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| Standards (content area) | |
| **USH.H.2** Analyze key political, economic and social turning points in United States History using historical thinking.  **USH.H.3** Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.  **USH.H.5** Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.  **USH.H.7** Understand the impact of war on American politics, economics, society and culture. | |
| Standards (technology) | |
| **HS.SI.1 Evaluate resources needed to solve a given problem.**  **HS.TT.1 Use technology and other resources for assigned tasks.**  **HS.RP.1 Design project-based products that address global problems.**  **HS.SE.1 Analyze issues and practices of responsible behavior when using resources.** | |
| Unit Goals (1-3) | |
| 1. Students will understand and know the deep tensions that arose in the U.S during the revolutionary War and the Civil war. The tensions will be analyzed and understood in order to create a deeper understanding of how the American society reacted to these changes. 2. Discuss some of the different viewpoints of the British and the colonists at the time of the American Revolution. 3. Learn what happened aboard the slave vessels on the Middle Passage. And consider what each incident reveals about views of slavery in the United States. | |
| Unit Objectives (3-8) | Unit Assessments |
| *When asked to analyze the significance of the John Brown raid the students will give at least one characteristic that they believe caused the raid and a subsequent effect as well.*  *When given a historic literary text, the student will analyze the content, purpose, and organization Assess the economic impact of Jim Crow laws on Africans. Compare and contrast the African American political and legal personalities of the time period and their impact on American society.*  *When shown a series of pictures related to the beginning of slavery in America, students will think critically to come to at least two written conclusions and a paragraph about how slavery began, and why it progressed into one of the largest profit businesses before the Civil war.* | Students will give one cause and effect of what they believe the raid purpose was, and contribute it to the class discussion. Using one characteristic of each student, the class will construct a KWL chart on what the causes and effects were of the raid. Also providing what they knew before, and what they know now.  After reading a newspaper article, students will analyze what impact it had on the African American community in the South. Students will work in groups of four or five to create spider web organizers to showcase all the impacts of the Jim Crow laws. Each group will use their web to present their findings to the class. After all of the groups have presented, combine the best of each group to create a class web. Use the class web to create master web showcasing all the political and legal personalities of the time period and their impact on American society.  When shown a series of pictures related to slavery, the students will participate in a class discussion of how slavery began and why, writing down his or her two favorite points from the discussion as well as a paragraph with their explanation ho it became such a common phenomenon. |