

UNIT 3

<p>Compelling Question</p>	<p>(1800-1848) Consolidation of a Young Nation: <i>What does it mean to be American? (Quarter 2: 4-5 weeks)</i></p>		
<p>Standards and Practices</p>	<p>D1.1.9-12. Explain how a question reflects an enduring issue in the field. Civ 2, Econ 3, Econ 13, Geo 4, Geo 8, His 3, His 10 (Additional: Civ 3, 5, 6, 10 ,12; Econ 1, 5, 7, 12; Geo 7, 10; His 2, 4, 14)</p> <p>D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>		
<p>Staging the Question</p>	<p>Rationale: This allows to talk about identity, parties, ideologies, opportunity beyond where the 1800s began, who was not considered American, defining governmental scope.</p>		
<p>Unit Foundational Documents/Topics</p>			
<p>George Washington’s Farewell Address John Gast <i>American Progress</i> Painting</p>			
<p>Supporting Question 1</p>	<p>Supporting Question 2</p>	<p>Supporting Question 3</p>	<p>Supporting Question 4</p>
<p>How did American Democracy evolve?</p> <ul style="list-style-type: none"> • Vote expansion/ Jacksonian era • Political party formation/ expansion 	<p>How did America grow?</p> <ul style="list-style-type: none"> • Westward expansion, manifest destiny, Indian removal, Marshall trilogy 	<p>How did industrialization change the United States?</p> <p>-How and why did the nature of production change?</p>	<p>What elements of American culture were celebrated and critiqued?</p> <ul style="list-style-type: none"> • Reform: Great Awakening,

		<p>-What role does transportation have in the development of industrialization?</p> <p>-How does technology enhance industrialization?</p>	<p>Mormonism, education, anti-immigration, abolition</p> <ul style="list-style-type: none"> • Transcendentalism, Whitman, Art and literature
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>Create a timeline of various events of national importance and make connections to the development of the American Identity.</p> <p>Identify the voting tendencies of various American citizens.</p> <p>Identify how people living within the United States interacted with the American Democracy.</p> <p>Complete a graphic organizer on the four major political parties of the 1800-1840 timeframe.</p>	<p>Compare differing perspectives of western expansion through the lens of multiple groups involved in the demographic changes of the early 19th Century.</p>	<p>Infer the various effects of industrialization on American society.</p> <p>Emphasis on Non-Text Sources</p>	<p>Write a source analysis that connects the source to the celebrations and/or critiques of American culture.</p> <p>(H.A.P.P.Y. and Sourcing formula)</p>
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<ol style="list-style-type: none"> 1. Washington's Farewell Address (Hyperlink) (PDF) 2. Rip VanWinkle's America 	<ol style="list-style-type: none"> 1. Slides: "American Progress" by John Gast Painting Analysis and Western Expansion Territories Map 2. Oregon Trail Game (hyperlink) 3. Compilation of Sources 4. NPR Podcast: Treaty of New Echota (hyperlink) 	<ol style="list-style-type: none"> 1. Lowell Girls Case Study 2. Market Revolution Documents 	<ol style="list-style-type: none"> 1. Reform Era (source search)
Supplemental Resources	Supplemental Resources	Supplemental Resources	Supplemental Resources

<ol style="list-style-type: none"> 1. Democracy in American – American YAWP (IX-XI) (Hyperlink) (PDF) 2. Slides (video sources): Young America – compilation 3. History of Voter Turnout in the US – charts (Hyperlink) (PDF) 4. Changing Parties – Timeline 5. How American Political Parties Began 6. Voter Turnout DBQ 7. Overview of US Political Parties (ABC CLIO) 8. Expanding Democracy (Jacksonian) – from Khan Academy (Hyperlink) (PDF) 9. Origins and Impacts of Nationalism 10. Compilation of political cartoons/paintings/etc 11. Campaign Themes and Criticisms 	<ol style="list-style-type: none"> 1. Harvard Case Study: Democracy, Sovereignty, and the Struggle over Cherokee Removal (training needed for access) 	<ol style="list-style-type: none"> 1. Slides: Industrialization (good overview for supporting question, lots of graphics/maps/tables for analysis and response) 2. History Detective – Rise of Slavery Case Study (Slides) (Worksheet) 3. Population Growth Map (Gif) (Hyperlink) 4. Growth of Cotton and Slavery Charts 5. ABC-CLIO databases (Industrializing America and maybe Cotton Economy) 	
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<p>Summative Performance Task</p>	<p>Argument</p>	<p>What does it mean to be American?</p> <p>Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging competing views.</p>
	<p>Extension</p>	
<p>Taking Informed Action</p>	<p>Understand: Research contemporary issues that Americans utilize to define American identity (voting, standing for the National Anthem, serving in the military, running for office, etc...). Different meanings of what it means to be patriotic. Different perspectives on patriotism.</p> <p>Assess: Students will evaluate the differences between patriotism and nationalism.</p> <p>Prompt: How does one express patriotism in an increasingly pluralistic society?</p> <p>Act: Students will thoughtfully place patriotic and/or nationalistic actions on a spectrum. OR Students will interview a family member from another generation(?) and have them place patriotic/nationalistic actions on a spectrum.</p>	