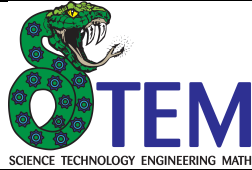


Unit 1: Hunter Museum - Innovating Art

Unit Length: 9 Weeks



Social Studies Unit Plan

Teacher: Joe Evans

Grade: 10

Course: US History

Unit Title: Hunter Museum – Innovating Art

LEARNING TARGETS

Key Ideas and details

- I can orally introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. (CCSS.ELA-LITERACY.WHST.11-12.1.A)
- I can orally develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. (CCSS.ELA-LITERACY.WHST.11-12.1.B)

Craft and Structure

- I can use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS.ELA-LITERACY.WHST.11-12.1.C)

Range of Writing

- I can establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-LITERACY.WHST.11-12.1.D)
- I can provide a concluding statement or section that follows from or supports the argument. (CCSS.ELA-LITERACY.WHST.11-12.1.E)

Content Targets

- Analyze the economic advantages and disadvantages in the wake of the Industrial Revolution. (TN US ERA6 1)
- Evaluate the life of newly “freed” African Americans before, during and after Reconstruction (TN US ERA6 3)
- Examine the political, economic and social changes that took place during the Gilded Age. (TN US ERA 6 4-9)
- Evaluate the success of the Progressive era and identify the conditions progressives were striving to correct. (TN US ERA 7 10-22)
- Identify the cause and effect of American Imperialism and lasting causes and effects. (TN US ERA 7 23-26)
- Identify the causes of WWI, and evaluate the interventionist/non-interventionist rhetoric of the time. (TN US ERA 7 27-30)

UNIT OVERVIEW		Overall summary of the unit, activities, tasks, and/or content.			
<p>This unit will cover the time period between the 1870s-1920s, which include: Reconstruction, The Industrial Revolution, The Progressive Era, The Gilded Age, and WWI. The culminating skills will including prepping and executing an oral argument in which students will argue the pros/cons of Laissez Faire economic theory vs. degrees of Government intervention.</p> <p>Activities will both establish a skill set of the steps needed to process an effective argument. Among these exercises will include a resource on proper citation and using sources to convey both their point and why the opposing view falls short.</p> <p>Content will be driven by a blended strategy through Edgenuity’s website. This includes video lectures and interactive images that will allow students to ascertain state standard knowledge based facts. The students will use these to interact in seminar and discussion questions that will allow them to hit higher order thinking and evaluative writing. Content summative will include Identification exercises that help identify unique people, places and things and in class essays that presents a historical event or process that can be argued.</p> <p>Unit will assist the student in their school wide PBL as they will argue the value of art found at the Chattanooga Hunter Museum. They will also argue how their digitally recreated representation contains the same value as the chosen art piece.</p>					
MOTIVATORS		Hooks for the unit and supplemental activities. (PBL scenarios, video clips, websites, literature)			
<p>~ Students will be faced with the argument of how much government interaction should be involved in the economic arena. With modern day clips, the students will investigate both sides of conservative and progressive economic questions. This will lead to identifying similarities and differences that the country faced during the Industrial Revolution and Gilded Age with the government intervention of the Progressive Era.</p> <p>~ Clips of the Movie Iron Jawed Angels will be shown to show the plight of the women’s suffrage movement.</p> <p>~ Exerts from primary sources from J.D Rockefeller and former slaves will also be used during seminar to motivate discussion for complicated understandings to questions such as, “Did the Gilded Age benefit the United States?” or, “Was life better for the newly freed slave population?”</p>					
Week	Learning Targets	Materials & Resources	Instructional Procedures	Differentiated Instruction	Assessment
1-3	1. I can orally introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s),	<p>Presidential Debate - https://www.youtube.com/watch?v=VjD6ctsp9_A</p> <p>Economic Student Video - https://www.youtube.com/watch?v=3eszQRa0uM</p> <p>Industrial Revolution - http://www.history.com/topics/industrial-revolution - http://www.history.com/topics/industrial-revolution/videos/the-industrial-revolution</p>	<p><u>Essential Questions</u> How did Reconstruction and the Industrial Revolution effect the country in a positive or negative manor after the Civil War?</p> <p><u>Set</u></p> <p>4-Corners: Agree, Strongly Agree, Disagree, And Strongly Disagree. Questions will include the possibility of the freedom of innovation. Students will move to each corner of the room based on their answer to the question and be asked to justify or combat a counterclaim.</p>	<p><u>Remediation</u> Students will receive direct instruction with LT specific IDs with emphasis to developing and demonstrating a thesis for an argument.</p> <p><u>Enrichment</u> Students will engage in multiple</p>	<p><u>Formative:</u> Seminar on the life of Newly Freed Slaves.</p> <p><u>Summative:</u> ID/Class essay with emphasis on argumentative writings.</p>

<p>counterclaims, reasons, and evidence. (CCSS.ELA-LITERACY.WHST.11-12.1.A)</p> <p>2. I can orally develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS.ELA-LITERACY.WHST.11-12.1.B)</p> <p>3. Analyze the economic advantages and disadvantages in the wake of the Industrial Revolution. (US 1&2)</p> <p>4. Evaluate the life of newly "freed" African Americans before, during and after Reconstruction (US 3)</p>	<p>Primary/ Secondary Sources: - http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit11_1.pdf - http://www.theguardian.com/world/2012/jun/16/slavery-starvation-civil-war</p> <p>Selections from: - http://www.tn4me.org/pdf/TransitionfromSlaverytoFreedom.pdf - http://www.civilwarhome.com/freedmen.html</p>	<p><u>Teaching Strategies</u></p> <p>This class is a blended learning class. Every other day, students work with the teacher on classroom activities, and on their off day, they complete online content activities.</p> <p>Seminar Research Preparation Students will establish a written thesis for their position on the success or failure of Reconstruction. Steps for writing the thesis statement include:</p> <ul style="list-style-type: none"> • Research YouTube videos and primary/secondary sources. • Organizing evidence from these sources to support their argument. • Writing thesis argument as a quality thesis statement. • Preparing thesis argument for counterclaims. <p>Teacher roles include:</p> <ul style="list-style-type: none"> • Presenting to whole class, through direct instruction, the parts necessary for a quality thesis statement. • Facilitating small group instruction on researching strategies and organization of a good argument. • Working with individual students one-on-one providing clarification and feedback for all four writing thesis steps above. This includes teacher presenting a counterclaim that the student must debunk. <p>Edgenuity (individual online work): Students will work individually on assigned website content through Edgenuity. Edgenuity work includes video lectures and tasks to give the students knowledge/comprehension of the assigned content. Content for these three weeks covers:</p> <ul style="list-style-type: none"> • Reconstruction • Segregation <p><u>Summarizing Strategy</u></p> <p>Seminar A seminar on the Life of a newly freed Slave and the success of Reconstruction. This will also include student's self-evaluation of their arguments and evidence and the student making corrections.</p> <p><u>Homework</u></p> <ul style="list-style-type: none"> • Edgenuity.com for content. • Using each source that students access during class time, students are assigned homework to complete one paragraph that includes direct quote usage, partial quote usage, and source summarizing from these sources. 	<p>source locations to gain numerous back-ups for their selected thesis.</p> <p><u>Learning Styles</u> A/V Learning through Video.</p> <p>Reading strategies reinforced through upper level sources.</p> <p>Organization of information.</p> <p>Evaluating historical content in today's world.</p>	
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<p>4-7</p>	<p>1. I can establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-LITERACY.WHST.11-12.1.C)</p> <p>2. I can provide a concluding statement or section that follows from or supports the argument. (CCSS.ELA-LITERACY.WHST.11-12.1.E)</p> <p>3. Examine the political, economic and social changes that took place during the Gilded Age. (US 4-9)</p> <p>4. I can use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>5. Evaluate the success of the Progressive era and identify the</p>	<p>Carnegie Video: - http://www.history.com/topics/andrew-carnegie/videos/andrew-carnegie</p> <p>Rockefeller Video - http://www.biography.com/people/john-d-rockefeller-20710159#synopsis</p> <p>Progressives Introduction - https://www.youtube.com/watch?v=i0Q4zPR4G7M</p> <p>Progressive Documentary - https://www.youtube.com/watch?v=z-ztBdclkYU</p> <p>Progressive Presidents - https://www.youtube.com/watch?v=F7flS W1PGsA</p> <p>History of the Labor Movement - http://www.history.com/topics/labor</p> <p>Primary/ Secondary Sources: Andrew Carnegie - http://www.pbs.org/wnet/historyofus/w eb09/segment3.html</p> <p>Political Cartoons from the time period - https://www.gilderlehrman.org/history-by-era/gilded-age/resources/anti-corporate-cartoons-ca-1900</p> <p>Primary Source Material - http://www.digitalhistory.uh.edu/disp_t e xtbook.cfm?smtID=11&psid=3820</p> <p>The Gospel of Wealth - http://achievethecore.org/page/37/the-gospel-of-wealth-by-andrew-carnegie-detail-pg</p> <p>Other: Jacob Riis - http://sheg.stanford.edu/jacob-riis</p> <p>Social Darwinism and the Scopes Monkey Trial - http://www.pbs.org/wgbh/amex/monkey-trial/peopleevents/e_gospel.html</p>	<p><u>Essential Question</u> What should the government provide?</p> <p>What limits if any should be placed on the free market?</p> <p><u>Set</u> The Millionaire Question: You have a million dollars. What do you want to happen? Student's are given a ledger sheet to separate their million dollar fortune from an unexpected inheritance. Student's will also have to justify both verbally/written on their selected expenditures. Discussion will lead to what percent of charity donations and what percent of individual investments the student selected.</p> <p><u>Teaching Strategy</u> This class is a blended learning class. Every other day, students work with the teacher on classroom activities, and on their off day, they complete online content activities.</p> <p>APPARTS Students will find connections of the Gilded Age to the Progressive Era by investigation of the Primary Documents with the APPARTS Strategy. APPARTS is a tool that divides the source into multiple parts thereby making the source easier to you and information readily available.</p> <p>Muckraker Articles Student's will produce muckraker newspaper's front page that reports problems from the Gilded Age.</p> <ul style="list-style-type: none"> • Students will produce 3 articles reporting on urban problems due to Industrial Age advancements. • Students will also produce editorials that support the "current" policies or demands change from government, industrialist, etc. • Students will use the collection of YouTube videos and primary/secondary sources for research and source material. • Student's will also layout their front page to mimic the contemporary papers of the late 19th century. <p>Edgenuity (individual online work): Students will work individually on assigned website content through Edgenuity. Edgenuity work includes video lectures and tasks to give the students knowledge/comprehension of the assigned content. Content for these three weeks covers:</p> <ul style="list-style-type: none"> • The Industrial Age • Gilded Age • Progressive Era 	<p><u>Remediation</u> Students will receive direct instruction with LT specific IDs with an emphasis on using Information in the student's own words.</p> <p>A/V Learning through Video.</p> <p><u>Enrichment</u> Reading strategies reinforced through upper level sources.</p> <p>Organization of information. Emphasis on the organization of note taking for literature versus video.</p>	<p><u>Formative:</u> Outline of arguments for the Debate must be compiled here along with copies of notes and use paper.</p> <p><u>Summative:</u> Use the researched time period to create a Newspaper layout promoting either Pre-Progressive or Post-Progressive strategies of Government.</p>
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	conditions progressives were striving to correct. (US 10-22)		<u>Summarizing Strategy</u> Front Page Presentations Student's will present their front pages to the class and explain the reasoning of their editorials. <u>Homework</u> <ul style="list-style-type: none">• Edgenuity.com form content along with previous mentioned videos and view guides.• Identify the People, Places, and Things that make up the Gilded Age and Progressive Era.		
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