**LONG TERM PLAN**

***2***

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| --- | --- | --- | --- | --- |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| 9/1 | 9/2 | 9/3 | 9/4 | 9/5 |
| 9/8 | 9/9 | 9/10 | 9/11 | 9/12 |
| 9/15 | 9/16 | 9/17 | 9/18 | 9/19 |
| 9/22 | 9/23 | 9/24 | 9/25 | 9/26 |
| 9/29 | 9/30 | 10/1 | 10/2 | 10/3 |
| 10/6 | 10/7 | 10/8 | 10/9 | 10/10 |
| 10/13 | 10/14 | 10/15 | 10/16 | 10/17 |
| 10/20 | 10/21 | 10/22 | 10/23 | 10/24 |
| 10/27 | 10/28 | 10/29 | 10/30 | 10/31 |
| 11/3 | 11/4 | 11/5 | 11/6 | 11/7 |
| 11/10 | 11/11 | 11/22 | 11/13 | 11/14 |
| 11/17 | 11/18 | 11/19 | 11/20 | 11/21 |
| 11/24 | 11/25 | 11/26Half Day | 11/27 | 11/28 |
| 12/1 | 12/2 | 12/3Half Day | 12/4 | 12/5 |
| 12/8 | 12/9 | 12/10 | 12/11 | 12/12 |
| 12/15 | 12/16 | 12/17 | 12/18 | 12/19 |
| 12/22 | 12/23 |  |  |  |

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| --- | --- | --- | --- | --- |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|  |  |  | 1/1 | 1/2 |
| 1/5 | 1/6 | 1/7 | 1/8 | 1/9 |
| 1/12 | 1/13 | 1/14 | 1/15 | 1/16 |
| 1/19 | 1/20 | 1/21 | 1/22 | 1/23 |
| 1/26Final Exam Week? | 1/27 | 1/28 | 1/29 | 1/30 |
| 2/2 | 2/3 | 2/4 | 2/5 | 2/6 |
| 2/9 | 2/10 | 2/11 | 2/12 | 2/13 |
| **FEBRUARY BREAK** |
| 2/23 | 2/24 | 2/25 | 2/26 | 2/27 |
| 3/2 | 3/3 | 3/4 | 3/5 | 3/6 |
| 3/9 | 3/10 | 3/11 | 3/12 | 3/13 |
| 3/16 | 3/17 | 3/18 | 3/19 | 3/20 |
| 3/23 | 3/24 | 3/25 | 3/26 | 3/27 |
| 3/30 | 3/31 | 4/1 | 4/2 | 4/3 |
| 4/6 | 4/7 | 4/8 | 4/9 | 4/10 |
| 4/13 | 4/14 | 4/15Half Day | 4/16 | 4/17 |
| **Spring Break** |
| 4/27 | 4/28 | 4/29 | 4/30 | 5/1 |
| 5/4 | 5/5 | 5/6 | 5/7 | 5/8 |
| 5/11 | 5/12 | 5/13 | 5/14 | 5/15 |
| 5/18 | 5/19 | 5/20 | 5/221 | 5/22 |
| 5/25 | 5/26 | 5/27 | 5/28 | 5/29 |
| 6/1 | 6/2 | 6/3 | 6/4 | 6/5 |
| 6/8 | 6/9 | 6/10 | 6/11 | 6/12 |
| 6/15 | 6/16 | 6/17 | 6/18Last Day of School | 6/19 |

**AMERICAN HISTORY LONG-TERM PLAN**

**UNIT 1: Native America & Colonization**

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| --- | --- | --- | --- |
| ESSENTIAL QUESTION | LESSONS TO BE TAUGHT | SKILLS TO BE TAUGHT | PROJECTS/TESTS/ESSAYS |
| To what extent are traditional stories told about Native Americans (like that of Columbus & Thanksgiving) historically accurate?How do you know when a story in history is accurate or inaccurate?Find articles on Pocahontas 3 unreliable and 3 reliable – write annotation | 1. Myths of Native America
2. Cahokia & the great civilizations in the U.S. homework on Columbus traditional story
3. Story of Columbus + First Encounter Story (primary sources & thinking about bias in sources) homework on contextualization – writing Arawak point of view?
4. Columbus’ treatment of Native people (corroboration?) What new info comes up? What do we trust? How do we know the truth? Homework on whether we should celebrate Columbus Day?
5. Myth of Pilgrims & 1st Thanksgiving – look at children’s books (textbooks?)about this event – What seems to be the commonalities in these stories? What would be their bias and slant? Why? To get a better well-rounded view of this holiday, what other perspectives are needed?
6. Read Native view of Thanksgiving Read Frank James’ speech or/and listen to NPR. What matches traditional story? What do they argue is left out of traditional story? National Day of Mourning.
7. Finally – think about the story of Pocahontas & John Smith, as told by Disney. How could you – on your own – determine what’s true or not about this story?
* What types of sources could you consult?
* How do you test for reliability?
* Practice!
1. In Computer Lab – Have students google search, use databases & book catalog to find sources
* Should find 2 reliable sources of each type – 2 books, 2 database articles, 2 websites!
* Fill-out info sheet for each
1. Using NoodleTools – explain that noodletools helps you turn info into bibliography. Show how to put in info and explain annotation!
2. Reading Assessment Day + Review
3. Test Day & NoodleTools Project due
 | Primary sources vs. secondary sourcesSourcing, Corroboration, ContextualizationCanvasSet-Up BinderResearch: * Knowing the types of sources
* CRAP test for reliability of sources
* Keyword searches in different search engines
* How to find bibliographic info for different types of sources
* Putting sources into NoodleTools
* Writing Annotations
 | Noodletools project finding sources on Pocahontas or native AmericansContent Test assessing skills, too. No essay Test |

**UNIT 2: THE AMERICAN REVOLUTION**

|  |  |  |  |
| --- | --- | --- | --- |
| ESSENTIAL QUESTION | LESSONS TO BE TAUGHT | SKILLS TO BE TAUGHT | PROJECTS/TESTS/ESSAYS |
| When is it justified to start a revolution?Were the colonists justified in declaring independence from Britain & going to war? Why or why not? | 1) What is a revolution & when is it okay to revolt? + Binder Clean-out & test review!2) What was America like in early 1700s – what was relationship like with British? 3) French & Indian War & how it affected colonies + teach Cornell Note-taking!4) What were the taxation policies imposed? How did people respond? (close reading of Hutchinson’s description – convert to pictures!) Go over note-taking!5) Tension Mounts: Boston Massacre, Boston Tea Party & Intolerable Acts. What are the reasons that some would want to break away from Britain? (Create an outline?)6) Patriots v. Loyalists – Examine loyalists - What are the reasons for NOT breaking away from Britain? (Create an outline?)7) Paul Revere’s Ride & Battle of Lexington & Concord (corroboration)8) Declaration of Independence (close reading)9) Essay Prep + Review?? Pretend that you are either a loyalist or a patriot. Make an argument in which you convince someone else to either go to war or not, based on what we have learned!11) Content Test12) Essay Test | How to use your textbook + Note-taking???Format of Writing a 5-paragraph essay – figure out how to chunk this throughout the unit! | Essay - What is the most important factor to cause colonists to declare independence from Britain and go to war?Field TripContent Test, assessing historical thinking skills, too. |

**UNIT 3: THE CONSTITUTION & NEW NATION**

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| --- | --- | --- | --- |
| ESSENTIAL QUESTION | LESSONS TO BE TAUGHT | SKILLS TO BE TAUGHT | PROJECTS/TESTS/ESSAYS |
| Does the Constitution do a good job as a guiding document for our country?In what ways does our constitution protect us against tyranny? | 1. Forming new government – how to do it? what might be the issues? What most fearful of? Explain AofC and its weaknesses – then Convention
2. Convention & Issue of Representation (Bicameral legislature – senate & house)
3. Convention & issue of Division of Powers (state powers, federal powers, 3 branches, checks and balances)
4. Convention & selection of gov’t leaders (requirements, voting age, electoral college – who is left out??)
5. Convention & slavery/slave trade (3/5 compromise, slave trade – why singled out?)
6. Bill of Rights added to make people ratify! What are these 10 amendments?
7. Computer Day on Project about Modern Legal Issues – Finding Database articles & taking notes
8. Computer Day on Project about Modern legal Issues – taking notes (final goal will be to make a info brochure??? that explains both sides)
9. Issues after Convention – Emergence of Political Parties
10. Issues after Constitution – Manifest Destiny & Indian Removal
11. Issues after Constitution – Urban vs. Rural – Industrialization & Farming
12. Review Day + Project Due (?) – Does the Constitution do a good job as a guiding document? Why or why not?
13. Content Test
14. Essay Test
 | RESEARCH: * Doing prelim research to pick topic
* Reviewing databases
* Practicing putting in sources
* Making notecards in Noodletools

Essay Writing – pick one component, specifically. | Modern legal issues Project - Have students investigate 2 sides of a modern constitutional law issue. Read 2 articles (one on each side) and take notecards on each side* Gun laws
* Capital punishment
* Gay marriage
* Student journalism
* Prayer in schools
* Right to privacy

Essay – Does the constitution do a good job as the guiding document for our country?Content test, too |

**UNIT 4: SLAVERY & CAUSES OF THE CIVIL WAR**

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| --- | --- | --- | --- |
| ESSENTIAL QUESTION | LESSONS TO BE TAUGHT | SKILLS TO BE TAUGHT | PROJECTS/TESTS/ESSAYS |
| Is it fair to say that slavery caused the Civil War? | 1. North vs. South – differences that emerge + Ground rules for talking about slavery in-class
2. How slavery started + Life under Slavery
3. Slave Resistance & Abolitionists
4. Day in library finding BOOKS & PRIMARY sources for Abolitionist Project – Have them investigate what life was like under slavery & how they battled against it.
5. Westward Expansion & Slavery
6. Fugitive Slave Law & underground resistance
7. Kansas Nebraska Act & John Brown
8. Dred Scott Case
9. Computer Day to organize notecards & fill-in holes with any last research!
10. Lincoln’s beliefs on slavery
11. 1860 election & secession
12. Review Day + Project Due
13. Test Day
14. Essay Day – What was the most important cause of the Civil War? OR Is it fair to say that slavery caused the Civil War? Why or why not?
 | Research:* Doing Preliminary research to pick topic
* Developing research questions
* Using keywords to find sources
* Putting in bibliographic information to noodletools
* Taking notes via noodletools
* Organizing cards in an outline
* Make Poster?

People possible to research:* Frederick Douglass
* Sojourner Truth
* William Lloyd Garrison
* David Walker
* Nat Turner
* Dred Scott
* Ellen & William Craft
* Louis Hayden
* Harriet Tubman
* John Brown
* Harriet Beecher Stowe
* Abraham Lincoln
* Henry box brown
* Harriet Jacobs
* Charles Sumner
* Amistad
* Grimke sisters
 | Read Frederick Douglass’ book & use this as homework throughout!Interviewing Dead people project – research the life and influence of an abolitionist… just not sure if I want them to write scripts or something else?? |

**UNIT 5: WAR & RECONSTRUCTION**

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| --- | --- | --- | --- |
| ESSENTIAL QUESTION | LESSONS TO BE TAUGHT | SKILLS TO BE TAUGHT | PROJECTS/TESTS/ESSAYS |
| Did Reconstruction improve lives for African Americans? Why or why not | 1. The war: Two sides of War (strengths & weaknesses) & explanation of the course of war
2. Major turning points – emancipation & black enlistment (54th regiment)
3. Gettysburg & Gettysburg Address (close reading)
4. The problems at the end of the war – how would you solve?
5. Reconstruction Plans – what actually happened?
6. Positive effects of Reconstruction.
7. KKK & lynching
8. Sharecropping
9. Poll tax, literacy test. Grandfather clause & preview of Jim Crow
10. Jim Crow laws & Plessy v Fergussen
11. Review Day – Content from semester
12. Review Day – for essay on Midyear!
 | Reinforce note-taking from textbookReinforce sourcing, contextualization, corroborationHow to Review for a Midyear Test!!! | Midyear – with content from first semester, skills questions & essayField trip – Black heritage Trail (Maybe January 17th?) |

**UNIT 6: Growth & Expansion of the United States (immigration, Industrialization & Imperialism)**

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| --- | --- | --- | --- |
| ESSENTIAL QUESTION | LESSONS TO BE TAUGHT | SKILLS TO BE TAUGHT | PROJECTS/TESTS/ESSAYS |
| What problems came with the growth and expansion of the United States post Civil War? | 1. BIG Research Project – brainstorm possible topics
2. Immigration Waves + Ellis & Angel island (prelim research on topic 1)
3. Life here in the U.S. – Living Conditions & Nativism (prelim research on topic 2)
4. Big Business – Monopolies (Carnegie & Rockefeller) (prelim research on topic 3)
5. Working Conditions & Rise of Labor Unions
6. Westward Expansion – Manifest Destiny, Reservations & Boarding Schools
7. Imperial Expansion – Justifications used for expansion
8. Imperial Expansion – Case Studies of Hawaii, Cuba, Puerto Rico
9. U.S. involvement in WWI (Topic Proposal Due w/ 5 excellent questions that they hope to be able to answer from research)

SPRING BREAK1. Find sources – Books
2. Find Sources – Database Articles
3. Review Day – What problems came with the growth & expansion of the United States after the Civil War? (Make outline)
4. Essay Test
 | RESEARCHHow to figure out what you are interested inHow to do preliminary researchHow to figure out good keywordsHow to write a topic proposalHow to find books in the BHS libraryHow to find responsible articles via databases or the web (sweetsearch)How to put in bibliographic info to noodletools | Quest on Content before February BreakEssay Test – What problems came with growth & expansion of the country after the Civil war?Topic Proposal DueInitial Collection of Sources |

**UNIT 7: AGE OF REFORM**

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| --- | --- | --- | --- |
| ESSENTIAL QUESTION | LESSONS TO BE TAUGHT | SKILLS TO BE TAUGHT | PROJECTS/TESTS/ESSAYS |
| In what ways did the Progressive Era improve America? | 1. Explanation of the Progressive Era & what social movements were a part of it – positive or negative force?
2. Muckrakers - Jacob Riis & Lewis Hine & Upton Sinclair & reforms (5 notecards due – remind them that they are answering the questions that they developed)
3. Women’s Suffrage Movement + 19th Amendment (10 notecards due)
4. Conservation Movement + National Parks (15 notecards due)
5. Black Activists fighting Jim Crow - WEB DuBois, Booker T. Washington, Ida B. Wells (Sort notecards by section – what else do they need? Do they want to revise questions?)
6. Temperance & Prohibition (20 notecards due)
7. Review Day
8. Content Test (25 notecards due)
 | Reinforce good note-taking skills on noodletools!!Revising “questions” as you go for research powerpointSort notecards into sections | Content test only, no full essayNotecards on their research topic due at end of unit (25?) sorted into sections on the outline function! |

**UNIT 8: Boom to Bust**

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| --- | --- | --- | --- |
| ESSENTIAL QUESTION | LESSONS TO BE TAUGHT | SKILLS TO BE TAUGHT | PROJECTS/TESTS/ESSAYS |
| ????? | 1. Next Step in Research – Writing a report + lesson on website creation
2. Intro to Roaring 20s + Flapper Women (hw: write 1st section of website)
3. Prohibition & the Mob (2nd section)
4. Harlem Renaissance (3rd section)
5. Stock Market Crash (4th section)
6. Depression & Dustbowl (5th section)
7. Hoover & FDR’s Response (add citations & biblio & pictures)
8. New Deal (finish polishing)
9. Editing Day on Websites + Thinking about your next steps. What controversial questions might you wish to explore?
10. Overview of WWII & Homefront
11. Japanese Internment
12. Review Day + Websites Due!
13. Test on 20s, 30s & 40s!
 | Parenthetical Notation + BibliographiesComing up with a controversial research question for research paper!Making a website | Website Report on TopicContent test |

**UNIT 9: Cold War & Vietnam**

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| --- | --- | --- | --- |
| ESSENTIAL QUESTION | LESSONS TO BE TAUGHT | SKILLS TO BE TAUGHT | PROJECTS/TESTS/ESSAYS |
| Would you have supported the War in Vietnam? Why or why not? | 1. What’s the difference between a report and a thesis paper? + Designing a good research question! (hw: post draft research questions)
2. Computer Lab day – Finding sources that are more in-depth (find new sources)
3. Origins of the Cold War (5 notes on new research question)
4. McCarthyism here at home (10 notes on new research question)
5. Events of the Cold War - Korea, Cuban Missile (15 notes on new research question)
6. Events of the Cold War – Space Race & Arms race + Thesis Statement Lesson (Post draft thesis statement)
7. Day of Dialogue
8. Reasons for U.S. Entry to Vietnam + Minor Outline (complete minor outline for homework)
9. 2 sides of the war & their tactics + Minor Outline (sort cards for homework)
10. Growing Opposition to the War + Sorting notecards (fill-in gaps in research!)
11. Student Protests & Kent State Minor Outline Due!

SPRING BREAK1. End of the War & its Legacy
2. Review Day on Vietnam
3. Content Test
4. How to write a Major Outline – get started in Computer Lab
 | Difference between report & thesis paperQualities of a good research questionHow to find more in-depth sourcesWhat makes a good thesis statement? How do you develop this from your notes?Organizing notecards into possible sections for MINOR OUTLINE | Content test on Vietnam & Cold WarComplete all note-taking for research paperComplete Minor outline for research paper |

**UNIT 10: Civil Rights Movement(s)**

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| ESSENTIAL QUESTION | LESSONS TO BE TAUGHT | SKILLS TO BE TAUGHT | PROJECTS/TESTS/ESSAYS |
| What tactic did the Civil Rights Movement use successfully to push for change? | 1. Goals, Leaders and Tactics (Work on Major Outline all-week!)
2. Early Events of the Movement
3. Role of Youth
4. Successes & Limitations (Major Outline Due)
5. Start Drafting + Conferences with Ms. Leslie
6. Rise of Black Power (Work on drafting all-week)
7. Boston Busing
8. Other Civil Rights Movements: AIM, Asian American, LGBT, Feminist, Chicano (Drafts Due!)
9. Work on Final Copies + Conferences w/ Ms. Leslie
10. Other Civil Rights Movements: AIM, Asian American, LGBT, Feminist, Chicano
11. Review Day for Content
12. Papers Due – Celebration + Paper Talks!
13. Test day after Papers are Handed in!
 | Major outline w/ analysis (need to decide whether to break this up or make it one whole document)Drafts of Research Paper w/ parenthetical notation & bibliography! | Major Outline for Research Paper Final research Papers are DueContent Test on Civil Rights |