

Backwards Design Unit Planning

Unit’s Essential Question :How did expansion and reform change the way authors and artists portrayed America? (How do writers and artists draw from their experiences?)

Mini-Unit Title (each mini-unit is approx 1 week long)	Big ideas of the mini-unit / concept statement (macro) What is the big idea of this mini-unit?	Key Content /Knowledge (Important Content to Know about, vocabulary, the specifics) (Micro)	Skills What should the students be able to do? (rule of thumb - skills are verbs – knowledge is a noun)	List of Topical / Content Based Questions (make sure to amend the essential question so that it becomes topical for this mini-unit)	Mini-Unit Assessment (must be aligned to the NYS / NYC exams. It can be a test or a quiz - i.e.: DBQ Essay; 10 multiple choice questions; or 3 constructed response questions)	Scaffolding towards the culminating project (what can be done during this mini-unit to develop the stage 2 culminating assessment (grasp)
A New Spirit of Expansion: 1816-1824	How does rapid growth in population and territory in the United States impact on the economy of the West, North, and South?	Vocabulary: growing season, hemp, loan, lowland, profitable, sectional, free states, movement, slave state, authorities, execute, statehood, Events: Invention of cotton gin, Missouri Compromise,	Students will be able to find the vocabulary word in the unit and write a definition. Students will be able to create a timeline using important events. Students will be able to decide how a map of 1820	Why did the expansion of the United States bring about the question of social change? What were some of the issues facing President Monroe? Why was there a need for the development of new industries? What kinds of	Constructed response to multiple choice questions. DBQ on comparing maps.	Introduction of culminating project: Show a model of a project to the class and orally present it in the manner in which the students must present theirs.

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		<p>Monroe Doctrine, The election of 1824, Development of industries in the south, Describe era of good feelings, Westward movement. People: John Ross, Andrew Jackson, Henry Clay Denmark Vessey</p>	<p>differs from a map of the United states today. Students will be able to retell a story about each person studied and how they impacted expansion and reform.</p>	<p>events were happening in the south that led to reform? What makes a political leader unpopular? What kinds of issues did expansion of the Unites States create for the American Indian? Why was the term "Remember the Alamo" an important battle cry for the Texan Army?</p>	<p>Worksheet-"Who Said It" Name the political leader who could have said each statement. Constructed response to multiple choice questions.</p>	<p>Teacher-student conference to discuss outline, time management.</p>
<p>Political Changes Take Place 1825-1838</p>	<p>What kinds of political changes begin to take place as the nations three regions became more divided on their government</p>	<p>Vocabulary: campaign, capable, domestic, nominate, spoils system, oppression, abolish, expire, renew, veto, deposit, issue,</p>	<p>Students will be able to match the word with its definition. Students will be able to fill in a character map about each</p>	<p>How does expansion contribute to industrial growth? How does the telegraph and the pony express improve the</p>	<p>Timeline of inventions. Character sketch on writers and artists (1 paragraph) Constructed response to teacher</p>	<p>Assign students to continue research on internet. Go to school library to research using reference books.</p>

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<p>America Becomes Democratic: 1825- 1858</p>	<p>needs?</p> <p>How does the nation's changing political environment and the growth of industry contribute to the artistic, and educational</p>	<p>homeland , dictator, mission, depression, unemployment Facts: Trail of Tears, Events in the struggle for independence for Texas, Tariff of 1828, Main interests of each region, The Alamo People: Nat Turner, Andrew Jackson ,Martin Van Buren, John Quincy Adams, Antonio Lopez de Santa Anna, Jim Bowie, Davy Crockett The Grimke Sisters</p>	<p>important person. Students will be able to list 2 facts and 2 opinions on that particular event.</p> <p>Students will be able to choose the correct word that completes the sentence. Students will analyze new inventions and write a paragraph pertaining to</p>	<p>nation's communication? What improvements were made to public education? Why was the United States called a melting pot in 1820? What contributed to the subject-matter of the nineteenth-century American writers and artists in the U.S?</p>	<p>prepared questions to passages in text.</p>	<p>Teacher-student conference on progress.</p>
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	<p>temperament in the United State</p>	<p>Vocabulary: mechanic, memorize, rural, textile, interchangeable parts, mass produce, turnpike, commerce, communication, locomotive, telegraph, transatlantic, starvation, melting pot, standards, tutor, reference book. Major inventions: textile machine, cotton gin, development of interchangeable parts, reaper, steel plow, telegraph People: Samuel Slater, Eli Whitney, Cyrus McCormick,</p>	<p>the impact it had on society. Students will be able to describe the writings of some important 19th century writers and artists and the unique American experiences they had.</p>			
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		<p>John Deere, Samuel Morse, Irving, Poe, Dickinson, Thoreau, Longfellow, Fenimore Cooper, Audubon, Emerson, Greeley, Beecher Stowe, Douglass, Garrison,</p>				
<p>The Country Grows Larger: 1841-1850</p>	<p>What were other factors that led to further growth in the United States between 1841 and 1850?</p>	<p>Vocabulary: slogan, billboard, Manifest Destiny, insult, fortune seeker, professional Events: Border dispute between Maine and Canada, Mexican War begins, Treaty settles Oregon Country, Gold rush in</p>	<p>Students will write one sentence for each word leaving a blank space for the word. Students will then exchange papers and complete. Students will write a short paragraph on each president who took</p>	<p>What kinds of changes are seen in presidential campaigns? How does the United States and Great Britain settle their boundary dispute between Maine and Canada? How does President Polk settle the</p>	<p>Constructed response to questions. Exit questions to assess comprehension</p>	<p>Continue to develop bullet points that will become the basis for the culminating project. Teacher- student conference to discuss progress.</p>

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		California People: President Harrison, President Tyler, President Polk, President Taylor, General Scott,	office from 1841-1850, and describe what each president accomplished. Create a timeline showing events.	boundary of Oregon Country? What were some causes for the war with Mexico? How does California become important?		

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A Week at a Glance – (We will begin the unit by introducing a model of the culminating project along with a rubric)

WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement		
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content Focus: Westward Expansion</p> <p>Hook: Color a map of the U.S to show how the country might have expanded in 1816</p> <p>Daily Assessment: Vocabulary Sentence search activity</p>	<p>Content Focus: The Era of Good Feelings.</p> <p>Hook: Write a short paragraph describing a time when you had to compromise about something.</p> <p>Daily Assessment: Copy map from text showing the Missouri Compromise.</p>	<p>Content Focus: The Missouri Compromise.</p> <p>Hook: Write a few sentences describing a time when you needed to compromise in a situation.</p> <p>Daily Assessment: Create a timeline that represents 1816 to 1824</p>	<p>Content Focus: The Monroe Doctrine</p> <p>Hook: Why do you think it was important for Americans to put their feelings about European powers in writing?</p> <p>Daily Assessment: Exit Card-Why did President Monroe create the Monroe Doctrine?</p>	<p>Content Focus: The Three Regions of the U.S.</p> <p>Hook: From what you already know about our expanding country, choose an adjective to describe the North, South, and West.</p> <p>Daily Assessment: Create a foldable that becomes a travel pamphlet. Choose one region and describe that region as a place to visit</p>
<p>Weekly Assessment (must be aligned to the NYS / NYC exams): Multiple-choice quiz and a paragraph that answers the question: Why was it important for President James Monroe to write The Monroe Doctrine, rather than just speaking the words?</p> <p>What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article) The students have constructed both concepts and understandings that will be applied in their culminating task</p>				

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: A Week at a Glance – Copy as Necessary

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Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content Focus: An Unpopular President</p> <p>Hook: Ask students to write a sentence suggesting what they think makes a person popular.</p> <p>Daily Assessment: Vocabulary search- Find sentence where vocabulary is used.</p>	<p>Content Focus: Nat Turner’s Slave Revolt</p> <p>Hook: Why do you think American slaves sang sorrow songs?</p> <p>Daily Assessment: Focus Question</p>	<p>Content Focus: Jackson’s new style of government</p> <p>Hook: How do you think the American Indian felt about their homelands?</p> <p>Daily Assessment: Sharing of ideas</p>	<p>Content Focus: Texas gains independence from Mexico</p> <p>Hook: Why do you think it was important to motivate the Texan Army with “Remember the Alamo” or “Remember Goliad”</p> <p>Daily Assessment: Fill in handout</p>	<p>Content Focus: The Election of 1836</p> <p>Hook: What do you think the difference is between a countries depression and a person’s depression.</p> <p>Daily Assessment: Focus question in regard to speaking out against slavery</p>
<p>Weekly Assessment (must be aligned to the NYS / NYC exams):</p> <p>Written reflections on the topics covered, continuation of index cards, journal entries</p> <p>What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit’s culminating assessment is a newspaper – perhaps the students have written an article)</p> <p>Students have completed the required curriculum to now accomplish their goal in creating and implementing their</p>				

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culminating task.

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<p>Content Focus: Industries Develop Slowly</p> <p>Hook: List inventions that you feel helped America move toward industrialization.</p> <p>Daily Assessment: Exit Slip- 2 major inventions</p>	<p>Content Focus: Improving Transportation and Communication</p> <p>Hook: What do you think was the fastest way of transporting goods before 1820? (Pony Express)</p> <p>Daily Assessment: Graphic organizer comparing the ways in which goods and people were transported in the first half of the 19th century,</p>	<p>Content Focus: The Population Grows</p> <p>Hook: Show a picture of New York from now and then. Ask students to describe the differences.</p> <p>Daily Assessment: Make a list of factors that made America attractive to people from Europe.</p>	<p>Content Focus: The Early System of Education</p> <p>Hook: What is meant by the term “public education “?</p> <p>Daily Assessment: Share Out</p>	<p>Content Focus: American Literature Develops</p> <p>Hook: What do you think a truly “American Experience” would be? (slavery)</p> <p>Daily Assessment: Applying past learning to final project</p>
<p>Weekly Assessment: (must be aligned to the NYS / NYC exams):</p> <p>Written reflections on the topics covered. Continue research for culminating project</p> <p>What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit’s culminating assessment is a newspaper – perhaps the students have written an article)</p> <p>Students will conference with teacher to continue gathering research for culminating project.</p>				

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<p>Content Focus: The Election of 1840</p> <p>Hook: If you wanted to run for elected office, what kind of campaign strategy would you use? (i.e. T.V. ads, slogans, speeches)</p> <p>Daily Assessment: Write a slogan about yourself</p>	<p>Content Focus: The Manifest Destiny</p> <p>Hook: What do you think the word destiny means?</p> <p>Daily Assessment: Focus question</p>	<p>Content Focus: The Mexican War</p> <p>Hook: Why do people fight? What causes arguments between friends?</p> <p>Daily Assessment: Vocabulary Search- Find the Vocabulary word in the textbook. Copy the sentence.</p>	<p>Content Focus: Other Challenges in 1848</p> <p>Hook: What kinds of challenges do you think the United States faced after expansion?</p> <p>Daily Assessment: Exit question</p>	<p>Content Focus: The Gold Rush</p> <p>Hook: Who could be characterized as a present day fortune seeker?</p> <p>Daily Assessment: Sharing ideas</p>
<p>Weekly Assessment (must be aligned to the NYS / NYC exams): Multiple choice content based questions. Continue working on culminating project note cards.</p> <p>What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article) The students have constructed both concepts and understanding that will be applied in the culminating project.</p>				

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Unit Resources

Books:

Textbook-United States History- (American Guidance Service, Inc.)

Class Library

School Library

Supplement material

Websites:

[www.google](http://www.google.com) scholar.com

www.amazon.com

[www.barnes](http://www.barnesandnoble.com) and nobel.com

www.booksanthologies.com

[www.schools/nyc.gov](http://www.schools.nyc.gov/academics/educator/resources) academics/educator/resources

Teacher Materials:

Handouts

Primary Documents

Secondary Documents

Data Based Documents

Teacher Created Assessments

Other:

Smart Boards

Overhead Projectors

Internet