

2 Week Lesson Outline for CRC Courses

Teacher: Davies
Course: Multiple Perspectives U.S. History
Grade: 11
Dates: January 5-January 14, 2015

STANDARDS

AZCCR Literacy Standards:

- **9-10.WHST.1** Write arguments focused on discipline-specific content.
- **9-10.WHST.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- **9-10.WHST.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **9-10.WHST.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.
- **9-10.WHST.9** Draw evidence from informational texts to support analysis, reflection, and research
- **9-10.WHST.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.

Arizona State Social Studies Standards:

Concept 5: Westward Expansion

- **PO 4.** Describe the impact of European-American expansion on native peoples.
- **PO 5.** Describe the impact of the following aspects of the Industrial Revolution on the United States

Concept 7: Emergence of the Modern United States

- **PO 1.** Analyze how the following aspects of industrialization transformed the American economy beginning in the late 19th century
- **PO 2.** Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries
- **PO 3.** Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries

OBJECTIVES

Content Objectives Include:

- Identify the major growth trends in motion throughout the 1800s that accelerated during the late 1800s and early 1900s: westward migration, industrialization, & immigration.
- Describe the impact of the transcontinental railroad in creating and connecting regional economies & increasing communication.
- Explain the reasons for migration to the West.
- Describe the impact of westward migration & technological changes on the work & lifestyle of peoples in the West.
- Analyze the results of increasingly hostile U.S. government policies towards Natives.
- Explain the causes of the acceleration of industrialization during the late 1800s.
- Explain the reasons for immigration to northeastern cities from Europe.

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ACTIVITIES/PROCESS

Activities for the Unit Include:

- Examination and discussion of push and pull factors in migration in the West
- Analysis of Manifest Destiny, studying views for and against expansionist policies and the Mexican-American War.
- Examining the difficulties of moving west, looking at the hardships using the Donner party as an example, then comparing to later developments to modernize the West.
- Written response in examining the impact on native peoples of the west, including Mexican citizens and Native Americans.
- Study of primary sources such as newspapers, photographs, cartoons, and publications that examine immigrants to the United States, including Mexican, Chinese, Polish, Irish, and African Americans viewing their contributions, challenges, and impact.
- Examining the geography of westward expansion of the United States by examining maps, changing territorial borders, and boundaries.

RESOURCES

500 Nations, Film, Jack Leustig, Kevin Cosner, 1995.Film.

"Distressing News: The Donner Party" *California Star*, February 13th, 1847.
<http://www.sfmuseum.org/hist6/donner.html>

Polk, James K. Address to Congress on the Mexican American War, May 11, 1846.
<http://www.dmwv.org/mexwar/documents/polk.htm>

Takaki, Ronald T. *A Different Mirror: A History of Multicultural America*. Boston: Little, Brown, 1993..

"The War with Mexico: War Fever and Antiwar Protests." *Digital History*.
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3266

Zinn, Howard. *A People's History of the United States: 1492-2001*, 1999.

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ASSESSMENT (FORMATIVE)

Formative assessment is provided throughout the learning experience through a variety of methods including, but not limited to:

- Daily bellwork reviewing key concepts, terms, and ideas studied in previous lessons.
- Class discussions between students to consider positives and negatives of issues addressed.
- “Exit Slips” for students to provide a persuasive argument of an issue to show their understanding at the end of a class.
- Use of graphic organizers when taking notes or watching a film.
- Student response through a variety of methods, such as think-pair-share, peer and self assessment, or verbal discussion.

GRADING CRITERIA (RUBRICS)

Reading assessment rubric:

Zinn Reading Assignments – Requirements

Head your paper:

Title	Name
Page#	Period

- Write out questions or put question in your answer
- NEATLY written or typed
- Incomplete work = D or F or returned for no credit
- Done = C
- Done with Detail = B
- Done with Detail and Depth = A

Depth means your answer shows

- Shows insight and knowledge on focused topic
- Intellectual engagement and creative thinking
- Draws evidence from text to support your analysis or argument.
- Making connections to past and present circumstances