

## Unit Map & Lesson Plan Sequence

9-12 Social Studies Course	Unit (Learning Segment)	# of days	Instructor (Clinical Intern)	Dates
American History	The American Identity	8	Mr. Denton	
<i>Unit Objectives (“Students will be able to...”)</i>				
<b>-Know- [Content Goal]</b> Students will be able to understand the different eras of American identity.		<b>-Do- [Skill Goal]</b> Students will be able to analyze documents and discern how the contemporary American identity influenced perspectives and events.		<b>-Understand- [“Big Picture” Conceptual Goal]</b> Students will be able to understand how the American identity has shifted from proximal events and how this has impacted various periods of US history.
<b>Unit Essential Question (UEQ)</b> <b>OR</b> <b>Learning Objective (ULO)</b>	What does it mean to be an American?			
<b>Overarching Concepts</b> <i>see NC Standards Unpacking Document</i>	<ul style="list-style-type: none"> <li>• Identity</li> <li>• Nationalism</li> </ul>	<ul style="list-style-type: none"> <li>• Exceptionalism</li> <li>• Economic Mobility</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict</li> <li>• Continuity</li> </ul>	
<b>NC Standards</b>	<b>Interdisciplinary NC Standards</b> <ul style="list-style-type: none"> <li>• AH.B.1.1</li> <li>• AH.B.1.4</li> <li>• AH.B.2.1</li> <li>• AH.B.2.2</li> <li>• AH.H.3.1</li> <li>• AH.H.3.2</li> <li>• AH.H.3.4</li> </ul>		<b>Inquiry NC Standards</b> <ul style="list-style-type: none"> <li>• I.1.1</li> <li>• I.1.2</li> <li>• I.1.3</li> </ul>	
<b>LESSON 1</b>	<b>LESSON 2</b>	<b>LESSON 3</b>	<b>LESSON 4</b>	<b>LESSON 5</b>
Colonial: Neglect and Necessity 2 day	The American Revolution 1 days	Expansion and Collapse 2 days	Gilded and Progressive Ages 2 Day	WW2 and Beyond 2 days
<b>Lesson Essential Question (LEQ)</b> <b>or Learning Objective (LLO)</b>	<b>LEQ / LLO</b>	<b>LEQ / LLO</b>	<b>LEQ/ LLO</b>	<b>LEQ/ LLO</b>
What were the influencing factors of early American identity?	What defined the American identity during the Revolution?	How did the American identity evolve between the Revolution and the Civil War?	How did the Progressive and Gilded Age expand and reinforce the American identity?	How has the American identity changed from the founding of the nation to the modern day?
<b>Social Studies Vocabulary</b>	<b>Social Studies Vocabulary</b>	<b>Social Studies Vocabulary</b>	<b>Social Studies Vocabulary</b>	<b>Social Studies Vocabulary</b>

<ol style="list-style-type: none"> <li>1. Monarchy</li> <li>2. Democracy</li> <li>3. Colonialism</li> <li>4. Mercantilism</li> <li>5. Colonial Charter</li> <li>6. Slavery</li> </ol>	<ol style="list-style-type: none"> <li>1. Revolution</li> <li>2. Guerilla Warfare</li> <li>3. Enlightenment</li> <li>4. English Parliament</li> <li>5. Republic</li> </ol>	<ol style="list-style-type: none"> <li>1. Nationalism</li> <li>2. Transcendentalism</li> <li>3. Agrarianism</li> <li>4. Annexation</li> <li>5. Civil War</li> </ol>	<ol style="list-style-type: none"> <li>1. Capitalism</li> <li>2. Corporatism</li> <li>3. Labor Unions</li> <li>4. Populism</li> <li>5. Progressivism</li> <li>6. Imperialism</li> </ol>	<ol style="list-style-type: none"> <li>1. Communism</li> <li>2. Rugged Individualism</li> <li>3. Civil Rights</li> <li>4. Fascism</li> <li>5. Alliances</li> </ol>
<b>History Content: Key People / Places / Events / Terms</b>	<b>Key People /Places / Events /Terms</b>	<b>Key People /Places / Events / Terms</b>	<b>Key People /Places / Events / Terms</b>	<b>Key People / Places / Events / Terms</b>
<ol style="list-style-type: none"> <li>1. Jamestown</li> <li>2. Virginia House of Burgesses</li> <li>3. Mayflower Compact</li> <li>4. Salutary Neglect</li> <li>5. John Smith</li> <li>6. Oliver Cromwell</li> <li>7. Queen Elizabeth I</li> <li>8. Columbian Exchange</li> <li>9. Glorious Revolution</li> </ol>	<ol style="list-style-type: none"> <li>1. Seven Years / French and Indian War</li> <li>2. Boston Massacre</li> <li>3. King George III</li> <li>4. Articles of Confederation</li> <li>5. U.S. Constitution</li> <li>6. Intolerable Acts</li> <li>7. Stamp Act</li> <li>8. Townshend Acts</li> <li>9. Boston Tea Party</li> <li>10. Sons of Liberty</li> </ol>	<ol style="list-style-type: none"> <li>1. Manifest Destiny</li> <li>2. Industrial Revolution</li> <li>3. Missouri Compromise</li> <li>4. Andrew Jackson</li> <li>5. Compromise of 1850</li> <li>6. James K. Polk</li> <li>7. Ralph Waldo Emerson</li> <li>8. Henry David Thoreau</li> <li>9. Slave Catchers</li> <li>10. John Brown</li> </ol>	<ol style="list-style-type: none"> <li>1. John D. Rockefeller</li> <li>2. Andrew Carnegie</li> <li>3. Robber Barons</li> <li>4. Theodore Roosevelt</li> <li>5. William McKinley</li> <li>6. Mark Twain</li> <li>7. Share Croppers</li> <li>8. Knights of Labor</li> <li>9. Henry Ford</li> </ol>	<ol style="list-style-type: none"> <li>1. Cold War</li> <li>2. Franklin D. Roosevelt</li> <li>3. AFL-CIO</li> <li>4. New Deal</li> <li>5. Martin Luther King Jr.</li> <li>6. Robert Kennedy</li> <li>7. Civil Rights Movement</li> <li>8. LGBTQ Rights Movement</li> <li>9. Barack Obama</li> <li>10. Donald Trump</li> </ol>
<b>Unit Assessment</b>	<p>The end-of-unit assessment will come in the form of a short, introductory essay. Students will answer the Unit Essential Question: “What does it mean to be an American?” in their own words and with their own viewpoint while utilizing 3 documents from our lessons. This will be a 2 paragraph essay alongside 10 multiple choice questions on key vocabulary words. The essay will be graded on utilization of vocabulary and engagement with the lessons over the unit.</p>			