

Standards – Based Instructional Unit

Subject: Social Studies/English II

COURSE: American Studies

GRADE/LEVEL: 10

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| <p><i>Topic #1: Forming and Launching a New Nation</i></p> <p><i>Graduation Expectation Outcomes:</i></p> <ul style="list-style-type: none">❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i>❖ <i>1.2 Analyzing and evaluating information</i>❖ <i>1.3 Applying technology as a learning tool across all disciplines</i>❖ <i>2.1 Working cooperatively and/or independently</i>❖ <i>2.2 Applying problem solving strategies</i>❖ <i>2.3 Utilizing resources and time effectively</i>❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i>❖ <i>3.2 Recognizing and Respecting the diversity and individuality of others</i>❖ <i>3.3 Understanding and accepting the benefits and consequences of his/her behavior</i>❖ <i>4.1 Reading widely and critically</i>❖ <i>4.2 Writing clearly, concisely, and persuasively</i>❖ <i>4.3 Speaking, listening, and interpreting effectively</i>❖ <i>4.4 Mastering technology as a means of communication</i> | |
| <p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> | <p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> |

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| <p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p> <p>National Council of Teachers of English Standards:</p> <ol style="list-style-type: none"> 1. Students read a wide range of print and non-print text to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works. 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics). 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for different purposes. 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative | <p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth's people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <p>❖ Identify the structure of a historical narrative</p> |
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| <p>language, and genre to create, critique, and discuss print and non-print text.</p> <p>7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.</p> <p>8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</p> <p>9. Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles.</p> <p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literary communities.</p> <p>12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p><i>National Standards in Historical Thinking:</i></p> <ul style="list-style-type: none"> ❖ Standard I: Chronological Thinking ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision-Making | <ul style="list-style-type: none"> ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively ❖ Evidence historical perspectives ❖ Draw upon data in historical maps ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers ❖ Draw upon visual, literary, and musical sources ❖ Consider multiple perspectives ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance ❖ Compare competing historical narratives ❖ Evaluate major debates among historians ❖ Hypothesize the influence of the past ❖ Obtain historical data ❖ Interrogate historical data ❖ Identify issues and problems in the past ❖ Evaluate alternative courses of action ❖ Formulate a position or course of action on an issue and evaluate decisions |
| <p style="text-align: center;">Grade Span Expectations</p> <p style="text-align: center;">OC1 Interactive Listening OC2 Make oral presentations SS1 Chronological Thinking</p> | |

SS2 Historical Comprehension
SS3 Historical Analysis and Interpretation
SS4 Historical Research Capabilities
SS5 Historical Issues-Analysis and Decision-Making
VAD/M1 Artistic Processes
VAD/M2 Cultural Context
VAD/M3 Communication
VAD/M4 Aesthetic Judgment
T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

A1 Problem Solving
A2 Communication (oral and/or written)
A3 Research
A4 Critical Thinking
A5 Reflection and Evaluation

Essential Question(s):

- ◆ How did the Americans move quickly toward unity and strength?
- ◆ What were the initial conflicts within the Confederation?
- ◆ What are the characteristics of Romanticism?
- ◆ What are the characteristics of Dark Romanticism (Gothic Literature)?
- ◆ What important pieces of literature grew out of the New England Renaissance?
- ◆ What basic ideas about government did the state constitutions include? How did the new states protect rights?
- ◆ What were the pros and cons in developing the U.S. Constitution?
- ◆ What led to the division of the first political parties?

- ◆ What were the key elements of the U.S. Constitution?
- ◆ What were the powers granted to the executive, legislative, and judicial branches of government?
- ◆ How was the Constitution used to organize the new government?
- ◆ How is power divided between the federal and state governments?
- ◆ What major precedents did George Washington set during his presidency?
- ◆ What was the impact of John Adam's presidency?
- ◆ How did Thomas Jefferson's presidency expand the executive branch of government?
- ◆ What early legal challenges are significant in America?
- ◆ How does the emergence of Nationalism impact America?

Content Topics:

- ◆ Articles of Confederation
- ◆ Problems with the Confederation
- ◆ The Constitution
- ◆ Ratification
- ◆ Bill of Rights
- ◆ Three Branches of Government
- ◆ Electoral College
- ◆ Division of powers
- ◆ Role of George Washington
- ◆ Judiciary Act of 1789
- ◆ Judicial Review

- ◆ Emergence of political parties
- ◆ Washington's Farewell Address
- ◆ John Adam's Presidency
- ◆ Thomas Jefferson's Presidency
- ◆ Marbury vs. Madison
- ◆ Louisiana Purchase
- ◆ Challenge to neutral rights
- ◆ Defending neutral rights
- ◆ War of 1812

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will express how the Americans moved quickly toward unity and strength.
- ◆ The students will evaluate the initial conflicts within the Confederation.
- ◆ The students will formulate the basic ideas about government that the state constitutions included and how they protected states' rights.
- ◆ The students will differentiate between the pros and cons in developing the U.S. Constitution.
- ◆ The students will explore what led to the division of the first political parties.
- ◆ The students will examine the key elements of the Constitution.
- ◆ The students will be able to read and understand Romantic literature and identify the characteristics of Romanticism.
- ◆ The students will be able to read and understand Dark Romantic literature and identify its characteristics.

- ◆ The students will understand the effects of the New England Renaissance on literature.
- ◆ The students will assess the powers granted to the executive, legislative, and judicial branches of government.
- ◆ The students will recognize how the U.S. presidents are elected.
- ◆ The students will formulate ideas about how the Constitution was used to organize the new government.
- ◆ The students will classify how power is divided between the federal and state governments.
- ◆ The students will examine major precedents that George Washington and his political cabinet set forth.
- ◆ The students will recognize the impact of John Adam's presidency.
- ◆ The students will translate how Thomas Jefferson's presidency expanded the executive branch of government.
- ◆ The students will depict the significance of early legal challenges in America.
- ◆ The students will indicate how the emergence of Nationalism impacted America.

Instructional Resources and Equipment:

- ◆ Audio and Visual Equipment
- ◆ DBQ
- ◆ Maps
- ◆ Mobile Lab
- ◆ Primary and secondary sources
- ◆ Supplementary readings

- ◆ Graphic Organizers
- ◆ Cartoon Images
- ◆ Literacy Strategies

Assessment Task(s):

- ◆ Bench Assessment: Historical Speech Analysis
- ◆ Document Based Questions (DBQ)
- ◆ Map Activities
- ◆ Quizzes and Tests
- ◆ Class Discussion
- ◆ Response Writing
- ◆ Information Writing
- ◆ Reflective Essays
- ◆ Document Analysis Writing
- ◆ Oral Presentations
- ◆ Literacy Based Assessments
- ◆ Historical Readings with Discussion and Questions
- ◆ Cooperative Learning Activities
- ◆ Historical Debates

Standards – Based Instructional Unit

Subject: Social Studies/English II

COURSE: American Studies

GRADE/LEVEL: 10

Topic #2: The Age of Reform

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| <p><i>Graduation Expectation Outcomes:</i></p> <ul style="list-style-type: none"> ❖ <i>1.1 Acquiring and applying knowledge within and across the curriculum</i> ❖ <i>1.2 Analyzing and evaluating information</i> ❖ <i>1.3 Applying technology as a learning tool across all disciplines</i> ❖ <i>2.1 Working cooperatively and/or independently</i> ❖ <i>2.2 Applying problem solving strategies</i> ❖ <i>2.3 Utilizing resources and time effectively</i> ❖ <i>2.4 Accessing, compiling, interpreting, and presenting data and information</i> ❖ <i>4.1 Reading widely and critically</i> ❖ <i>4.2 Writing clearly, concisely, and persuasively</i> ❖ <i>4.3 Speaking, listening, and interpreting effectively</i> ❖ <i>4.4 Mastering technology as a means of communication</i> | |
| <p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> <p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> | <p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> <p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> |

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| <p>HP 3: The study of history helps us understand the present and shape the future</p> <p>National Council of Teachers of English Standards:</p> <ol style="list-style-type: none"> 1. Students read a wide range of print and non-print text to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works. 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics). 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for different purposes. 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print text. 7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience. 8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather | <p>C&G 5-1: The many ways Earth’s people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively ❖ Evidence historical perspectives ❖ Draw upon data in historical maps |
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and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literary communities.
11. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

- OC1 Interactive Listening
- OC2 Make oral presentations
- SS1 Chronological Thinking
- SS2 Historical Comprehension
- SS3 Historical Analysis and Interpretation
- SS4 Historical Research Capabilities
- SS5 Historical Issues-Analysis and Decision-Making
- VAD/M1 Artistic Processes
- VAD/M2 Cultural Context
- VAD/M3 Communication
- VAD/M4 Aesthetic Judgment
- T1 Creativity and Innovation
- T2 Communication and Collaboration
- T3 Research and Information Fluency
- T4 Critical Thinking, Problem Solving, and Decision Making

T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

A1 Problem Solving
A2 Communication (oral and/or written)
A3 Research
A4 Critical Thinking
A5 Reflection and Evaluation

Essential Question(s):

- ◆ How does sectionalism become part of the political process?
- ◆ How does nationalism set the foundation for foreign policy?
- ◆ How did the election of Andrew Jackson in 1828 alter the course of American History?
- ◆ What are the characteristics of Transcendentalism?
- ◆ Who were the Fireside Poets, and what were the major themes of their poetry?
- ◆ What were the major political, educational, social, and economical reforms during the Age of Jackson?
 - Suffrage Movement
 - Rise of Education
 - Development of Medical and Prison Rehabilitation
 - Religion
 - Slavery and Abolition
 - The Changing Workplace
- ◆ How does the culture of slavery set the stage for the turmoil in America?

- ◆ Who were the major abolitionists and what lasting impact did they leave on America during the 1800s?
- ◆ How did the reforms effect life in America?
- ◆ What impact did Frederick Douglass and his writing have on the abolition of slavery?

Content Topics:

- ◆ Emergence of factories
- ◆ Samuel Slater
- ◆ Eli Whitney
- ◆ Henry Clay and the American System
- ◆ James Monroe and the Era of Good Feeling
- ◆ Monroe Doctrine
- ◆ Missouri Compromise
- ◆ Regional Economics
- ◆ Sectionalism
- ◆ Election of 1824
- ◆ Presidency of John Quincy Adams
- ◆ Election of Andrew Jackson
- ◆ Jacksonian Democracy
- ◆ Transcendentalism
- ◆ Civil Disobedience
- ◆ Nullification Crisis and Compromise
- ◆ Jackson and the Native Americans
- ◆ Major political, educational, social, industrial, and economic reforms
 - Suffrage Movement
 - Rise of Education
 - Development of Medical and Prison Rehabilitation
 - Religion
 - Slavery and Abolition
 - The Changing Workplace

- ◆ Frederick Douglass

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will describe how nationalism set the foundation for foreign policy.
- ◆ The students will argue how sectionalism became part of the political process.
- ◆ The students will read literature by the Fireside Poets and analyze the major themes of their poetry.
- ◆ The students will evaluate how the election of Andrew Jackson altered the course of American history.
- ◆ The students will be able to read and understand Transcendental literature and identify the characteristics of Transcendentalism.
- ◆ The students will define and discuss the major political, education, social, and economical reforms during the Reform Movement.
- ◆ The students will recognize the major abolitionists and their lasting impact upon America.

Instructional Resources and Equipment:

- ◆ Audio and Visual Equipment
- ◆ DBQ
- ◆ Maps
- ◆ Mobile Lab
- ◆ Primary and secondary sources
- ◆ Supplementary readings
- ◆ Graphic Organizers
- ◆ Cartoon Images
- ◆ Literacy Strategies

Assessment Task(s):

- ◆ DBQ
- ◆ Map activities
- ◆ Quizzes and Tests
- ◆ Class discussion
- ◆ Response writing
- ◆ Information writing
- ◆ Reflective essays
- ◆ Document Analysis writing
- ◆ Oral presentations
- ◆ Literacy based assessments
- ◆ Historical readings with discussion and questions
- ◆ Cooperative learning activities
- ◆ Historical debates
- ◆ Research Paper
- ◆ Journal Writing

Standards – Based Instructional Unit

Subject: Social Studies/English II

COURSE: American Studies

GRADE/LEVEL: 10

Topic #3: Westward Expansion

Graduation Expectation Outcomes:

- ❖ *1.1 Acquiring and applying knowledge within and across the curriculum*
- ❖ *1.2 Analyzing and evaluating information*
- ❖ *1.3 Applying technology as a learning tool across all disciplines*
- ❖ *2.1 Working cooperatively and/or independently*
- ❖ *2.2 Applying problem solving strategies*
- ❖ *2.3 Utilizing resources and time effectively*
- ❖ *2.4 Accessing, compiling, interpreting, and presenting data and information*

- ❖ *4.1 Reading widely and critically*
- ❖ *4.2 Writing clearly, concisely, and persuasively*
- ❖ *4.3 Speaking, listening, and interpreting effectively*
- ❖ *4.4 Mastering technology as a means of communication*

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals

C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.

C&G 3: In a democratic society, all people have certain rights and responsibilities

C&G 4: People engage in political processes in a variety of ways

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally

HP 1: History is an account of human activities that is interpretive in nature

HP 2: History is chronicle of human activities, diverse people, and the societies they form

HP 3: The study of history helps us understand the present and shape the future

National Council of Teachers of English Standards:

1. Students read a wide range of print and non-print text to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works.

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:

C&G 1-1: Origins, forms, and purposes of government

C&G 1-2: Sources of authority and use of power, and how they are/can be changed

C&G 2-1: United States government (local, state, national)

C&G 2-2: The democratic values and principles underlying the U.S. government

C&G 3-1: Citizens' rights and responsibilities

C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities

C&G 4-1: Political systems and political processes

C&G 4-2: Their participation in political processes

C&G 4-3: Their participation in civil societies

C&G 5-1: The many ways Earth's people are interconnected

C&G 5-2: The benefits and challenges of an interconnected world

C&G 5-3: How the choices we make impact and are impacted by an interconnected world

HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)

HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print text.
7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literary communities.

HP 2-1: Connect the past with the present

HP 2-2: Chronicle events and conditions

HP 2-3: Show understanding of how the past frames the present

HP 3-1: Demonstrate an understanding of how the past frames the present

HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to-self, source-to-world)

National Standards in Historical Thinking Benchmarks:

- ❖ Identify the structure of a historical narrative
- ❖ Interpret data presented in time lines
- ❖ Reconstruct patterns of historical succession and duration
- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance

11. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

- OC1 Interactive Listening
- OC2 Make oral presentations
- SS1 Chronological Thinking
- SS2 Historical Comprehension
- SS3 Historical Analysis and Interpretation
- SS4 Historical Research Capabilities
- SS5 Historical Issues-Analysis and Decision-Making
- VAD/M1 Artistic Processes (Creation/Performance)
- VADM/2 Cultural Contexts (Context/Integration)
- VAD/M3 Communication
- VAD/M4 Aesthetic Judgment (Perception)
- T1 Creativity and Innovation
- T2 Communication and Collaboration
- T3 Research and Information Fluency
- T4 Critical Thinking, Problem Solving, and Decision Making
- T5 Digital Citizenship
- T6 Technology Operations and Concepts

Applied Learning Standards

- A1 Problem Solving
- A2 Communication (oral and/or written)
- A3 Research
- A4 Critical Thinking
- A5 Reflection and Evaluation

Essential Question(s):

- ◆ What was the significance of Manifest Destiny?
- ◆ What were the major migratory movements during the mid-1800s?
- ◆ What problems were created by the growth of the U.S. during Westward Expansion?
- ◆ How did the annexation of Texas cause internal disputes?
- ◆ How did the Westward Movement create an imbalance of power between slave and free states?

Content Topics:

- ◆ Leading the way West
- ◆ Manifest Destiny
- ◆ Naturalism
- ◆ Realism
- ◆ Exploring the Oregon Territory
- ◆ California and the Southwest
- ◆ Annexation of Texas
- ◆ The Mexican War
- ◆ California Gold Rush
- ◆ Effects of Westward Movement on the Native Americans

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will examine the significance of Manifest Destiny.

- ◆ The students will be able to read and understand the voices of the Midwest and Far West, analyzing style and voice.
- ◆ The students will categorize the major migratory movements during the mid-1800s.
- ◆ The students will analyze the problems created by the growth of the United States during Westward Expansion.
- ◆ The students will discuss how the annexation of Texas caused internal disputes.
- ◆ The students will interpret how the Westward Movement created an imbalance in power between slave and free states.
- ◆ The students will be able to read and understand Naturalistic literature and identify its characteristics.

Instructional Resources and Equipment:

- ◆ Audio and Visual Equipment
- ◆ DBQ
- ◆ Article/Discussion and questions
- ◆ Socratic Seminar
- ◆ Power Point Presentation
- ◆ Primary Sources
- ◆ Supplementary readings
- ◆ Illustrations/Pictures
- ◆ Graphic Organizers

Standards – Based Instructional Unit

Subject: Social Studies/English II

COURSE: American Studies

GRADE/LEVEL: 10

Topic #4: The Union in Peril

Graduation Expectation Outcomes:

- ❖ *1.1 Acquiring and applying knowledge within and across the curriculum*
- ❖ *1.2 Analyzing and evaluating information*
- ❖ *1.3 Applying technology as a learning tool across all disciplines*
- ❖ *2.1 Working cooperatively and/or independently*
- ❖ *2.2 Applying problem solving strategies*
- ❖ *2.3 Utilizing resources and time effectively*
- ❖ *2.4 Accessing, compiling, interpreting, and presenting data and information*
- ❖ *4.1 Reading widely and critically*
- ❖ *4.2 Writing clearly, concisely, and persuasively*
- ❖ *4.3 Speaking, listening, and interpreting effectively*
- ❖ *4.4 Mastering technology as a means of communication*

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| <p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i></p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals</p> <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> <p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p> <p>National Council of Teachers of English Standards:</p> <ol style="list-style-type: none"> 1. Students read a wide range of print and non-print text to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works. 2. Students read a wide range of literature from many periods in many genres to build an | <p><i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i></p> <p>C&G 1-1: Origins, forms, and purposes of government</p> <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> <p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth's people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> |

understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print text.
7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literary communities.
12. Students use spoken, written, and visual language to accomplish their own purposes

HP 2-2: Chronicle events and conditions

HP 2-3: Show understanding of how the past frames the present

HP 3-1: Demonstrate an understanding of how the past frames the present

HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)

***National Standards in Historical Thinking
Benchmarks:***

- ❖ Identify the structure of a historical narrative
- ❖ Interpret data presented in time lines
- ❖ Reconstruct patterns of historical succession and duration
- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives

(e.g., for learning, enjoyment, persuasion, and the exchange of information).

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

- OC1 Interactive Listening
- OC2 Make oral presentations
- SS1 Chronological Thinking
- SS2 Historical Comprehension
- SS3 Historical Analysis and Interpretation
- SS4 Historical Research Capabilities
- SS5 Historical Issues-Analysis and Decision-Making
- VAD/M1 Artistic Processes (Creation/Performance)
- VAD/M2 Cultural Contexts (Context/Integration)
- VAD/M3 Communication
- VAD/M4 Aesthetic Judgment (Perception)
- T1 Creativity and Innovation
- T2 Communication and Collaboration
- T3 Research and Information Fluency
- T4 Critical Thinking, Problem Solving, and Decision Making
- T5 Digital Citizenship
- T6 Technology Operations and Concepts

Applied Learning Standards

- A1 Problem Solving
- A2 Communication (oral and/or written)
- A3 Research
- A4 Critical Thinking
- A5 Reflection and Evaluation

Essential Question(s):

- ◆ How did early 19th century Americans disagree about the relationships between the nation and the states?
- ◆ What were the major social, political, and economical differences between the North and the South?
- ◆ What were the constitutional issues that led to the Civil War?
- ◆ What was the significance of the Dred Scott Decision?
- ◆ How did the Lincoln-Douglas debates set the stage for the election of 1860?
- ◆ How did John Brown's raid and the election of 1860 lead to the secession crisis?
- ◆ How did the Southern states believe that secession was a constitutional action?
- ◆ Why did Robert E. Lee struggle with secession?
- ◆ How does Mary Chestnut's journal serve as a window to the early actions of the Civil War?

Content Topics:

- ◆ Compromise of 1850
- ◆ Fugitive Slave Law
- ◆ Northern attitudes towards slavery
- ◆ Southern attitudes towards slavery
- ◆ Sectional differences between North and South
- ◆ Slavery and politics
- ◆ Development of political parties
- ◆ Kansas-Nebraska Acts
- ◆ Stephen A. Douglas

- ◆ Bleeding Kansas
- ◆ Popular sovereignty
- ◆ Dred Scott Case
- ◆ Background of Abraham Lincoln
- ◆ Lincoln-Douglas Debates
- ◆ John Brown Raid
- ◆ Election of 1860
- ◆ Secession Crisis
- ◆ Robert E. Lee
- ◆ Mary Chestnut

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will study the disagreements about the relationships between the nation and the states.
- ◆ The students will discuss the major social, political, and economical differences between the North and the South.
- ◆ The students will examine the constitutional issues that led to the Civil War.
- ◆ The students will indicate the significance of the Dred Scott Decision.
- ◆ The students will describe how the Lincoln-Douglas debates set the stage for the election of 1860.
- ◆ The students will distinguish how the John Brown's raid and election of 1860 led to the secession crisis.
- ◆ The students will argue the belief that secession was a constitutional action by southern states.
- ◆ The students will read Robert E. Lee's Letter to his son and analyze Lee's struggle with secession.

- ◆ The students will read excerpts from Mary Chestnut's journal and discuss the facts and opinions she presented about the beginning of the war.

Instructional Resources and Equipment:

- ◆ Audio and Visual Equipment
- ◆ DBQ
- ◆ Power Point Presentation
- ◆ Primary Sources
- ◆ Supplementary readings
- ◆ Illustrations/Pictures
- ◆ Graphic Organizers
- ◆ Literacy Strategies

Assessment Task(s):

- ◆ Validated Common Assessment: Historical Speech Analysis
- ◆ DBQ
- ◆ Quizzes
- ◆ Tests
- ◆ Class Discussion
- ◆ Group Activity
- ◆ Examination of Primary Documents
- ◆ Article/Discussion and questions
- ◆ Socratic Seminars
- ◆ Cooperative learning activities
- ◆ Literacy-based assessments

Standards – Based Instructional Unit

Subject: Social Studies/English II

COURSE: American Studies

GRADE/LEVEL: 10

Topic #5: The Civil War

Graduation Expectation Outcomes:

- ❖ *1.1 Acquiring and applying knowledge within and across the curriculum*
- ❖ *1.2 Analyzing and evaluating information*
- ❖ *1.3 Applying technology as a learning tool across all disciplines*
- ❖ *2.1 Working cooperatively and/or independently*
- ❖ *2.2 Applying problem solving strategies*
- ❖ *2.3 Utilizing resources and time effectively*
- ❖ *2.4 Accessing, compiling, interpreting, and presenting data and information*
- ❖ *4.1 Reading widely and critically*
- ❖ *4.2 Writing clearly, concisely, and persuasively*
- ❖ *4.3 Speaking, listening, and interpreting effectively*
- ❖ *4.4 Mastering technology as a means of communication*

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals

C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.

C&G 3: In a democratic society, all people have certain rights and responsibilities

C&G 4: People engage in political processes in a variety of ways

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally

HP 1: History is an account of human activities that is interpretive in nature

HP 2: History is chronicle of human activities, diverse people, and the societies they form

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:

C&G 1-1: Origins, forms, and purposes of government

C&G 1-2: Sources of authority and use of power, and how they are/can be changed

C&G 2-1: United States government (local, state, national)

C&G 2-2: The democratic values and principles underlying the U.S. government

C&G 3-1: Citizens' rights and responsibilities

C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities

C&G 4-1: Political systems and political processes

C&G 4-2: Their participation in political processes

C&G 4-3: Their participation in civil societies

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| <p>HP 3: The study of history helps us understand the present and shape the future</p> <p>National Council of Teachers of English Standards:</p> <ol style="list-style-type: none"> 1. Students read a wide range of print and non-print text to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works. 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics). 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for different purposes. 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print text. 7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience. 8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather | <p>C&G 5-1: The many ways Earth’s people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)</p> <p><i>National Standards in Historical Thinking Benchmarks:</i></p> <ul style="list-style-type: none"> ❖ Identify the structure of a historical narrative ❖ Interpret data presented in time lines ❖ Reconstruct patterns of historical succession and duration ❖ Read historical narratives imaginatively ❖ Evidence historical perspectives ❖ Draw upon data in historical maps ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers |
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and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literary communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations
Grade Span Expectations

- OC1 Interactive Listening
- OC2 Make oral presentations
- SS1 Chronological Thinking
- SS2 Historical Comprehension
- SS3 Historical Analysis and Interpretation
- SS4 Historical Research Capabilities
- SS5 Historical Issues-Analysis and Decision-Making
- VAD/M1 Artistic Processes (Creation/Performance)
- VAD/M2 Cultural Contexts (Context/Integration)
- VAD/M3 Communication
- VAD/M4 Aesthetic Judgment (Perception)
- T1 Creativity and Innovation

T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

Applied Learning Standards

A1 Problem Solving
A2 Communication (oral and/or written)
A3 Research
A4 Critical Thinking
A5 Reflection and Evaluation

Essential Question(s):

- ◆ What were the advantages, disadvantages, plans, and strategies of the North and the South in fighting the Civil War?
- ◆ Why was the Civil War coined as the “First Modern War”?
- ◆ What were the military developments during this period in history to set future precedents?
- ◆ Who were the major generals of the Civil War and what were their major contributions?
- ◆ What were the major battles of the Civil War and what were their outcomes?
- ◆ What is the political and symbolic significance of the Emancipation Proclamation of 1863, and its effects on African-American population in America?
- ◆ How did the Gettysburg Address become one of the most significant historical documents in American history?
- ◆ What were the terms and conditions of the surrender at Appomattox Court House?

- ◆ How did the Civil War affect the American people?
- ◆ More than a revolution, more than a Constitutional Convention, why was the Civil War a crucial test of the American nation?
- ◆ Why was Walt Whitman considered a gateway poet?
- ◆ Why are Whitman's poems important to northern views of the soldiers struggles?

Content Topics:

- ◆ Lincoln becomes President
- ◆ Fort Sumter Crisis
- ◆ The generals of the Civil War
- ◆ Union Plan toward war
- ◆ Union advantages and disadvantages in fighting the Civil War
- ◆ Confederate plan toward war
- ◆ Confederate advantages and disadvantages in fighting the Civil War
- ◆ Weaponry of the Civil War
- ◆ Major battles of the Civil War
- ◆ Emancipation Proclamation
- ◆ Gettysburg Address
- ◆ Surrender at Appomattox Court House
- ◆ Human casualties of the Civil War
- ◆ Effects of the Civil War on the American people
- ◆ Walt Whitman's Civil War poetry

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will analyze Abraham Lincoln's struggle to preserve the Union.

- ◆ The students will differentiate the advantages, disadvantages, plans, and strategies of the North and South during the Civil War.
- ◆ The students will express why the Civil War was coined the “First Modern War”.
- ◆ The students will compare and contrast the major generals of the Civil War and their contributions.
- ◆ The students will examine the major battles of the Civil War.
- ◆ The students will formulate the political and symbolic significance of the Emancipation Proclamation of 1863, and its effects upon the African-American population of America.
- ◆ The students will decipher how the Gettysburg Address became one of the most significant documents in American History.
- ◆ The students will list and discuss the terms and conditions of the surrender at Appomattox Court House.
- ◆ The students will explain how the Civil War affected the American people.
- ◆ The students will indicate why the Civil War was a crucial test for the United States of America.
- ◆ The students will read and analyze Walt Whitman’s Civil War poetry as an insight to the struggles soldiers faced.

Instructional Resources and Equipment:

- ◆ Audio and Visual Equipment
- ◆ DBQ
- ◆ Maps
- ◆ Power point demonstrations
- ◆ Supplementary texts
- ◆ Selected authors, poets and music excerpts
- ◆ Political cartoons
- ◆ Illustrations/Pictures
- ◆ Literacy Based Activities
- ◆ Graphic Organizers
- ◆ Historical Debates
- ◆ Primary and Secondary Sources

Assessment Task(s):

- ◆ Validated Common Assessment: Historical Speech Analysis
- ◆ DBQ
- ◆ Oral presentations
- ◆ Quizzes/Tests
- ◆ Class discussion
- ◆ Cooperative Learning Activities
- ◆ Historical Narrative
- ◆ Historical Fiction
- ◆ Examination of Primary Documents
- ◆ Article/Discussion and questions
- ◆ Literacy-based assessments

Standards – Based Instructional Unit

Subject: Social Studies/English II

COURSE: American Studies

GRADE/LEVEL: 10

Topic #6: A Nation Mourns

Graduation Expectation Outcomes:

- ❖ ***1.1 Acquiring and applying knowledge within and across the curriculum***
- ❖ ***1.2 Analyzing and evaluating information***
- ❖ ***1.3 Applying technology as a learning tool across all disciplines***
- ❖ ***2.1 Working cooperatively and/or independently***
- ❖ ***2.2 Applying problem solving strategies***
- ❖ ***2.3 Utilizing resources and time effectively***
- ❖ ***2.4 Accessing, compiling, interpreting, and presenting data and information***
- ❖ ***4.1 Reading widely and critically***
- ❖ ***4.2 Writing clearly, concisely, and persuasively***
- ❖ ***4.3 Speaking, listening, and interpreting effectively***
- ❖ ***4.4 Mastering technology as a means of communication***

| <i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:</i> | <i>Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:</i> |
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| C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals | C&G 1-1: Origins, forms, and purposes of government |
| C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. | C&G 1-2: Sources of authority and use of power, and how they are/can be changed |
| C&G 3: In a democratic society, all people have certain rights and responsibilities | C&G 2-1: United States government (local, state, national) |
| C&G 4: People engage in political processes in a variety of ways | C&G 2-2: The democratic values and principles underlying the U.S. government |
| C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally | C&G 3-1: Citizens' rights and responsibilities |
| HP 1: History is an account of human activities that is interpretive in nature | C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities |
| HP 2: History is chronicle of human activities, diverse people, and the societies they form | C&G 4-1: Political systems and political processes |
| HP 3: The study of history helps us understand the present and shape the future | C&G 4-2: Their participation in political processes |
| National Council of Teachers of English Standards: | C&G 4-3: Their participation in civil societies |
| 1. Students read a wide range of print and non-print text to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works. | C&G 5-1: The many ways Earth's people are interconnected |
| 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. | C&G 5-2: The benefits and challenges of an interconnected world |
| 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word | C&G 5-3: How the choices we make impact and are impacted by an interconnected world |
| | HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources) |
| | HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships |
| | HP 2-1: Connect the past with the present |
| | HP 2-2: Chronicle events and conditions |
| | HP 2-3: Show understanding of how the past frames the present |
| | HP 3-1: Demonstrate an understanding of how the past frames the present |

meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print text.
7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literary communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension

HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)

National Standards in Historical Thinking Benchmarks:

- ❖ Identify the structure of a historical narrative
- ❖ Interpret data presented in time lines
- ❖ Reconstruct patterns of historical succession and duration
- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past

- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

Grade Span Expectations

- OC1 Interactive Listening
- OC2 Make oral presentations
- SS1 Chronological Thinking
- SS2 Historical Comprehension
- SS3 Historical Analysis and Interpretation
- SS4 Historical Research Capabilities
- SS5 Historical Issues-Analysis and Decision-Making
- VAD/M1 Artistic Processes (Creation/Performance)
- VAD/M2 Cultural Contexts (Context/Integration)
- VAD/M3 Communication
- VAD/M4 Aesthetic Judgment (Perception)
- T1 Creativity and Innovation
- T2 Communication and Collaboration
- T3 Research and Information Fluency
- T4 Critical Thinking, Problem Solving, and Decision Making
- T5 Digital Citizenship
- T6 Technology Operations and Concepts

Applied Learning Standards

- A1 Problem Solving
- A2 Communication (oral and/or written)
- A3 Research
- A4 Critical Thinking
- A5 Reflection and Evaluation

Essential Question(s):

- ◆ Why did Abraham Lincoln see the Reconstruction process as a presidential task?

- ◆ Who were the Radical Republicans and how did their influence impact the beginnings of the Reconstruction process?
- ◆ How did Abraham Lincoln's assassination affect the country?
- ◆ What does Walt Whitman's poetry reveal about the devastation he felt following Lincoln's assassination?
- ◆ What was the legacy Abraham Lincoln left behind?

Content Topics:

- ◆ Re-election of Lincoln
- ◆ Lincoln's plan for Reconstruction
- ◆ Radical Republicans plan for Reconstruction
- ◆ The assassination of Lincoln and its effects upon the nation
- ◆ Walt Whitman's poetry

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will calculate the reasons why Lincoln saw Reconstruction as a presidential task.
- ◆ The students will identify the Radical Republicans and examine how their influence impacted the Reconstruction process.
- ◆ The students will dramatize the effects of Lincoln's assassination upon the country.
- ◆ The students will read and analyze Walt Whitman's poetry as it relates to Lincoln's assassination.

- ◆ The students will assess the legacy Abraham Lincoln left upon the United States of America.

Instructional Resources and Equipment:

- ◆ Audio and Visual Equipment
- ◆ DBQ
- ◆ Power Point Presentations
- ◆ Primary Source Readings
- ◆ Supplementary Readings
- ◆ Illustrations/Pictures
- ◆ Graphic Organizers
- ◆ Literacy Strategies
- ◆ *Ken Burns Series*

Assessment Task(s):

- ◆ Quizzes and Tests
- ◆ Class Discussions
- ◆ Cooperative Learning Activities
- ◆ Examination of Primary Documents
- ◆ Article/discussion and questions
- ◆ Literacy-based assessments
- ◆ Reflective writing responses

Standards – Based Instructional Unit

Subject: Social Studies/English II

COURSE: American Studies

GRADE/LEVEL: 10

Topic # 7: The New South and Last West

Graduation Expectation Outcomes:

- ❖ *1.1 Acquiring and applying knowledge within and across the curriculum*
- ❖ *1.2 Analyzing and evaluating information*
- ❖ *1.3 Applying technology as a learning tool across all disciplines*
- ❖ *2.1 Working cooperatively and/or independently*
- ❖ *2.2 Applying problem solving strategies*
- ❖ *2.3 Utilizing resources and time effectively*
- ❖ *2.4 Accessing, compiling, interpreting, and presenting data and information*
- ❖ *4.1 Reading widely and critically*
- ❖ *4.2 Writing clearly, concisely, and persuasively*
- ❖ *4.3 Speaking, listening, and interpreting effectively*
- ❖ *4.4 Mastering technology as a means of communication*

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:

C&G 1-1: Origins, forms, and purposes of government

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|---|---|
| <p>C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p> <p>C&G 3: In a democratic society, all people have certain rights and responsibilities</p> <p>C&G 4: People engage in political processes in a variety of ways</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally</p> <p>HP 1: History is an account of human activities that is interpretive in nature</p> <p>HP 2: History is chronicle of human activities, diverse people, and the societies they form</p> <p>HP 3: The study of history helps us understand the present and shape the future</p> <p>National Council of Teachers of English Standards:</p> <ol style="list-style-type: none"> 1. Students read a wide range of print and non-print text to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works. 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics). 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for different purposes. | <p>C&G 1-2: Sources of authority and use of power, and how they are/can be changed</p> <p>C&G 2-1: United States government (local, state, national)</p> <p>C&G 2-2: The democratic values and principles underlying the U.S. government</p> <p>C&G 3-1: Citizens' rights and responsibilities</p> <p>C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities</p> <p>C&G 4-1: Political systems and political processes</p> <p>C&G 4-2: Their participation in political processes</p> <p>C&G 4-3: Their participation in civil societies</p> <p>C&G 5-1: The many ways Earth's people are interconnected</p> <p>C&G 5-2: The benefits and challenges of an interconnected world</p> <p>C&G 5-3: How the choices we make impact and are impacted by an interconnected world</p> <p>HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships</p> <p>HP 2-1: Connect the past with the present</p> <p>HP 2-2: Chronicle events and conditions</p> <p>HP 2-3: Show understanding of how the past frames the present</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present</p> <p>HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to-self, source-to-world)</p> |
|---|---|

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print text.
7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literary communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

National Standards in Historical Thinking Benchmarks:

- ❖ Identify the structure of a historical narrative
- ❖ Interpret data presented in time lines
- ❖ Reconstruct patterns of historical succession and duration
- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources
- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past

- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

- OC1 Interactive Listening
- OC2 Make oral presentations
- SS1 Chronological Thinking
- SS2 Historical Comprehension
- SS3 Historical Analysis and Interpretation
- SS4 Historical Research Capabilities
- SS5 Historical Issues-Analysis and Decision-Making
- VAD/M1 Artistic Processes (Creation/Performance)
- VAD/M2 Cultural Contexts (Context/Integration)
- VAD/M3 Communication
- VAD/M4 Aesthetic Judgment (Perception)
- T1 Creativity and Innovation
- T2 Communication and Collaboration
- T3 Research and Information Fluency
- T4 Critical Thinking, Problem Solving, and Decision Making
- T5 Digital Citizenship
- T6 Technology Operations and Concepts

Applied Learning Standards

- A1 Problem Solving
- A2 Communication (oral and/or written)
- A3 Research
- A4 Critical Thinking
- A5 Reflection and Evaluation

Essential Question(s):

- ◆ What goals should the government set to reconstruct the South?
- ◆ What major Reconstruction legislation was passed?
- ◆ How radical was Reconstruction?
- ◆ What caused Reconstruction to end?
- ◆ What is the process to impeach a President?

- ◆ Who peopled the post-war South and what were the contributions of each group?
- ◆ How did Southern whites regain political power during Reconstruction?
- ◆ How did African-American men win – then lose – the right to vote?
- ◆ What were the philosophies of Booker T. Washington and WEB DuBois regarding the assimilation of African-Americans?
- ◆ What were the major literary accomplishments of Paul Laurence Dunbar?
- ◆ What was the “Separate but Equal” doctrine and what was its effects?
- ◆ Who were the people that settled in the West?
- ◆ How did settlement interfere with the Native Peoples?
- ◆ What was the government’s policy toward Native American land?
- ◆ What can we infer about the westward movement from the literature of Mark Twain and Bret Harte?

Content Topics:

- ◆ Presidential plan for Reconstruction vs. Congressional plan for Reconstruction
- ◆ Reconstruction Amendments: 13th, 14th and 15th Amendments
- ◆ Civil Rights Act
- ◆ Freedmen’s Bureau
- ◆ Black Codes
- ◆ Booker T. Washington
- ◆ WEB DuBois
- ◆ Paul Laurence Dunbar

- ◆ Reconstruction Acts
- ◆ Impeachment of Andrew Johnson
- ◆ Reconstructing post-war South
- ◆ Southern blacks vs. Southern whites
(sharecropping and tenant farming)
- ◆ Carpetbaggers and Scalawags
- ◆ Election of Ulysses S. Grant
- ◆ Scandals and Implications of Ulysses S. Grant
Presidency
- ◆ Collapse of Reconstruction
- ◆ Emergence of Ku Klux Klan and the first War
on Terror
- ◆ Creation of Poll tax, Literacy Test, and
Grandfather Clause
- ◆ Jim Crow Laws
- ◆ Plessy v. Ferguson
- ◆ People of the last frontier
- ◆ Native American wars
- ◆ Changes in federal Indian policy
- ◆ Dawes Act of 1877
- ◆ Mark Twain
- ◆ Bret Harte

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will identify and examine the goals that the government set to reconstruct the South.
- ◆ The students will evaluate the major Reconstruction legislation that was passed.
- ◆ The students will examine the process to impeach a President.
- ◆ The students will recognize who peopled the post-war South and what contributions each group made.

- ◆ The students will analyze how Southern whites regained political power during Reconstruction.
- ◆ The students will identify and evaluate how African-American men won – then lost – the right to vote.
- ◆ The students will read and analyze the writings/poetry of Booker T. Washington, WEB DuBois, and Paul Laurence Dunbar.
- ◆ The students will examine the “Separate but Equal” doctrine and its effects.
- ◆ The students will determine how radical the Reconstruction Era was for the country.
- ◆ The students will identify the types of people who settled in the West.
- ◆ The students will examine government policy and its effect on the relationship with Native Americans.
- ◆ The students will read and analyze the literature of Mark Twain and Bret Harte.

Instructional Resources and Equipment:

- ◆ Audio and Visual Equipment
- ◆ DBQ
- ◆ Maps
- ◆ Mobile Lab
- ◆ Primary and secondary sources
- ◆ Supplementary readings
- ◆ Graphic Organizers
- ◆ Cartoon Images

- ◆ Literacy Strategies

Assessment Task(s):

- ◆ DBQ
- ◆ Map activities
- ◆ Quizzes and Tests
- ◆ Class discussions and Socratic Seminars
- ◆ Response writing
- ◆ Information writing
- ◆ Reflective essays
- ◆ Document Analysis writing
- ◆ Oral presentations
- ◆ Literacy based assessments
- ◆ Historical readings with discussion and questions
- ◆ Cooperative learning activities
- ◆ Historical debates

Standards – Based Instructional Unit

Subject: Social Studies/English II

COURSE: American Studies

GRADE/LEVEL: 10

Topic # 8: An Industrializing Nation

Graduation Expectation Outcomes:

- ❖ ***1.1 Acquiring and applying knowledge within and across the curriculum***
- ❖ ***1.2 Analyzing and evaluating information***
- ❖ ***1.3 Applying technology as a learning tool across all disciplines***

- ❖ *2.1 Working cooperatively and/or independently*
- ❖ *2.2 Applying problem solving strategies*
- ❖ *2.3 Utilizing resources and time effectively*
- ❖ *2.4 Accessing, compiling, interpreting, and presenting data and information*
- ❖ *4.1 Reading widely and critically*
- ❖ *4.2 Writing clearly, concisely, and persuasively*
- ❖ *4.3 Speaking, listening, and interpreting effectively*
- ❖ *4.4 Mastering technology as a means of communication*

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals

C&G 2: Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.

C&G 3: In a democratic society, all people have certain rights and responsibilities

C&G 4: People engage in political processes in a variety of ways

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally

HP 1: History is an account of human activities that is interpretive in nature

HP 2: History is chronicle of human activities, diverse people, and the societies they form

HP 3: The study of history helps us understand the present and shape the future

National Council of Teachers of English Standards:

1. Students read a wide range of print and non-print text to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:

C&G 1-1: Origins, forms, and purposes of government

C&G 1-2: Sources of authority and use of power, and how they are/can be changed

C&G 2-1: United States government (local, state, national)

C&G 2-2: The democratic values and principles underlying the U.S. government

C&G 3-1: Citizens' rights and responsibilities

C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities

C&G 4-1: Political systems and political processes

C&G 4-2: Their participation in political processes

C&G 4-3: Their participation in civil societies

C&G 5-1: The many ways Earth's people are interconnected

C&G 5-2: The benefits and challenges of an interconnected world

C&G 5-3: How the choices we make impact and are impacted by an interconnected world

- new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).
 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for different purposes.
 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print text.
 7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.
 8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

HP 1-1: Act as historians, using a variety (e.g. artifacts and primary/secondary sources)

HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships

HP 2-1: Connect the past with the present

HP 2-2: Chronicle events and conditions

HP 2-3: Show understanding of how the past frames the present

HP 3-1: Demonstrate an understanding of how the past frames the present

HP 3-2 Make personal connections in an historical context (e.g. source-to-source, source-to self, source-to-world)

National Standards in Historical Thinking Benchmarks:

- ❖ Identify the structure of a historical narrative
- ❖ Interpret data presented in time lines
- ❖ Reconstruct patterns of historical succession and duration
- ❖ Read historical narratives imaginatively
- ❖ Evidence historical perspectives
- ❖ Draw upon data in historical maps
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers
- ❖ Draw upon visual, literary, and musical sources

9. Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literary communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)

National Standards in Historical Thinking:

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision-Making

- ❖ Consider multiple perspectives
- ❖ Analyze cause-and-effect relationships and multiple causation, including importance of the individual, the influence of ideas, and the role of chance
- ❖ Compare competing historical narratives
- ❖ Evaluate major debates among historians
- ❖ Hypothesize the influence of the past
- ❖ Obtain historical data
- ❖ Interrogate historical data
- ❖ Identify issues and problems in the past
- ❖ Evaluate alternative courses of action
- ❖ Formulate a position or course of action on an issue and evaluate decisions

Grade Span Expectations

- OC1 Interactive Listening
- OC2 Make oral presentations
- SS1 Chronological Thinking
- SS2 Historical Comprehension
- SS3 Historical Analysis and Interpretation
- SS4 Historical Research Capabilities
- SS5 Historical Issues-Analysis and Decision-Making
- VAD/M1 Artistic Processes (Creation/Performance)
- VAD/M2 Cultural Contexts (Context/Integration)
- VAD/M3 Communication
- VAD/M4 Aesthetic Judgment (Perception)
- T1 Creativity and Innovation
- T2 Communication and Collaboration
- T3 Research and Information Fluency
- T4 Critical Thinking, Problem Solving, and Decision Making
- T5 Digital Citizenship
- T6 Technology Operations and Concepts

Applied Learning Standards

A1 Problem Solving

A2 Communication (oral and/or written)

A3 Research

A4 Critical Thinking

A5 Reflection and Evaluation

Essential Question(s):

- ◆ How did inventions and scientific developments in the 19th century change the way people worked?
- ◆ Were business leaders' robber barons or captains of industry?
- ◆ How did the growth and consolidation of railroads both benefit and corrupt the nation?
- ◆ What were the various management and business strategies utilized during the age of industry?
- ◆ How did the government try to regulate businesses and what was the effect of those efforts?
- ◆ How did industrial working conditions contribute to the growth of the labor movement?
- ◆ Why did the various strikes cause public resentment towards the labor union movement?
- ◆ Compare and contrast the effects the industrial age had on the U.S. capitalistic economy.
- ◆ What difficulties did immigrants face in gaining admission to the United States?
- ◆ How did immigrants deal with the social challenges they faced?

- ◆ What social problems arose from urban living?
- ◆ Why did machine politics become common in big cities in the late 19th century?
- ◆ What does the literature of O. Henry, Kate Chopin, Willa Cather, and Hamlin Garland reveal about life in the Gilded Age?
- ◆ What are the characteristics of Modernist Literature?
- ◆ What does the literature of Edwin Arlington Robinson and Edgar Lee Masters reveal about life at the turn of the century?

Content Topics:

- ◆ Expansion of industry (new inventions)
- ◆ Age of Railroads
- ◆ Cornelius Vanderbilt and the Railroad Industry
- ◆ Interstate Commerce Act
- ◆ Big Business and its entrepreneurs (robber baron vs. captain of industry)
- ◆ John D. Rockefeller and The Standard Oil Company
- ◆ Andrew Carnegie and Carnegie Steel Company
- ◆ J.P. Morgan and the banking industry
- ◆ Different philosophies of business
- ◆ Sherman Anti-Trust Act
- ◆ Working conditions and life of a factory worker
- ◆ Child Labor and Education
- ◆ Emergence of Labor Unions and their leaders
- ◆ Molly Maguire's
- ◆ The Great Railroad Strike of 1877
- ◆ Haymarket Square Riot

- ◆ Homestead Strike
- ◆ Pullman Strike
- ◆ Triangle Shirtwaist Factory Fire
- ◆ Modernism
- ◆ Edwin Arlington Robinson
- ◆ Edgar Lee Masters
- ◆ O. Henry
- ◆ Kate Chopin
- ◆ Willa Cather
- ◆ Hamlin Garland
- ◆ Frank Norris
- ◆ Immigration
- ◆ Ellis Island
- ◆ Melting Pot vs. Salad Bowl
- ◆ Urban Opportunities and Problems
- ◆ Emergence of Political Machines

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will evaluate the inventions and developments in the 19th century that changed the way people worked.
- ◆ The students will determine if business leaders were robber barons or captains of industry.
- ◆ The students will examine how the growth and consolidation of railroads both benefited and corrupted the nation.
- ◆ The students will identify and examine the various management and business strategies utilized during the age of industry.
- ◆ The students will examine how the government tried to regulate businesses and its effect on the economy.

- ◆ The students will discuss how industrial working conditions contributed to the growth of the labor movement.
- ◆ The students will evaluate how the various strikes caused public resentment towards the labor unions.
- ◆ The students will be able to compare and contrast the effects the industrial age had on the U.S. capitalistic economy.
- ◆ The students will infer what life was like of the turn of the century by reading and analyzing the literature of Edwin Arlington Robinson and Edgar Lee Masters.
- ◆ The students will infer what life was like during the Gilded Age by reading and analyzing the literature of O. Henry, Kate Chopin, Willa Cather, Hamlin Garland, and Frank Norris.
- ◆ The students will examine the difficulties immigrants faced when gaining admission to the United States.
- ◆ The students will describe how immigrants deal with the social challenges they faced.
- ◆ The students will decipher what social problems arose from urban living.
- ◆ The students will hypothesize why machine politics became common in big cities in the late 19th century.

Instructional Resources and Equipment:

- ◆ Audio and Visual Equipment
- ◆ DBQ
- ◆ Maps

- ◆ Mobile Lab
- ◆ Primary and secondary sources
- ◆ Supplementary readings
- ◆ Graphic Organizers
- ◆ Cartoon Images
- ◆ Literacy Strategies

Assessment Task(s):

- ◆ DBQ
- ◆ Map activities
- ◆ Quizzes and Tests
- ◆ Class discussions and Socratic Seminars
- ◆ Response writing
- ◆ Information writing
- ◆ Reflective essays
- ◆ Document Analysis writing
- ◆ Oral presentations
- ◆ Literacy based assessments
- ◆ Historical readings with discussion and questions
- ◆ Cooperative learning activities
- ◆ Historical debates
- ◆ Assembly Line role play
- ◆ Family History paper
- ◆ Ellis Island board game

