

Unit One: The West

Content Area: **Social Studies**
Course(s): **Advanced Placement U.S. History II**
Time Period: **September**
Length: **1 week**
Status: **Published**

Enduring Understandings:

- A series of weak Gilded Age presidents allowed for rapid growth of business, often to the detriment of workers lives.
- Discrimination against Hispanic-Americans, Asian-Americans, and Native Americans increased as more groups encountered each other out West.
- Internal migration patterns changed as many people moved West or into the cities for economic opportunity.
- The government encouraged the growth of the railroad to increase economic productivity.
- The impact of technology will advance Western Expansion

Essential Questions:

- How did technology change in the West from 1865-1900 and impact western expansion?
- How did the growth of big business impact Western development?
- How were minority groups treated in the West?
- What role did the government play in Western development?

Lesson Titles:

[Google Slide Notes](#) (Covers prairie life as a woman, new post-Civil War opportunities for African-American, and discrimination against Irish and Asian-Americans)

[Google Slides Images Game](#) (Students will view a variety of images of all kinds of people who lived on the prairie. They will try to strengthen their vocabulary by guessing 5 key terms best associated with each image.)

- Ch 17 Notes/Lecture/Class Discussion
- Native American Assimilation School reading packet
- SHEG Chinese Exclusion Act
- Summer Work (Ch 17 Annos, Chinese Exclusion Act Article, and Edpuzzle)

21st Century Skills and Career Ready Practices:

- Civics and government
- Global issues
- Economic and financial literacy
- Environmental Literacy
- Critical thinking and problem solving

- Information literacy
- Initiative and Self-direction
- Productivity and Accountability

PFL.9.1.12.G.1	Analyze risks and benefits in various financial situations.
PFL.9.1.12.G.7	Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections:

Language Arts Integration: Students will utilize reading and writing skills for understanding primary sources and secondary informational text.

Economics/Personal Financial Literacy: Students will analyze the boom and bust cycle of the American economy. Students will begin to analyze the concept of credit along with its pros and cons.

Science: Students will apply the concept of Darwinism to the social structure of the era. This was known as Social Darwinism.

Math: Students will analyze graphs and charts demonstrating the changes of populations and income for various products from 1865-1900.

Sociology: Students will examine the push/pull factors that move waves of people to migrate to other areas of the country or emigrate from overseas.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.A	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.

LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning 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.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) 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.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SOC.6.1.12.A.3.f	Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
SOC.6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
SOC.6.1.12.CS3	Expansion and Reform: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.
SOC.6.1.12.CS5	The Development of the Industrial United States: Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.
SOC.9-12.2.1	Students will describe the components of culture.
SOC.9-12.2.2.4	American values
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.1	Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age
SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality
	Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is

often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Statistics and Probability

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Bloom's Taxonomy as students analyze, evaluate, and synthesize information about this era.

- Thematic thinking migration and culture (Synthesis/DOK 4)
- Annotation writing of AMSCO book chapter 17 (Recall/ DOK 1)
- Lecture to present basic concepts on changes in the West from 1865-1900 (Recall/DOK1)
- Linking historical from one time period to another (Synthesis/DOK 4)
- Stimulus Based Multiple Choice Exams modeled on the AP format (Evaluate,synthesize,analysis/DOK 4)
- SHEG analysis of historical documents (Analysis/DOK 3 and 4)
- Delsea One
- SWAG

Modifications

Formative Assessment:

- Anticipatory Set: America: The Story of US Video Analysis
- CH 17 Annos
- Class discussion on Technology and the struggle of the Native Americans
- Closure: Exit Ticket: Two forms of new technology
- Warm up: Q&A about the roles of Natives in American Society

Summative Assessment:

- Ch 17 Stimulus Based Multiple Choice Test (AP format)
- Ch 17 Summer Work Reading Quiz
- Ch 17 Vocab quiz

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials:

AMSCO text book

Annotations Chart

[Native American photos](#)

[History of African American](#) cowboys article.

[A Century of Dishonor](#) (Reading on Native American treatment in the West)

[Native American Assimilation School Reading Packet](#)

[Chinese Exclusion Act](#) reading for summer work

[Kim Wong Ark v US case](#)

[First Native American](#) female doctor

[Cross of Gold Podcast](#)

