

**P2G WEEKLY UNIT PLANNING TEMPLATE**

**Course: Social Studies**

**Teacher: Mr. Gray**

**Dates of Unit: March 31-April 4th**

**STAGE 1: DESIRED RESULTS**

<b>UNIT GOAL / FOCUS:</b>
<p><b>Expansion/Slavery-Civil War</b></p> <p>The focus of this unit is to trace the expansion of the United States through the key events (annexation of Texas, Louisiana Purchase, the Mexican American War.</p>
<p>CCSS.ELA-LITERACY.RH.6-8.4 <b>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</b></p> <p>CCSS.ELA-LITERACY.RH.6-8.5 <b>Describe how a text presents information (e.g., sequentially, comparatively, causally)</b></p> <p>CCSS.ELA-LITERACY.RI.11-12.3 <b>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</b></p> <p>CCSS.ELA-LITERACY.W.11-12.1.A <b>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 claim(s), counterclaims, reasons, and evidence</b></p>
<b>ESSENTIAL / FOCUS QUESTION(S):</b>
<p><b>How does the concept of Manifest Destiny relate to the concept of American Exceptionalism?</b></p> <p><b>What kind of evidence do historians use to write history?</b></p> <p><b>How can different historians look at the same evidence and make different conclusions?</b></p> <p><b>Was John Brown a terrorist or an abolitionist hero?</b></p> <p><b>What were the causes of the Civil War, and what is the the historical and contextual meaning of the Emancipation Proclamation?</b></p>
<b>CONTENT OBJECTIVES:</b>
<p><b>Students will know:</b></p> <p><b><i>TASC Specific:</i> The causes of the Civil War.</b></p> <p><b>The course and character of the Civil War and its effects on the American people.</b></p> <p><b>Contextual: how historians use primary sources to make conclusions, how John Brown attacked the armory at Harper’s Ferry, the role of the Emancipation Proclamation during the Civil War.</b></p>

**SKILLS / STRATEGIES OBJECTIVES:**

**Students will be able to write effectively about history, read complex informational texts, interpret original sources to create narratives.**

**LANGUAGE OBJECTIVES & VOCABULARY:**

**Students will be able to read complex informational texts, write for both exposition and argument, and share ideas during discussion periods.**