations are caused by political and physical boundary changes?
- b. Why are physical boundaries often used for political boundaries?
- c. What causes the expansion of political boundaries?
- d. What cultures were affected by our expanding political and physical boundaries?

5. Advances in technology and transportation create new opportunities.

State Standards USH1

1.4.1 Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development the United States



1.4.2 Explain how the development of various modes of transportation increased economic prosperity and promoted national unity

- a. What opportunities do advances in technology and transportation create?
- b. How do individuals take advantage of the new opportunities created by advances in transportation and technology?
- c. Must all technological advances be incorporated into society?
- d. What inventions were created during this time that provided new opportunities for individuals?
- e. How can advances in technology and advancements in transportation create communities? (e.g. railroad towns, steamboat towns).

Grade: 10th Subject: Social Studies Unit: Forming of a Nation 1788-1832 Lens: <i>Identity</i>			
Critical Content and Skills		AC = Assessment Code:	
		Q – Quizzes O – Observations D – Dialogues T - Tests	P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will Know...	AC	Students will be able to...	AC
1. The roles of Congress, Washington, and Hamilton in launching the new government and strengthening the nation's credit and economy. 2. How the new government exerted its power, but tried to avoid foreign involvement. 3. How political differences led to the rise of two political parties. 4. The effect of the Alien and Sedition Acts. 5. The Jefferson Era and the importance of the Louisiana Purchase. 6. The events and people that defined the role of governmental institutions (3 branches –ex. Marbury v. Madison) 7. The causes and effects of the War of 1812 8. The political and economic implications of the Monroe Doctrine. 9. How the Industrial Revolution started and how it affected the American society. 10. Important contributors to the Industrial Revolution. 11. The major sectional crises of this time period such as the Compromise of 1820. 12. The impact of Jackson's presidency on the political culture. 13. Jackson's policies concerning Native Americans, national bank and states' rights.		1. Recognize and understand an increasing number of social studies terms. 2. Take notes. 3. Interpret social and political messages of cartoons. 4. Orient a map and note directions. 5. Reinterpret events in terms of what might have happened and show the likely effects and events. 6. Communicate orally 7. Recognize the values implicit in the situation and the issues that flow from them. 8. Communicate own beliefs, feelings and convictions. 9. Recognize the mutual relationship between human beings in satisfying one another's needs through compromise. 10. Participate in delegating, organizing, planning, making decisions, and taking action in-group settings. 11. Identify situations in which social action is required. 12. Recognize social responsibilities associated with citizenship in a free society.	
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Critical Content/Concept Web

Unit 5 Topic: Westward Expansion 1820-1890

Conceptual Lens: Incentives (14, 13)

Grade: 10th Instructional Timeline: February

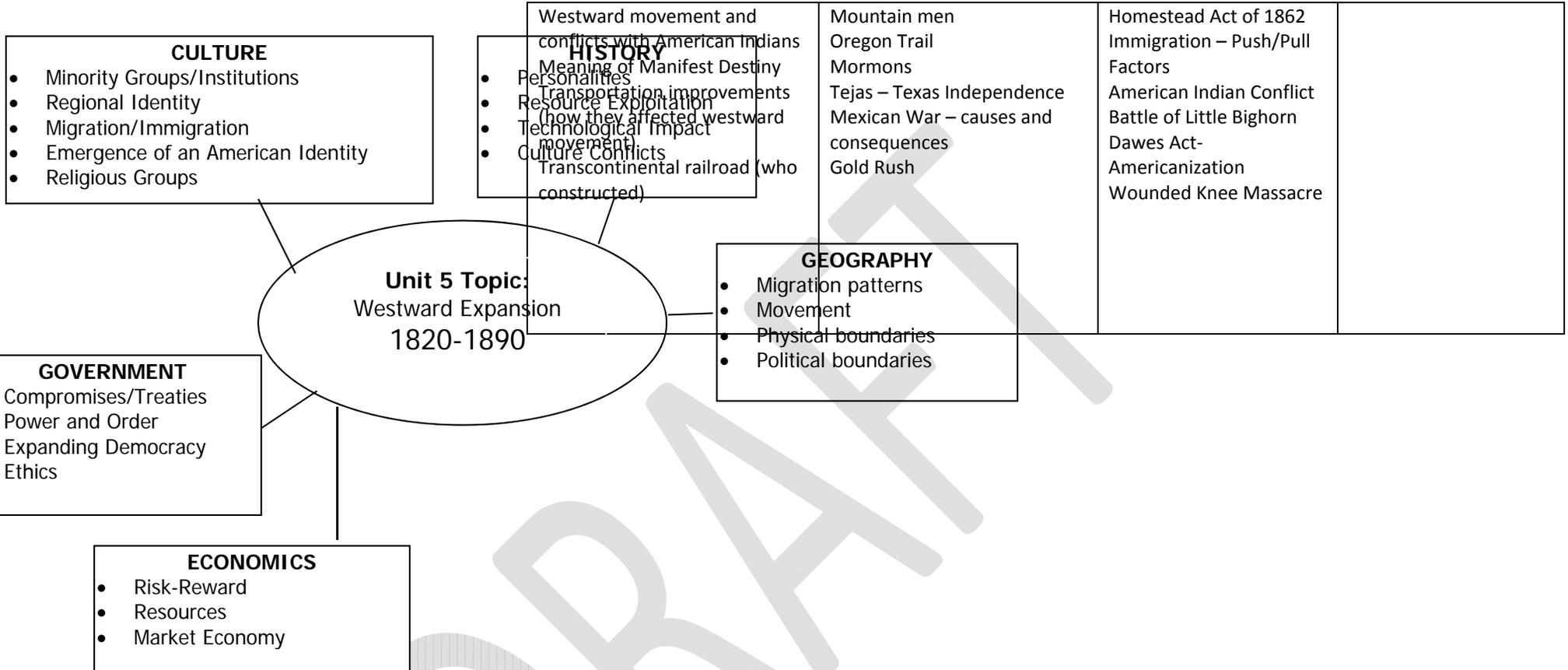
Unit Planner

Unit 5 Overview

This unit will examine the westward expansion of the United States and the motivations of people moving west. Students will use the lens of incentives to understand that people had many reasons to move out west. They will also look at government policies and actions that helped this process along. The unit will look at the Texas Revolution and the rising tensions that resulted in war against Mexico. Students will also examine the relationships between the American Indians, settlers and the United States Government.

(3 Weeks)

Unit 5 Vocabulary/Ideas



Grade: 10th Subject: Social Studies Unit: Westward Expansion 1820-1890 Lens: <i>Incentives</i>	
Enduring Understandings	Guiding Questions
<p>1. Domestic interactions lead to complex social, political, and economic relationships.</p> <p>State Standards USH1 1.1.2 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War 1.2.3 Analyze the concept of Manifest Destiny and its impact on American Indians and the development of the United States 1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment throughout history that have impacted contemporary American Indians. 1.3.3 Discuss the resistance of American Indians to assimilation</p>	<p>a. What were the factors that led to increased domestic interaction? b. How does domestic interaction affect social, political, and economic relationships? c. What social, political, and economic relationships resulted from the interaction between Mexicans, Native Americans, and American settlers?</p>
<p>2. Expanding political and physical boundaries may require cultural adaptation.</p> <p>State Standards USH1 1.2.3 Analyze the concept of Manifest Destiny and its impact on American Indians and the development of the United States 1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment throughout history that have impacted contemporary American Indians. 1.3.3 Discuss the resistance of American Indians to assimilation 2.2.1 Explain ways in which people responded to their physical environment in the early national history of the United States. 2.2.2 Analyze ways in which the physical environment affected political and economic development 2.3.1 Illustrate westward migration across North America 5.1.1 Explain the significance of principal policies and events in the United States' relations with the world</p>	<p>a. What are the political boundary changes? b. How do cultures adapt to changing boundaries? c. Are the cultural adaptations that come from expanding political and physical boundaries always beneficial to a nation? d. How did the pressures from cultural adaptations create rising tensions that led to violence?</p>
<p>3. The ethics and values of leaders often affect national beliefs.</p> <p>State Standards USH1 Provide and evaluate examples of social and political leadership in early American history</p>	<p>a. How do the ethics and values of leaders affect the path the nation takes? b. Which leaders of this time had the most profound effect on the nation?</p>

<p>4. Advances in technology and transportation create incentives.</p> <p>State Standards USH1 1.4.1 Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the 1.4.2 Explain how the development of various modes of transportation increased economic prosperity and promoted national unity</p>	<p>a. How does society benefit from advances in technology and transportation? b. What were the advances in technology and transportation that created incentives during this time?</p>
<p>5. Migration may lead to enhanced opportunity or greater personal freedom.</p> <p>State Standards USH1 1.4.1 Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development the United States 1.4.2 Explain how the development of various modes of transportation increased economic prosperity and promoted national unity 2.3.1 Illustrate westward migration across North America.</p>	<p>a. What opportunities are enhanced by migration? b. Does migration always lead to enhanced opportunity or greater personal freedom? c. What cultural groups migrated during this time to achieve a greater sense of personal freedom?</p>

Grade: 10th Subject: Social Studies Unit: Westward Expansion 1820-1890 Len: <i>Incentives</i>				
Critical Content and Skills		AC = Assessment Code:	Q – Quizzes O – Observations D – Dialogues T - Tests	P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will Know...	AC	Students will be able to ...	AC	
<ol style="list-style-type: none"> The reasons for westward migration of different peoples and the resulting trails. Including: <ul style="list-style-type: none"> Mountain Men Forty-niners Mormons Pioneers Immigrant push-pull factors The importance of the Texas Revolution. The importance of the war with Mexico and its impact on the expansion/slavery issue. The roles of economics and Manifest Destiny in the American settlement of the west. (Ex. gold rush) The importance of transportation innovations. The causes and effects of the conflicts resulting from the encroachment on to American Indian land. Including: <ul style="list-style-type: none"> Battle of Little Bighorn Dawes Act – Americanization Wounded Knee Massacre 		<ol style="list-style-type: none"> Recognize and understand an increasing number of social studies terms. Take notes. Interpret social and political messages of cartoons. Orient a map and note directions. Reinterpret events in terms of what might have happened and show the likely effects and events. Communicate orally Recognize the values implicit in the situation and the issues that flow from them. Communicate own beliefs, feelings and convictions. Recognize the mutual relationship between human beings in satisfying one another's needs through compromise. Participate in delegating, organizing, planning, making decisions, and taking action in-group settings. Identify situations in which social action is required. Recognize social responsibilities associated with citizenship in a free society. 		
<p>Common Core State Standards for Literacy in History/Social Studies 9-10</p> <p>Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units.</p> <p>Please see pages 29-31 of this document for a complete list of the CCSS for Literacy in History/Social Studies.</p>				

Unit 6 Overview

This unit will trace the development of sectionalism, and how this led to the Civil War. The students will examine the ethics,

Critical Content/Concept Web

Unit Planner

Unit 6 Topic: Sectionalism and Reform 1820-1860

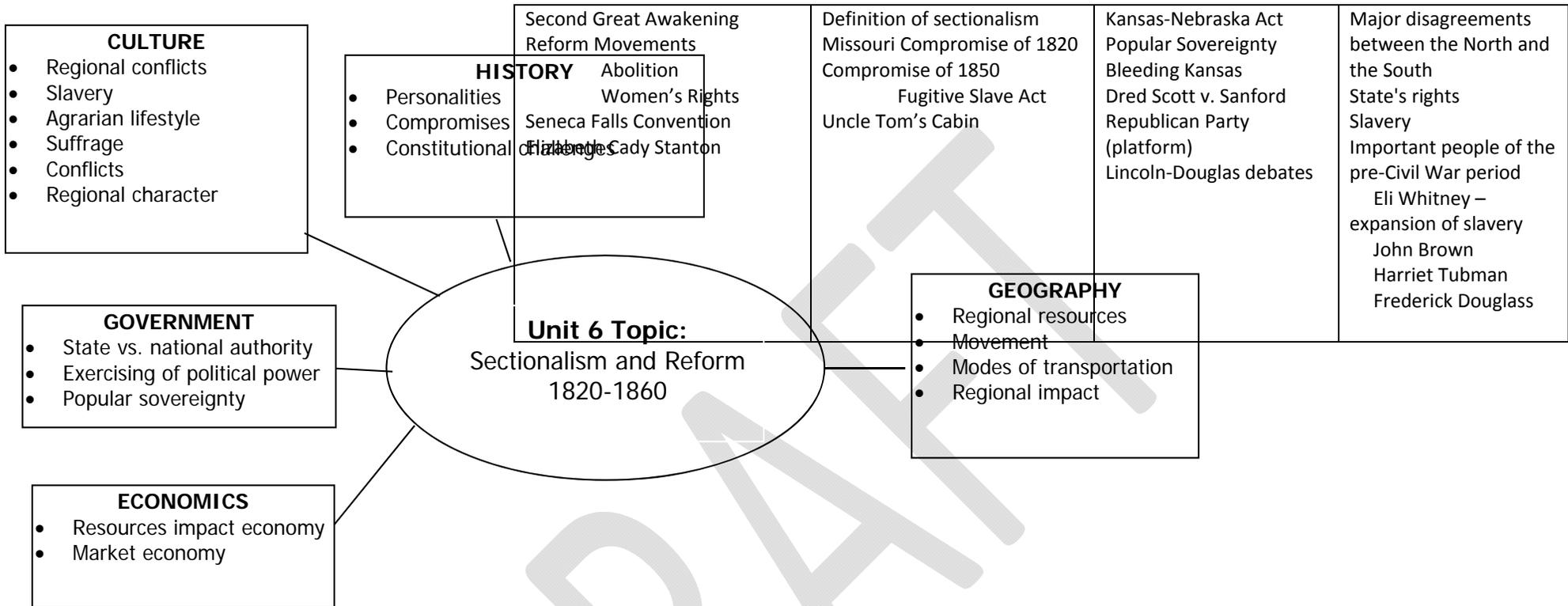
Conceptual Lens: Ethics, Values and Beliefs (10)

Grade: 10th

Instructional Timeline: March

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Unit 6 Vocabulary/Ideas



Grade: 10th Subject: Social Studies Unit: Sectionalism and Reform 1820-1860 Lens: <i>Ethics, Values and Beliefs</i>	
Enduring Understandings	Guiding Questions
<p>1. Conflict can lead to a dramatic change in the social, economic, political or religious order.</p> <p>State Standards USH1 1.1.2 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War 1.1.4 Discuss the causes and effects of various conflicts in American history 1.5.5 Explain the United States territorial expansion between 1801 and 1861 and identify internal and external conflicts.</p>	<p>a. Why does conflict change the social, economic, political and religious order? b. How does “rigidity” in a social, political or economic system affect the functioning of the system? c. What conflicts led to changes in the political, social, economic, or religious order?</p>
<p>2. Individuals and groups react to issues and events based on their values and worldviews.</p> <p>State Standards USH1 1.1.3 Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society 1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers 4.1.3 Evaluate issues in which fundamental values and principles are in conflict 4.3.2 Describe ways in which citizens participated in early American public life 4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights</p>	<p>a. What are the events that individuals and groups are reacting to? b. How are the individual's values/reactions guided by geographic location? c. How do individuals' values determine their reaction to events?</p>
<p>3. Resources often impact the economic direction/capability of a region.</p> <p>State Standards USH1 2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models 2.2.1 Explain ways in which people responded to their physical environment in the early national history of the United States 2.2.2 Analyze ways in which the physical environment affected political and economic development 3.1.2 Compare the economic development of the North with the South</p>	<p>a. How does the availability of resources determine the direction of a region? b. What decisions concerning the utilization of resources in a region reflect the values of that population?</p>

4. Social, economic or political oppression often leads to conflict or revolution.

State Standards USH1

1.1.2 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War.

1.1.4 Discuss the causes and effects of various conflicts in American history

4.3.1 Provide and evaluate examples of social and political leadership in early American history.

4.3.2 Describe ways in which citizens participated in early American public life.

4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights

- a. How does social and political oppression manifest itself?
- b. Why do leaders emerge during conflicts?
- c. What caused the Civil War?
- d. What are the characteristics of reform leaders?

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Grade: 10th Subject: Social Studies Unit: Sectionalism and Reform 1820-1860 Lens: <i>Ethics, Value and Beliefs</i>				
Critical Content and Skills		AC = Assessment Code:	Q – Quizzes O – Observations D – Dialogues T - Tests	P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will Know...	AC	Students will be able to...	AC	
<ol style="list-style-type: none"> 1. How debate over slavery and the admission of new states to the Union fueled sectionalism. Including: <ul style="list-style-type: none"> • Missouri Compromise of 1820 • Compromise of 1850 2. How federal laws about slavery led to violence. <ul style="list-style-type: none"> • Fugitive Slave Act • Kansas-Nebraska Act (popular sovereignty) • Bleeding Kansas • Dred Scott decision 3. The impact of the Lincoln-Douglas debates. 4. The platform of the Republican Party. 5. The impact of <i>Uncle Tom's Cabin</i>. 6. Impact of the election of 1860 and how secession led to the Civil War. 7. Political, social and economic characteristics of the North and South. 8. Important people of this time period. Including: <ul style="list-style-type: none"> • Eli Whitney • John Brown • Harriet Tubman • Frederick Douglas • Sojourner Truth • Elizabeth Cady Stanton 9. How the Second Great Awakening brought about reform. Including: <ul style="list-style-type: none"> • Abolition • Women's rights (Seneca Falls) 10. American artists and writers. 		<ol style="list-style-type: none"> 1. Recognize and understand an increasing number of social studies terms. 2. Take notes. 3. Interpret social and political messages of cartoons. 4. Orient a map and note directions. 5. Reinterpret events in terms of what might have happened and show the likely effects and events. 6. Communicate orally 7. Recognize the values implicit in the situation and the issues that flow from them. 8. Communicate own beliefs, feelings and convictions. 9. Recognize the mutual relationship between human beings in satisfying one another's needs through compromise. 10. Participate in delegating, organizing, planning, making decisions, and taking action in-group settings. 11. Identify situations in which social action is required. 12. Recognize social responsibilities associated with citizenship in a free society. 		
		<p align="center"> Common Core State Standards for Literacy in History/Social Studies 9-10 Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units. Please see pages 29-31 of this document for a complete list of the CCSS for Literacy in History/Social Studies. </p>		

Unit 7 Overview
 In this unit students will look at the different policies and perspectives the North and the South had using the lens of conflict and

Critical Content/Concept Web

Unit Planner

Unit 7 Topic: Civil War and Reconstruction 1860-1877

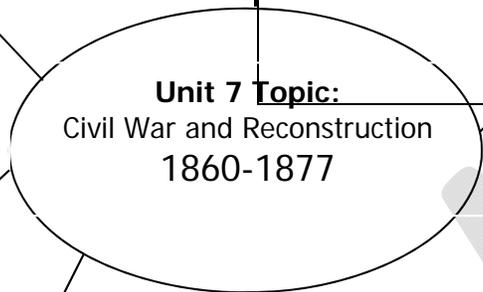
Conceptual Lens: Conflict vs. Cooperation (11, 12)

Grade: 10th

Instructional Timeline: April & May

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Unit 7 Vocabulary/Ideas



- CULTURE**
- Ethnicity
 - Hate organizations
 - Displacement of population
 - Integration
 - Confederate
 - Union
 - Segregation

- HISTORY**
- Personalities
 - Presidency
 - Crises
 - Struggles for unity
 - Impact of technology
 - Foreign influences

- GEOGRAPHY**
- Movement of territories
 - Political and physical boundaries
 - Location of battles
 - Rivers

Important people and battles of the Civil War:

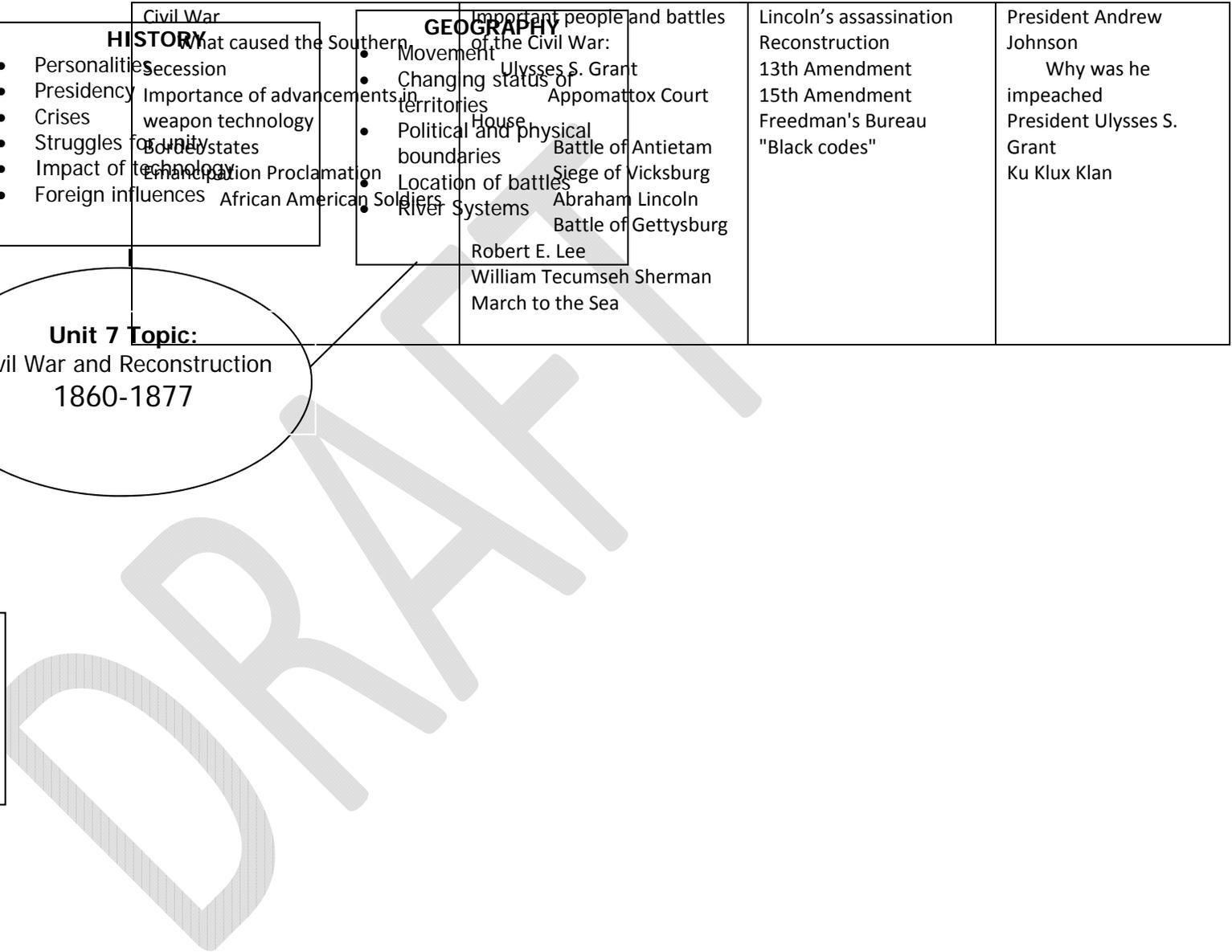
- Ulysses S. Grant
- Appomattox Court House
- Battle of Antietam
- Siege of Vicksburg
- Abraham Lincoln
- Battle of Gettysburg
- Robert E. Lee
- William Tecumseh Sherman
- March to the Sea

Lincoln's assassination
Reconstruction
13th Amendment
15th Amendment
Freedman's Bureau
"Black codes"

President Andrew Johnson
Why was he impeached
President Ulysses S. Grant
Ku Klux Klan

- GOVERNMENT**
- Corruption
 - Radicals vs. Moderates
 - Establishment of groups/organizations
 - Institutionalization of Ideology/Beliefs
 - War policies

- ECONOMICS**
- Oppressive Systems
 - Inflation
 - Monetary policies
 - Agriculture vs. Industry
 - Capital losses of the South



Grade: 10th Subject: Social Studies Unit: Civil War and Reconstruction 1860-1877 Lens: <i>Conflict vs. Cooperation</i>	
Enduring Understandings	Guiding Questions
<p>1. Incorporation of advancements in technology and transportation may contribute to conflict among regions.</p> <p>State Standards USH1 Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development the United States 1.4.2 Explain how the development of various modes of transportation increased economic prosperity and promoted national unity</p>	<p>a. What were the advancements in technology and transportation?</p> <p>b. Why does conflict develop between regions when differences are experienced in technology and transportation?</p> <p>c. How do advancements in technology affect the outcome of the war?</p>
<p>2. Different ideologies/beliefs are present in the establishment of groups and organizations.</p> <p>State Standards USH1 1.1.4 Discuss the causes and effects of various conflicts in American history 4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights</p>	<p>a. What belief systems or ideologies were established?</p>
<p>3. Attempts at integration can lead to displacement of populations.</p> <p>State Standards USH1 1.1.4 Discuss the causes and effects of various conflicts in American history 4.1.3 Evaluate issues in which fundamental values and principles are in conflict 4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights</p>	<p>a. How are populations integrated into a society?</p> <p>b. Does integration always lead to displacement?</p> <p>c. How does displacement reflect the values of the established or the displaced population?</p>
<p>4. Struggles of unity can lead to corruption in government.</p> <p>State Standards USH1 1.1.4 Discuss the causes and effects of various conflicts in American history 4.1.3 Evaluate issues in which fundamental values and principles are in conflict 4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights</p>	<p>a. What are the corruptive influences of this time period?</p> <p>b. Why may struggles of unity lead to government corruption?</p> <p>c. How can a government's view of the common good create stability or conflict?</p>

5. Economics developed through intensive competition may generate oppressive economic systems.

State Standards USH1

1.1.4 Discuss the causes and effects of various conflicts in American history

3.1.2 Compare the economic development of the North with the South

4.1.3 Evaluate issues in which fundamental values and principles are in conflict

- a. How are the values of a society reflected in their economy?
- b. How do the values of management manifest itself in economic systems?
- c. Why are economic systems sometimes oppressive?

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Grade: 10th Subject: Social Studies Unit: Civil War and Reconstruction 1860-1877 Lens: <i>Conflict vs. Cooperation</i>			
Critical Content and Skills		AC = Assessment Code:	Q – Quizzes O – Observations D – Dialogues T - Tests
		P - Prompts WS – Work Samples SA – Student Self-Assessment	
Students will Know...	AC	Students will be able to do...	AC
<ol style="list-style-type: none"> 1. The advantages and disadvantages of the North and South. 2. Successes and failures of the North and South on land and sea. 3. Why Lincoln issued the Emancipation Proclamation. 4. The role of African Americans in the war. 5. Life of soldiers and the role of women in the Civil War. 6. The turning points in the Civil War. Including: <ul style="list-style-type: none"> • Antietam • Gettysburg • Vicksburg • March to the Sea • Appomattox 7. How Lincoln’s assassination affected the nation. 8. The importance of the Civil War/Reconstruction Amendments. 13th, 14th, and 15th. 9. Competing plans for Reconstruction. <ul style="list-style-type: none"> • Abraham Lincoln • Andrew Johnson • Southern Democrats • Radical Republicans 10. How Southern life changed during Reconstruction. <ul style="list-style-type: none"> • Black Codes • Ku Klux Klan • Sharecropping • Freedman’s Bureau 11. Reasons for Johnson’s impeachment. 12. Aspects of Grant’s presidency and the end of Reconstruction. 13. Important figures during the Civil War and Reconstruction. Including: 		<ol style="list-style-type: none"> 1. Recognize and understand an increasing number of social studies terms. 2. Take notes. 3. Interpret social and political messages of cartoons. 4. Orient a map and note directions. 5. Reinterpret events in terms of what might have happened and show the likely effects and events. 6. Communicate orally 7. Recognize the values implicit in the situation and the issues that flow from them. 8. Communicate own beliefs, feelings and convictions. 9. Recognize the mutual relationship between human beings in satisfying one another’s needs through compromise. 10. Participate in delegating, organizing, planning, making decisions, and taking action in-group settings. 11. Identify situations in which social action is required. 12. Recognize social responsibilities associated with citizenship in a free society. 	
		<p align="center"> Common Core State Standards for Literacy in History/Social Studies 9-10 Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units. Please see pages 29-31 of this document for a complete list of the CCSS for Literacy in History/Social Studies. </p>	

<ul style="list-style-type: none">• Robert E. Lee• Ulysses S. Grant• Abraham Lincoln• William T. Sherman• Jefferson Davis			
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Reading Standards for Literacy in History/Social Studies Grades 9-10

Key Ideas and Details

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.

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.

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.

Craft and Structure

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.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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.

Integration of Knowledge and Ideas

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

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.



Writing Standards for Literacy in History/Social Studies Grades 9-10

Text Types and Purposes

WHST.9-10.1. Write arguments focused on *discipline-specific content*.

- 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.
- 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.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10.3. (See note; not applicable as a separate requirement)



Production and Distribution of Writing

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

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.

WHST.9-10.8. 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.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note

Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

