

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



US History Honors

February 2019

BOE Approved September 2019

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

U.S. History honors

Grade 11

This course is designed to give students a working knowledge, appreciation and understanding of our heritage through the study of American history, culture, geography, economics, and politics. Emphasis is placed on building and expanding organizational techniques and reinforcing critical reading, writing, and thinking skills. Students are expected to complete regular reading and writing assignments, and actively participate in independently designed projects.

Unit 1		
	Discovery and Settlement - Beginnings to 1763	2-3 weeks
Unit 2		
	Revolution and the New Nation - 1763 - 1801	3-4 weeks
Unit 3		
	Expansion and Reform - 1801-1861	3-4 weeks
Unit 4		
	Civil War and Reconstruction - 1861-1877	3-4 weeks
Unit 5		
	Immigration and Innovation - 1870-1900	2-3 weeks
Unit 6		
	Modern America Emerges - 1890-1929	2-3 weeks
Unit 7		
	The Great Depression and World War II - 1929-1945	3-4 weeks
Unit 8		
	Postwar and Beyond - 1945-present	4-5 weeks

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>CIV 9–12.4 Analyze how public policies promote changes, intended and unintended, in society.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Effectively communicate ideas in a variety of formats. • Integrate evidence from multiple and varied sources to accomplish a specific task. • Use critical thinking and problem solving skills to evaluate historical and contemporary issues. • Check for credibility and bias when conducting research. • Utilizing appropriate technologies when presenting to varied audiences. • Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment. 	
	<i>Meaning</i>	
<p>GEO 9–12.3 Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.</p> <p>HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p>HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people's perspectives. (e.g., immigration,</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i> Nations compete for limited resources and land.</p> <p>Competition for limited land and natural resources leads to invention and discovery.</p> <p>The interaction of beliefs, geography and economics contributes to cultural diversity.</p> <p>The desire to protect the common good, and give voice to the individual leads to new concepts of government.</p> <p>Discoveries and advances in technology are capable of creating social change.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What results from the interaction of cultures?</p> <p>What factors shape culture?</p> <p>How can geographical features influence the development of society?</p>

<p>labor, the role of women).</p> <p>HIST 9–12.5 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</p> <p><i>HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.</i></p>	Geographic environment, technological innovation and skill sets can lead to one culture’s dominating another.	
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • issues/events associated with the 	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p>

	<p>development of various English colonies</p> <ul style="list-style-type: none"> • issues affecting the competition for control of North America • evolution of participatory government in the American colonies • systems of indentured servitude, slavery, and mercantilism • relationship between economic activity and geography • diversity in the New World 	<p>Demonstrating chronological reasoning</p> <p>Analyzing texts and other sources for bias</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Writing a claim and warrant, and using evidence for support.</p> <p>Integrating and evaluating sources of information from a variety of media</p> <p>Communicating ideas effectively in a variety of formats</p> <p>Utilizing appropriate technology for a variety of purposes</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence

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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Begin the unit with a discussion about the reasons why Europeans set up colonies in North America. How might these reasons contribute to self government and differing economies? Furthermore, how does settlement of North America contribute to diversity and varying views on slavery?	
A,M A A,T,M	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
	Break students into groups of 3. Each student will research one of the 3 colonial regions and share findings in a jigsaw activity.	Observation of student discussions.
	Each student will complete a graphic organizer consisting of all 3 regions.	Monitor graphic organizer for completion and accuracy.
	Assign GRASPS project for out of class completion.	assignment rubric

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Effectively communicate ideas in a variety of formats. • Integrate evidence from multiple and varied sources to accomplish a specific task. • Use critical thinking and problem solving skills to evaluate historical and contemporary issues. • Check for credibility and bias when conducting research. • Utilizing appropriate technologies when presenting to varied audiences. • Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment. 	
	<i>Meaning</i>	
<p>INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i> Revolutions can occur when people believe the government abuses its power.</p> <p>Conflicts propel people to identify with one side or another.</p> <p>Economic relationships develop as people attempt to satisfy their wants and needs.</p> <p>Governments are created to secure rights and protection.</p> <p>Compromise requires concessions.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What is the purpose of government?</p> <p>What rights should people have?</p> <p>What important considerations should a society make in creating a democratic form of government?</p> <p>What is required for compromise to be effective?</p> <p>How do people react to change?</p> <p>At what point does rebellion justify war?</p>

<p>reasoned argument about the past.</p>		
<p>CIV 9–12.4 Analyze how public policies promote changes, intended and unintended, in society.</p> <p>ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcome</p> <p>HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p>HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).</p>	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● causes of the American Revolution ● strengths and weaknesses in the conduct of war ● geographic reasons for winning the Revolution ● issues and events relative to the establishment of the Articles of Confederation and the Constitution ● economic cost of war ● debate surrounding federal assumption of debt ● Birth of American political parties ● compromises leading to the establishment of the Constitution 	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p> <p>Demonstrating chronological reasoning</p> <p>Analyzing texts and other sources for bias</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner</p> <p>Writing a claim and warrant, and using evidence for support.</p> <p>Integrating and evaluating sources of information from a variety of media</p> <p>Communicating ideas effectively in a variety of formats</p> <p>Utilizing appropriate technology for a variety of purposes</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,T,M	Assignment specific rubric	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>G - Students will argue the most accurate account of what happened on the Lexington Green.</p> <p>R -You are a writer for a historical journal in the present day</p> <p>A - other historians</p> <p>S - you must consider various viewpoints from primary source documents to determine the circumstances around the “shot heard around the world”</p> <p>P - a paper that considers multiple viewpoints in an analysis of the fighting in Lexington</p> <p>S - students must present an accurate analysis of the event. It should reflect testimony from at least 5 sources documented in MLA format. It should conform to the NMHS communication rubric.</p> <p>Utilize the following documents:</p> <p>the testimony of Thomas Fessenden</p> <p>the testimony of Lieutenant John Barker</p> <p>the deposition of Simon Winship</p> <p>secondary sources:</p> <p>William Belsham</p> <p>Peter Oliver</p> <p>Mercy Otis Warren</p> <p>textbook accounts:</p> <p>The History of a Free People</p> <p>The American Achievement</p> <p>Our Nation From Its Creation</p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by... completing one or more of the following:</i></p>
T,M	accurate completion of document analysis worksheet or guided reading questions	<p>Guided reading and discussion of <i>England's Vietnam</i>, The Declaration of Independence, The Constitution, The Federalist Papers, The Bill of Rights, Washington's Farewell Address</p>
A,M	accurate completion of primary source analysis worksheet	<p>Primary source analysis of the Battle of Bunker Hill using: <i>We Were Overpowered by Numbers</i> by Amos Farnsworth <i>Our Ammunition Being Nearly Exhausted, We Was Obligated to Retreat</i> by William Prescott <i>Our Men Advanced With Infinite Spirit</i> by Lord Rawdon <i>Success Was Too Dearly Bought</i> by Sir William Howe</p>
A,M	accurate completion of KWL (Know, Want to know, Learned)	<p>Document analysis of paintings of the Revolution: <i>The Death of General Warren</i> <i>Washington Crossing the Delaware</i> <i>The Surrender of Lord Cornwallis</i> <i>Boston Massacre Engraving</i></p>
A,M	Accurate T-Chart (graphic organizer) completion	<p>Analyze causes of the Revolution including British economic policy and American reactions to it.</p>
A,M	Passing grade on assessment	<p>Students will complete a unit assessment consisting of objective questions, short answers, and/or essay.</p>

Stage 3 – Learning Plan

Code	Pre-Assessment	
	The pre-assessment will be in the form of a class discussion about the meaning of the term “revolution”. What other revolutions are they aware of and what makes something revolutionary?	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>A,M Students will collaborate to analyze the documents required for the GRASPS assignment.</p> <p>T,A,M Teacher will lead a discussion about the types of sources available to the historian and the value and shortcomings of each. Students should consider the importance of perspective in primary sources.</p> <p>T,A Teacher will review the fundamentals of writing a claim and warrant, and using evidence for support.</p> <p>A,T,M Assign journal article for GRASPS assignment.</p> <p>A,M Students will participate in a class discussion after analysis of primary or secondary sources about this historical period.</p> <p>A,M Collaborate to create a T chart of events leading to the Revolution. It should consist of key British actions and colonial reactions.</p>	<p>Progress Monitoring</p> <p>successful completion of primary source analysis worksheet</p> <p>monitor student participation in discussion</p> <p>collect exit ticket of practice writing sample</p> <p>collect and assess rough draft of assignment</p> <p>monitor student participation in discussion/Socratic discussion student rubric</p> <p>monitor collaboration and completed T-chart</p>

Stage 1 Desired Results

ESTABLISHED GOALS

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.8 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

CIV 9–12.4 Analyze how public policies promote changes, intended and unintended, in society.

Transfer

Students will be able to independently use their learning to...

- Effectively communicate ideas in a variety of formats.
- Integrate evidence from multiple and varied sources to accomplish a specific task.
- Use critical thinking and problem solving skills to evaluate historical and contemporary issues.
- Check for credibility and bias when conducting research.
- Utilizing appropriate technologies when presenting to varied audiences.
- Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment.

Meaning

UNDERSTANDINGS

Students will understand that...

Factional interests prevent groups from identifying with national sentiment.

When sectional interests no longer support the idea of national identity compromises are more difficult to make and sustain.

As countries expand their boundaries it can create conflict.

American identity is dynamic and diverse, yet it retains identifiable characteristics.

Identity is often defined by one's relation to

ESSENTIAL QUESTIONS

Students will keep considering...

Is a political union designed to be permanent?

How does identity shape policy?

What are characteristics of American identity?

What factors promote/prevent compromise in major disagreements involving a nation?

	enfranchisement and power.	
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • reasons for westward expansion and the territories associated with expansion • causes of conflicts from this period • issues increasing sectional differences • changes associated with the factory system • sectional interests shaping views on economic policies • the consequences of growth in America • the impact of the growth of slavery 	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p> <p>Demonstrating chronological reasoning</p> <p>Analyzing texts and other sources for bias</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Writing a claim and warrant, and using evidence for support.</p> <p>Integrating and evaluating sources of information from a variety of media</p> <p>Communicating ideas effectively in a variety of formats</p> <p>Utilizing appropriate technology for a variety of purposes</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,T,M	assignment specific rubric	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>G -weigh points of view regarding sectional conflict</p> <p>R -member of media or expert panelist (famous historical figure)</p> <p>A - the American public of the period</p> <p>S - debate or discussion of views regarding assigned event</p> <p>P - media presentation/ panel debate</p> <p>S - assignment specific rubric</p>
A,M	relevant and thoughtful discussion using participation rubric	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by... completing one or more of the following:</i></p> <p>Guided reading and discussion of excerpts and/or video clips from <i>Uncle Tom's Cabin</i>.</p>
A,M	accurate completion of primary source analysis worksheet	<p>Primary source analysis could include any of:</p> <p>The Louisiana Purchase Treaty</p> <p>The Monroe Doctrine</p> <p>Marbury v. Madison decision</p> <p>Dred Scott decision</p> <p>The Missouri Compromise</p> <p>The Compromise of 1850</p> <p>Jackson's Message on Indian Removal</p>
A,M	Accurate T-Chart (graphic organizer) completion	Collaborate to create an action/reaction T chart of causes of war
A,M	Passing grade on assessment	Students will complete a unit assessment consisting of objective questions, short answers, and/or essay.

Stage 3 – Learning Plan

Code	Pre-Assessment	
	The pre-assessment will be in the form of a class discussion about the nature of compromise. What factors are required to create compromise? When are they successful? Why do they sometimes fail?	
A,M	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
	Students will participate in a discussion about <i>Uncle Tom's Cabin</i> .	Students will demonstrate understanding by actively listening, thoughtful sharing and collaboration to complete participation rubric
	Students will collaborate to analyze primary source documents about this period in history.	accurate completion of primary source analysis worksheet
	Students will research the role they have been assigned for the GRASPS as well as the issue or event they will be debating.	monitor student research results and discussions
	Students will conduct opposition research for their GRASPS to anticipate opposition claims and prepare counter claims.	monitor student research results and discussions
A,M	Students will create an action/reaction T- chart of the events that led to war.	Monitor completion of T-chart

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p>HIST 9–12.9 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p>HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p> <p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>HIST 9–12.3 Analyze complex</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Effectively communicate ideas in a variety of formats. Integrate evidence from multiple and varied sources to accomplish a specific task. Use critical thinking and problem solving skills to evaluate historical and contemporary issues. Check for credibility and bias when conducting research. Utilizing appropriate technologies when presenting to varied audiences. Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> Some goals are more difficult to achieve than others.</p> <p>Political decisions can have unintended results.</p> <p>People may alter governments that fail to secure individual and collective rights.</p> <p>The process of altering a government is difficult and time consuming.</p> <p>A union of individuals requires the consent of the people.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i> Is secession justifiable?</p> <p>How can compromise lead to a lasting agreement?</p> <p>Is a union bound by force sustainable?</p> <p>What factors determine how history views political decisions?</p> <p>What causes people to redefine political relationships?</p>
	<i>Acquisition</i>	

<p>and interacting factors that influenced the perspectives of people during different historical eras.</p> <p>HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • comparative advantages/disadvantages of North and South during the War • war aims of opposing sides • War’s effects on the home front • soldiers’ experiences in wartime • War’s societal impact • theaters of War • military strategies • costs of the War • wartime/post-war economic issues • effects of geography on political issues both during and after the War • issues posed by Reconstruction and related options for addressing said issues 	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p> <p>Demonstrating chronological reasoning</p> <p>Analyzing texts and other sources for bias</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Writing a claim and warrant, and using evidence for support.</p> <p>Integrating and evaluating sources of information from a variety of media</p> <p>Communicating ideas effectively in a variety of formats</p> <p>Utilizing appropriate technology for a variety of purposes</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,T,M	assignment specific rubric	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>G - Students will create a Reconstruction Plan in groups.</p> <p>R - Your group will be made up of southern democrats or northern republicans (group's choice).</p> <p>A - Members of Congress</p> <p>S - Your group represents your political party's views and you will create a plan that best benefits those views.</p> <p>P - A comprehensive plan with a title (like "Ten Percent Plan"), with no less than five provisions.</p> <p>S - The plan will be written and presented to the class (see assignment sheet).</p>
A,M	source analysis worksheet will be accurately completed	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by... completing one or more of the following:</i></p> <p>Students will read primary source documents and complete source analysis worksheet of:</p> <p>Gettysburg Address</p> <p>Lincoln's Inaugural address</p>
A,M	accurate completion of primary source analysis worksheet	Students will read primary source documents and compare and contrast Reconstruction plans
A,T,M	assignment specific rubric	Text messaging - Students will create a text thread between a southern democrat and a northern republican having an argument

A,M	accurate completion of primary source document analysis worksheet followed by relevant class discussion and/or creation of a timeline	<p>about their respective political views. Students can use text speak, abbreviations and emojis in their message.</p> <p>Students will trace the thinking of President Lincoln regarding slavery through primary source analysis using: Lincoln's thoughts in 1841 The House divided speech Lincoln's Inaugural Address Preliminary Emancipation Proclamation Emancipation Proclamation</p>
A,M	Students will demonstrate understanding by actively listening, thoughtful sharing and collaboration to complete participation rubric	Students will participate in a teacher guided discussion regarding notes on textbook reading.
A,M	Socratic discussion peer assessment rubric	Students will participate in a Socratic discussion about the topics and issues in <i>The Killer Angels</i>
A,M	accurate completion of graphic organizer	Students will complete graphic organizer on Reconstruction proposals.
A,M	passing grade on unit assessment	Students will complete a unit assessment consisting of objective questions, short answers, and/or essay.

Stage 3 – Learning Plan

Code	Pre-Assessment	
	Begin the unit with a discussion about the legacy of the Civil War. Why do symbols of the Confederacy still generate strong feelings?	
A,M A,T,M A,M A,M A A,M A,M	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
	Students will collaborate to analyze Reconstruction plans using a graphic organizer.	accurate analysis through progress on graphic organizer
	Students will collaborate to create a Reconstruction plan to address GRASPS.	specific GRASPS rubric
	Students will collaborate to analyze primary source documents about this period in history.	monitor collaboration and check for accuracy in source analysis
	Students will conduct a guided reading and participate in a class discussion about <i>Killer Angels</i> .	Check for accuracy in oral responses and thoughtful discussion
	Students will create a timeline that traces the thinking of President Lincoln on the issue of slavery.	Check for reasonable interpretation of historical events and for the proportional representation of time
	Students will complete a graphic organizer that contrasts the advantages of the North and South in the Civil War.	accurate identification of advantages
	Jigsaw synthesis relating advantages to outcome of war	accurate application of advantages

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p>HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Effectively communicate ideas in a variety of formats. • Integrate evidence from multiple and varied sources to accomplish a specific task. • Use critical thinking and problem solving skills to evaluate historical and contemporary issues. • Check for credibility and bias when conducting research. • Utilizing appropriate technologies when presenting to varied audiences. • Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment. 	
<p>HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>CIV 9–12.4 Analyze how public policies promote changes, intended and unintended, in society.</p>	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> Industrial changes in America led to a widening gap between the rich and the poor.</p> <p>Industrialization led to exploitation of the worker.</p> <p>When “push factors” force people away from home, they migrate to areas of opportunity.</p> <p>The era of mass migration and immigration in America resulted in numerous changes.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i> Does industrialization create conflict?</p> <p>Do migration patterns create or solve problems?</p> <p>What causes people to migrate?</p>
GEO 9–12.3 Evaluate the impact	<i>Acquisition</i>	

<p>of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.</p>	<p><i>Students will know</i></p> <ul style="list-style-type: none"> • growth of big business • discrimination against African Americans, Native Americans and immigrants • policy changes as a result of migration • policy changes as a result of industrialization • impact of class differences in America • causes and effects of economic recession and depression • changes in transportation, manufacturing and communication • role of the frontier in the American experience • immigrant experience • new markets and economic change 	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p> <p>Demonstrating chronological reasoning</p> <p>Analyzing texts and other sources for bias</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Writing a claim and warrant, and using evidence for support.</p> <p>Integrating and evaluating sources of information from a variety of media</p> <p>Communicating ideas effectively in a variety of formats</p> <p>Utilizing appropriate technology for a variety of purposes</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,T,M	assignment specific rubric	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>G - Students will write an immigration bill to be presented to Congress.</p> <p>R -You are a member of Congress in 1895</p> <p>A - The bill will be presented to Congress and the American public</p> <p>S - You represent Connecticut. Nativist sentiment is an issue in your state but you are concerned about America's image in the world.</p> <p>P - Your bill must consider our international role, the concerns of your constituents and the needs of our nation. It must also be in keeping with American traditions.</p> <p>S - the bill will be submitted in writing in a required format (see handout)</p>
A,M	source analysis worksheet will be accurately completed	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by... completing one or more of the following:</i></p> <p>Students will analyze primary source documents regarding the immigrant experience such as:</p> <p>Mary Antin The Promised Land</p> <p>Aaron Domnitz Arriving at Ellis Island</p> <p>Lawrence Meinwald oral history</p> <p>William Greiner oral history</p> <p>Doukenie Bacos oral history</p>
A,M	accurate and thoughtful discussion points	Plessy v. Ferguson decision analysis
A,T,M	reasonable interpretation of historical events through a modern lens	<p>Students will examine factory working conditions through photo analysis, then apply modern labor laws in reinterpreting the above conditions. You may wish to visit the following:</p> <p>https://www.history.com/news/child-labor-lewis-hine-photos</p>

A,T,M	assignment specific rubric	https://www.thehrspecialist.com/3473/the-10-employment-laws-every-manager-should-know Project on inventions that altered the course of history including: light bulb airplane phonograph machine gun skyscraper frozen food computer assembly line microwave internet
A,M	accurate analysis and application of concepts	Analyze public opinion regarding immigration through political cartoons including: <i>High Tide of Immigration</i> <i>Where the Blame Lies</i> <i>Welcome to All</i>
A,M	Passing grade on assessment	Students will complete a unit assessment consisting of objective questions, short answers, and/or essay.

Stage 3 – Learning Plan

Code	Pre-Assessment	
	The pre-assessment will consist of a class discussion about migration. What causes people to move (east to west, south to north, rural to urban, urban to suburban, country to country)? What impact can the mass movement of people have?	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>A,M Students will collaborate to analyze primary source documents about this period in history.</p> <p>A,T,M Teacher will review writing fundamentals for GRASPS assignment.</p> <p>A,T,M Students will produce Congressional legislation that meets the requirements for the GRASPS assignment.</p> <p>A,T,M Students will collaborate to create and/or present a project on important inventions.</p> <p>A,M Students will collaborate to assess the impact of the Plessy decision.</p> <p>A,T,M Students will complete photo analysis and apply concepts of modern labor laws to the working conditions seen in historical photos</p>	<p>Progress Monitoring</p> <p>monitor collaboration and check for accuracy in source analysis</p> <p>check for retention of writing fundamentals</p> <p>check for comprehension on various factors relating to the assignment</p> <p>check for content accuracy and thoughtful collaboration</p> <p>monitor group collaboration</p> <p>check for document analysis comprehension</p>

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.</p> <p>CIV 9–12.4 Analyze how public policies promote changes, intended and unintended, in society.</p> <p>ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</p> <p>INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Effectively communicate ideas in a variety of formats. Integrate evidence from multiple and varied sources to accomplish a specific task. Use critical thinking and problem solving skills to evaluate historical and contemporary issues. Check for credibility and bias when conducting research. Utilizing appropriate technologies when presenting to varied audiences. Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> The social movements of the early 1900s forced government to improve such things as working conditions, poverty and political corruption.</p> <p>Imperialistic ambitions of other countries contributed to U.S. involvement in foreign wars.</p> <p>American economic factors contributed to increasing interest in global affairs.</p> <p>America could not preserve her isolationist tradition given her new international profile.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What factors bring about a need for social reform?</p> <p>What should the role of government be regarding the needs of the citizen and industry?</p> <p>Why do nations go to war?</p> <p>How can regional wars become global in scope?</p> <p>How does tradition conflict with social change?</p>

	<p>The values and traditions of the previous decades were undermined by the disruption and change of the 1920's.</p>	
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • America's drive for overseas markets • problems associated with World War I neutrality • reasons for involvement in Spanish-American War and World War I • motivations concerning Progressive Era • successes and failures of Progressive reform • struggles of suffrage, temperance and civil rights • shift from internationalism to isolationism • sources of social change and tensions during Roaring Twenties • prosperity and consumerism of the 1920's • demographic changes in 1920s 	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p> <p>Demonstrating chronological reasoning</p> <p>Analyzing texts and other sources for bias</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Writing a claim and warrant, and using evidence for support.</p> <p>Integrating and evaluating sources of information from a variety of media</p> <p>Communicating ideas effectively in a variety of formats</p> <p>Utilizing appropriate technology for a variety of purposes</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,T,M	project specific rubric	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>G - Students will write a argumentative letter to the editor</p> <p>R -Students are American citizens in 1915</p> <p>A - Students are writing to the American public</p> <p>S - America is struggling to remain isolationist while insisting on freedom of the seas. Ethnic/partisan tension is straining the country.</p> <p>P - Each letter should take a clear position on entry into the war. It should address the concerns of those Americans advocating the opposite position</p> <p>S - the letter should be at least five paragraphs and contain specific historical references to actual events(see rubric)</p>
A,M	accurate and thoughtful completion of T-chart	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by... completing one or more of the following:</i></p> <p>Students will analyze the Zimmermann telegram and determine its causes and effects.</p>
A,M	discussion of relevant content	<p>Guided reading and discussion of excerpts from <i>The White Man's Burden, The Jungle, The Shame of the Cities, McKinley's Decision on the Philippines</i></p>
A,M	analyze each point by rewording/paraphrasing	<p>Analysis of the <i>Fourteen Points</i></p>
A,T,M	accurate completion of document analysis worksheet	<p>Analysis of advertising and entertainment of the 1920's</p>
A,M	Passing grade on assessment	<p>Students will complete a unit assessment consisting of objective questions, short answers, and/or essay.</p>

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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Begin the unit with a discussion about the term “imperialism”. What motivates a country to seek colonies? What impact does this have on the imperialist country? On the colony? On the international community?	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
A,M	Students will collaborate to analyze primary source documents about this period in history.	monitor collaboration and check for accuracy in source analysis
A,M	Students will provide feedback from guided reading of literature from the period.	Check for accuracy in oral responses and thoughtful discussion
A,T,M	Students will analyze images from advertising and entertainment of the 1920's and participate in a class discussion about them.	check for document analysis comprehension

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Effectively communicate ideas in a variety of formats. Integrate evidence from multiple and varied sources to accomplish a specific task. Use critical thinking and problem solving skills to evaluate historical and contemporary issues. Check for credibility and bias when conducting research. Utilizing appropriate technologies when presenting to varied audiences. Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment. 	
<p>HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.</p> <p>HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve</p>	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> The appearance of a healthy economy gave Americans a false sense of economic stability.</p> <p>The Great Depression impacted all Americans regardless of social and economic standing.</p> <p>The New Deal policies led to the growth of government.</p> <p>The memory of WWI led to a reluctance to get involved in international affairs.</p> <p>America could not preserve her isolationist</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i> How does a lack of financial literacy lead to economic downturns?</p> <p>How does depression or recession affect government and society?</p> <p>Why do nations go to war?</p> <p>How can regional wars become global in scope?</p> <p>To what extent does a nation's alliances and trade relationships impact its foreign policy?</p>

market outcomes.	tradition given her international profile.	
INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both	Acquisition	
CIV 9–12.4 Analyze how public policies promote changes, intended and unintended, in society.	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • causes of the stock market crash and the Great Depression • impact of programs designed to ameliorate the effects of the Great Depression • problems faced during the Depression and attempts to solve them • experience of the migrant poor during the Great Depression • impact of the Dust Bowl on farmers in America • impact of the Great Depression on American culture • shift in neutrality to preparedness in response to overseas aggression • role of the United States in helping defeat the Axis Power • programs designed to increase war production and aid the Allies during WWII • theatres of action during WWII • sacrifices made on the homefront during WWII • impact of the war on underrepresented groups • reaction to the Holocaust 	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p> <p>Demonstrating chronological reasoning</p> <p>Analyzing texts and other sources for bias</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Writing a claim and warrant, and using evidence for support.</p> <p>Integrating and evaluating sources of information from a variety of media</p> <p>Communicating ideas effectively in a variety of formats</p> <p>Utilizing appropriate technology for a variety of purposes</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,T,M	assignment specific rubric	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>G - Students will create and narrate a museum exhibit</p> <p>R -Students work as curators for art museums</p> <p>A - Your exhibit is opening for CT residents today</p> <p>S - you have be asked to design an exhibit of Depression artwork</p> <p>P - You must select and display 10 pieces of art that represent work created during the Great Depression. Each piece must include your analysis of the work. Select appropriate music from the period to accompany your presentation.</p> <p>S - Three of the 10 works of art must be from CT. Consider using the following:</p> <p>https://livingnewdeal.org/us/ct/</p> <p>Migrant Mother</p> <p>The Louisville Flood</p> <p>New York's American Union Bank Run</p> <p>Pittsburgh</p>
A,T,M	accurate completion of document analysis sheet	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by... completing one or more of the following:</i></p> <p>Students will analyze and discuss the propaganda of WWII:</p> <p>Buy War Bonds poster</p> <p>Rosie the Riveter</p> <p>Someone Talked</p> <p>The Great Dictator</p> <p>Private Snafu</p>
T,M	accurate completion of document analysis worksheet or guided reading questions	<p>Close reading of FDR Inaugural Address, Fireside Chat, or Date of Infamy speech</p>

A,M	accurate completion of document analysis worksheet	Analysis of cartoons by Bill Mauldin
A,M	NMHS communication rubric	<p>Students will research the background and hold mini-debates on any of the following:</p> <p>The determination to remain neutral prior to the attack on Pearl Harbor</p> <p>The decision to defeat Germany before Japan</p> <p>The internment of Japanese Americans</p> <p>The decision to fire-bomb cities</p> <p>The decision to allow the USSR to reach Berlin first</p> <p>The decision to drop the atomic bomb on Hiroshima</p> <p>The U.S. reaction to the Holocaust</p>
A,M	NMHS communication rubric	Students will report on the war experiences of a New Milford veteran.
A,M	Passing grade on assessment	Students will complete a unit assessment consisting of objective questions, short answers, and/or essay.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Students will work in groups to differentiate between WWI and WWII. What were the causes of each? What did the alliances look like in each war?	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
A,M	Students will collaborate to analyze primary source documents about this period in history.	monitor collaboration and check for accuracy in source analysis
A,T,M	Students will collaborate to analyze artwork of the period.	monitor collaboration and check for accuracy in source analysis
A,M	Students will conduct appropriate research and preparation to participate in a debate or presentation on an assigned topic.	check student research/preparation notes
A,M	Students will conduct a close reading of historically significant documents and participate in a class discussion.	Check for accuracy in oral responses and thoughtful discussion

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Effectively communicate ideas in a variety of formats. • Integrate evidence from multiple and varied sources to accomplish a specific task. • Use critical thinking and problem solving skills to evaluate historical and contemporary issues. • Check for credibility and bias when conducting research. • Utilizing appropriate technologies when presenting to varied audiences. • Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment. 	
<p>ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</p>	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that....</i></p> <p>Americans lived in fear during the Cold War.</p> <p>During the Cold War, countries sought to protect their interests and themselves.</p> <p>The globalization of markets means that nations were influenced to be more economically interdependent.</p> <p>America's role as a world power is solidified.</p> <p>Groups on the margins of postwar society took steps to right historical wrongs in spite of many challenges.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How do conflicting ideologies lead to war?</p> <p>How can change lead to fear and confusion?</p> <p>How does modernization affect society, economy, and politics?</p> <p>How do various circumstances change a country's role in foreign affairs?</p>

	<p>Traditional ways of life were at odds with various social movements that emerged in the mid-century.</p> <p>The Vietnam conflict polarized American society, as citizens increasingly questioned our government's war policy.</p> <p>The Nixon era forced many Americans to reconsider the degree to which they trusted our institutions.</p> <p>Conservatives in the late-1970s/1980s rose up in response to major changes in American society, and tried to enact policies that favored their supporters.</p> <p>Late-twentieth century American foreign policy was complicated by difficult challenges from across the world.</p>	
Acquisition		
	<p><i>Students will know...</i></p> <p>the struggle for Civil Rights</p> <p>the origins, issues and events of the Cold War</p> <p>the social programs of the period and the issues they sought to address.</p> <p>America's response to the destruction of WWII</p> <p>the post-war prosperity enjoyed by Americans</p>	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p> <p>Demonstrating chronological reasoning</p> <p>Analyzing texts and other sources for bias</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p>

	<p>the conformity of the 1950's</p> <p>the impact of the counterculture</p> <p>the impact of key Supreme Court decisions on the rights of Americans</p> <p>the rationale behind the policy of Containment and the development of NATO</p> <p>American foreign policy after the Cold War</p> <p>Arms control efforts after the Cold War</p> <p>Current immigration issues</p> <p>the impact a global economy has on America</p> <p>the impact rapid technological change has on American society</p> <p>attempts at social reform in a global world</p> <p>immigration and population patterns</p> <p>attempts at environmental conservation</p>	<p>Writing a claim and warrant, and using evidence for support.</p> <p>Integrating and evaluating sources of information from a variety of media</p> <p>Communicating ideas effectively in a variety of formats</p> <p>Utilizing appropriate technology for a variety of purposes</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,T,M	assignment specific rubric	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>G - Create a “lifestyles/arts & leisure” newspaper feature.</p> <p>R - Undercover newspaper reporters disguised as wait staff at a catered dinner party.</p> <p>A - Cultured newspaper readers.</p> <p>S - Though physically impossible, several major personalities from the unit are gathered at the imagined dinner party. What would your report consist of when it comes to the (likely) sights and sounds from the party?</p> <p>P - Newspaper feature.</p> <p>S - The newspaper feature is to be well-written, needs to contain course-related research, and achieves the intended perspective. Students are to utilize the suggested writing format unless given special permission by the teacher.</p>
A,M	assignment specific rubric	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by... completing one or more of the following:</i></p> <p>Students will analyze key provisions of historic documents and hold mini-debates on the merits of them. They might include:</p> <p>The Marshall Plan</p> <p>The Truman Doctrine</p> <p>The Gulf of Tonkin Resolution</p> <p>Brown v. Board of Education decision</p> <p>Civil Rights Act of 1964</p> <p>Voting Rights Act of 1965</p> <p>SALT I</p> <p>War Powers Act</p> <p>Camp David Accords</p> <p>NAFTA</p>

A,M	accurate and thoughtful completion of T-chart	Analyze specific goals and method employed during the Civil Rights struggle. Sources might include: <i>Eyes on the Prize</i> (Episode 5: “The Bridge to Freedom”)
A,T,M	assignment specific rubric	Take a position regarding one (1) modern civil rights issue in a letter to the president which also traces related historical developments. Sources might include: <i>New York Times</i> infographic regarding 2013 Supreme Court case Various news articles detailing recent developments in voting rights
A,M	accurate completion of primary source/oral history document analysis worksheet	Examine wide-ranging primary source and oral history accounts on the Vietnam conflict, including New Milford soldiers. Sources might include: <i>Dear America: Letters Home from Vietnam</i> (primary source excerpts) Studs Terkel’s <i>Patriots: The Vietnam War Remembered from All Sides</i> (oral history excerpts) <i>Honored Glory</i> (oral history excerpts on New Milford soldiers)
A,M	assignment specific rubric	Analyze notable examples of federalism/attempts at limiting presidential power in the Postwar era via a presentation application. Topics might include: 1964 Gulf of Tonkin Resolution 1973 War Powers 1973 U.S. Senate Watergate Committee 1974 <i>Nixon v. United States</i> 1994-95 U.S. Senate Whitewater Committee 2004 U.S. Senate Committee on Intelligence Prewar Assessment on Iraq 2009 <i>Citizens United v. Federal Election Commission</i> 2017-19 Special Counsel investigation (aka Mueller Probe)
A,M	Passing grade on assessment	Students will complete a unit assessment consisting of objective questions, short answers, and/or essay.

Stage 3 – Learning Plan

Code	Pre-Assessment	
	The class should discuss the term “cold war”. How is this different from other wars? What places were impacted by the Cold War? How?	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>A,M Students analyze primary source/oral history documents about this period in history.</p> <p>A,T,M Students will conduct appropriate research and preparation to participate in a debate or presentation on an assigned topic.</p> <p>A,T,M Students analyze sources in order to write a letter to the president on modern civil rights issue.</p>	<p>Progress Monitoring</p> <p>check for accuracy in source analysis</p> <p>check student research/preparation notes</p> <p>check for accuracy in source analysis/effective use of letter writing best practices</p>

