|  |  |  |
| --- | --- | --- |
| Name of Unit/Course: | | |
| **Overall Unit Information (Required for MOOC participants)** | | **Self-Check** |
| Unit or Course Goal(s) | After studying this unit students will be able to summarize the events that fueled colonial discontent and led to the American Revolution, describe issues that were at stake during the Constitutional Convention, and discuss the growing tensions between the nation’s first political parties. | See A1 |
| Standards | Name of standards: Alabama Course of Study  Link to standards: <http://alex.state.al.us/standardAll.php?ccode=US10&subject=SS2010&summary=3>  Location information: ALSDE.edu  Grade/Year: 10th Grade (2010)  Subject: US History 1500 to the Industrial Revolution  Standard (as written):  **3.** Trace the chronology of events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, the Boston Massacre, passage of the Intolerable Acts, the Battles of Lexington and Concord, the publication of *Common Sense*, and the signing of the Declaration of Independence. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]  •  Explaining the role of key revolutionary leaders, including George Washington; John Adams; Thomas Jefferson; Patrick Henry; Samuel Adams; Paul Revere; Crispus Attucks; and Gilbert du Motier, Marquis de Lafayette  •  Explaining the significance of revolutionary battles, including Bunker Hill, Trenton, Saratoga, and Yorktown  •  Summarizing major ideas of the Declaration of Independence, including the theories of John Locke, Charles de Montesquieu, and Jean-Jacques Rousseau  •  Comparing perspectives of differing groups in society and their roles in the American Revolution, including men, women, white settlers, free and enslaved African Americans, and American Indians  •  Describing how provisions of the Treaty of Paris of 1783 affected relations of the United States with European nations and American Indians  **4.** Describe the political system of the United States based on the Constitution of the United States. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]  •  Interpreting the Preamble to the Constitution of the United States; separation of powers; federal system; elastic clause; the Bill of Rights; and the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments as key elements of the Constitution of the United States  •  Describing inadequacies of the Articles of Confederation  •  Distinguishing personalities, issues, ideologies, and compromises related to the Constitutional Convention and the ratification of the Constitution of the United States, including the role of the Federalist papers  •  Identifying factors leading to the development and establishment of political parties, including Alexander Hamilton's economic policies, conflicting views of Thomas Jefferson and Alexander Hamilton, George Washington's Farewell Address, and the election of 1800 | See A2 |
| Learner Characteristics | The learners who will be completing this model will be rural students in the 10th grade at Moody High School.  The break- down of students is as follows:  Non-native English speakers= 3.6% of the school population  Special education= 20% of the students in the classroom  SES= 12% live below the poverty level | See B1 |
| Technology requirements | Internet connected computer- one will be provided during school hours, but one will be needed away from school hours.   * Ear buds for class and at home * Students will be need to have a testmoz account * Students will need to have a wikispaces account | See D5 |
| Prerequisite Skills | 7th grade civics  Working with school tube video as well as website and discussion board navigation  PC computer use  Basic word processing and presentation knowledge  Microsoft Office Publisher | See A4 & D6 |
| Introductory Communication Plans | Students are expected to participate in daily discussion forums with their peers as well as post a weekly reflection using Audacity. Students are to be respectful and kind during discussions with peers, inappropriate language will not be tolerated. Students are expected to follow all rubrics for discussions and for assignments. All other rules have been outlined in the syllabus and students are held responsible for them. | See A4 B9 & B10 |
| Universal Design Principles Considered | Students will learn in multiple ways including webpages, videos, audio, and our textbook.  Students will be assessed in multiple forms including, quizzes, discussion forums, reflections, projects.  Students will use the following forms of engagement: forums, audio file, email | See B4 |
| Number of Modules or Weeks | This is a six week blended History unit. There are 3 modules which will open on Monday at the completion of the previous module. Each student will turn in module assignments on the Monday that the new module opens. Example:  Module 1: October 6, 2014- October 20, 2014 (assignments due by the 20th)  Module 2: October 20, 2014- November 3, 2014 (assignments due by the 3rd)  Module 3: November 3, 2014- November 17, 2014 (assignments due by the 11th) | See A3 |

|  |  |  |
| --- | --- | --- |
| **Module 1 Plan** *(Note: “module” and “lesson” used interchangeably)* **(Required for MOOC participants)** | | **Self-Check** |
| Module Objective(s) | Trace the chronology of events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, the Boston Massacre, passage of the Intolerable Acts, the Battles of Lexington and Concord, the publication of *Common Sense*, and the signing of the Declaration of Independence. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]  •  Explaining the role of key revolutionary leaders, including George Washington; John Adams; Thomas Jefferson; Patrick Henry; Samuel Adams; Paul Revere; Crispus Attucks; and Gilbert du Motier, Marquis de Lafayette  •  Explaining the significance of revolutionary battles, including Bunker Hill, Trenton, Saratoga, and Yorktown  •  Summarizing major ideas of the Declaration of Independence, including the theories of John Locke, Charles de Montesquieu, and Jean-Jacques Rousseau  •  Comparing perspectives of differing groups in society and their roles in the American Revolution, including men, women, white settlers, free and enslaved African Americans, and American Indians  •  Describing how provisions of the Treaty of Paris of 1783 affected relations of the United States with European nations and American Indians | See A1 & A2 |
| Module Assessment(s) | 1. 2 quizzes that will be graded automatically using testmoz  2. Discussion forum-  #1- You are to identify the rights that were denied colonists by the various laws enacted by the British Parliament. Then explain how people today react when they feel their rights have been denied. How do they correlate?  #2- After reading Thomas Paine’s “Common Sense” give a summary in your own words then explain how it made you feel? Was this an important document towards declaring our independence?  #3- Think about the impact of the Declaration of Independence on the colonists. List as many different effects as you can resulting from the news of the Declaration of Independence had been issued. Next explain your opinion of “What if the Declaration of Independence had condemned slavery?” There are 2 sides to each story!  #4-Explain why the Continental Army did not need to defeat the British in order to win independence?  3. Assignments- (In class)- Causes Foldable, Publisher Pamphlet (patriot/loyalist) | See A2 A3 C1 C2 & C5 |
| Description of Learning Activities | 1. Students will read from textbook p.116- p.123 2. Students will watch video by John green posted to wiki <http://youtu.be/HlUiSBXQHCw> 3. Students will (in class) create a foldable on the causes of the American Revolution 4. Students will complete discussion forum question #1 (listed above) 5. Students will read (textbook) p.126- p.133 6. Students will (in class) create a pamphlet using publisher choosing a side {propaganda} 7. Students will read online copy of “Common Sense” by Thomas Paine 8. Students will complete discussion question #2 (listed above) 9. Students will complete weekly reflection (3 minute audacity) synopsis of what you learned 10. Students will complete study guide #1 11. Students will watch video of the reading of the Declaration of Independence <http://www.youtube.com/watch?v=4uE-tqe0xsQ&list=FLckXwhWP8umaAd8blEMsruw&feature=share> 12. Students will watch “Too late to apologize” music video <http://www.youtube.com/watch?v=uZfRaWAtBVg&feature=share&list=FLckXwhWP8umaAd8blEMsruw&index=2> 13. Students will complete discussion forum question #3 (listed above) 14. Students will read (textbook) p.138- p.145 15. Students will complete discussion forum question #4 16. Students will watch John Green video “who won the American Revolution” <http://youtu.be/3EiSymRrKI4> 17. Students will read p.147-152 from textbook 18. Students will complete weekly reflection (3 minute audacity) synopsis of learning 19. Students will complete study guide #2 | See A2 A3 B3 B4 & B10 |
| Formative Evaluation & Feedback | Weekly reflection using audacity  Chapter assignments and reading study guides | See A3 C1 C3 & C5 |
| Physical Learning Materials | System approved Textbook | See A3, A9, B1, B4, & B6 |
| Digital Learning Objects | Videos:  John Green Causes of A. Revolution <http://youtu.be/HlUiSBXQHCw>  Declaration of Ind. Reading <http://www.youtube.com/watch?v=4uE-tqe0xsQ&list=FLckXwhWP8umaAd8blEMsruw&feature=share>  Music Video Dec. Of Ind.- <http://www.youtube.com/watch?v=uZfRaWAtBVg&feature=share&list=FLckXwhWP8umaAd8blEMsruw&index=2>  John Green- who won the American Revolution- <http://youtu.be/3EiSymRrKI4>  Common Sense pamphlet: <http://www.ushistory.org/paine/commonsense/singlehtml.htm>  Publisher Pamphlet- school provided computer | See A3, A9, B1, B4, & B6 |
| Plans for Differentiation | ESL students will be given a different rubric for their participation in our discussion forums.  Students with IEP’s will be given printed notes and answers to the study guide at the end of the week, but only if work had been shown on the original study guide.  Guided outlines will be given for the readings, for students with IEP’s | See B1 B4 & B6 |

|  |  |  |
| --- | --- | --- |
| **Module 2 Plan (Optional for MOOC participants)** | | **Self-Check** |
| Module Objective(s) | Describe the political system of the United States based on the Constitution of the United States. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]  •  Interpreting the Preamble to the Constitution of the United States; separation of powers; federal system; elastic clause; the Bill of Rights; and the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments as key elements of the Constitution of the United States  •  Describing inadequacies of the Articles of Confederation  •  Distinguishing personalities, issues, ideologies, and compromises related to the Constitutional Convention and the ratification of the Constitution of the United States, including the role of the Federalist papers | See A1 & A2 |
| Module Assessment(s) | 1. 2 quizzes using testmoz graded through the site 2. Discussion forums:   #1- List ways in which the Confederate Congress could raise money. Next list ways in our federal government raises money. You are to discuss the similarities and differences between the two. Food for thought: Why is selling land not an effective long term strategy from financing a government?  #2- You are to compare and contrast the basis for representation in the Virginia Plan, the New Jersey Plan, and the Connecticut plan. If you could create a basis for representation would you change our current standard?  #3- Take the role of an American living during the constitutions ratification, write a short letter to a friend in Great Britain describing the formation of the new government. Tell them why you support or oppose ratification, and tell what you think life will be like under the new government.  #4- More than 9,000 amendments to the constitution have been proposed, but only 27 have become part of the constitution. Using this numerical information, calculate the odds of a proposed amendment being approved. Also discuss the wisdom of making the amendment process so difficult.   1. Assignments- Newspaper article, Foldable, #8 p. 175, Bill of Rights presentation | See A2 A3 C1 C2 & C5 |
| Description of Learning Activities | 1. Students will read p. 158- p.162 from the textbook 2. Students will watch the video “The articles of Confederation explained” 3. Students will post in the discussion forum for discussion #1 4. Students will read p. 164- p. 169 from the textbook 5. Students will watch the video “The constitutional convention in 10 minutes” 6. Students will complete assignment titled newspaper article from the Wiki (this will be created using publisher-newsletter) 7. Students will complete (in class) Foldable with the compromises that were reached at the convention 8. Students will complete study guide #1 9. Students will complete weekly using audacity (3 minute synopsis of learning) 10. Students will read p. 172- p.175 from textbook 11. Students will watch video on Federalists and Anti-federalists 12. Students will complete Discussion forum #3 13. In Class students will listen to a few of the pre-selected papers 14. Answer question #8 on p.175- This will be done in class- support your answer 15. Students will read 179- 187 16. Students will watch John Green video- The constitution, articles, federalism 17. Students will complete assignment “Bill of Rights” This is a presentation with examples 18. Students will complete discussion forum #4 19. Students will complete Study Guide #2 20. Students will complete weekly reflection using Audacity (3 minute synopsis) | See A2 A3 B3 B4 & B10 |
| Formative Evaluation & Feedback | Weekly reflections and discussion forums  Chapter assignments and reading study guides | See A3 C1 C3 & C5 |
| Physical Learning Materials | System approved Textbook | See A3, A9, B1, B4, & B6 |
| Digital Learning Objects | Videos:  Articles of Confederation Hip Hughes- <http://youtu.be/QQtJNK5_8Uk#aid=P-fxPDMR4hc>  Constitutional convention Hip Hughes- <http://youtu.be/dL9uEt5dXEw#aid=P-fxPDMR4hc>  Federalists vs. Anti-Federalists- <http://youtu.be/YAmZdp1cH0g>  Constitution (John Green)- <http://youtu.be/bO7FQsCcbD8>  Audio:  The Federalists papers- <https://librivox.org/the-federalist-papers-by-alexander-hamilton-john-jay-and-james-madison/> | See A3, A9, B1, B4, & B6 |
| Plans for Differentiation | ESL students will be given a different rubric for their participation in our discussion forums.  Students with IEP’s will be given printed notes and answers to the study guide at the end of the week, but only if work had been shown on the original study guide.  Guided outlines will be given for the readings, for students with IEP’s | See B1 B4 & B6 |

|  |  |  |
| --- | --- | --- |
| **Module 3 Plan (Optional for MOOC participants)** | | **Self-Check** |
| Module Objective(s) | •  Identifying factors leading to the development and establishment of political parties, including Alexander Hamilton's economic policies, conflicting views of Thomas Jefferson and Alexander Hamilton, George Washington's Farewell Address, and the election of 1800 | See A1 & A2 |
| Module Assessment(s) | 1. 2 quizzes taken through testmoz and graded through the site 2. Discussion forums: This will be through the class wiki   #1- You will choose 2 of the 10 bill of rights and identify a current issue that relates to the amendment and discuss the whether you think that the issue at hand has any validity.  #2- You will identify the three points to Washington’s farewell speech and discuss where America has gone wrong in today’s government and society.  #3- Discuss the decision in one of the most important supreme court cases in American history, Marbury v. Madison. How has this decision molded the Supreme Court into what it is today?  #4- On p.228 read the American Story about the Star Spangled Banner. After reading this passage and the original words of the song, how does it make you feel about your country? Do you think that you could perform under that type of pressure?   1. Chapter assignments- Job Description, Graphic Organizer, Flag Creation, | See A2 A3 C1 C2 & C5 |
| Description of Learning Activities | 1. Students will read p.210- 214 from the textbook 2. Students will watch video about Political parties 3. Students will complete discussion forum #1 4. Students will complete assignment 1 (write a job description) using Microsoft office 5. Students will read p.215- p.220 from the textbook 6. Students will watch the video about George Washington’s presidency 7. Students will complete discussion forum #2 8. Students will complete assignment 2 Graphic organizer in class (challenges of Washington and adams) 9. Students will complete the weekly reflection using Audacity (3 minute synopsis) 10. Students will complete study guide #1 from the class wiki 11. Students will read p.221- p. 225 from the textbook 12. Students will watch Tom Richey Lecture on the Louisiana purchase 13. Students will watch the Hip Hughes lecture on Marbury v. Madison 14. Students will complete discussion forum #3 15. Students will read p. 228 – p. 232 from the textbook 16. Students will watch John Green’s the War of 1812 Crash course 17. Students will complete the discussion forum #4 18. Students will complete assignment 3 (flag creation using their choice of media) 19. Students will complete the weekly reflection using Audacity (3 minute synopsis) 20. Students will complete study guide #2 | See A2 A3 B3 B4 & B10 |
| Formative Evaluation & Feedback | 1. Weekly reflection and discussion forums 2. Chapter assignments and reading study guides | See A3 C1 C3 & C5 |
| Physical Learning Materials | System approved Textbook | See A3, A9, B1, B4, & B6 |
| Digital Learning Objects | Videos:  Rise of Political Parties- <http://youtu.be/r161cLYzuDI>  George Washington- <http://youtu.be/7Qc0RCwr8Ig>  Thomas Jefferson- Louisiana purchase <http://youtu.be/l3ULuNACmyA>  Supreme court- Marbury v. Madison <http://youtu.be/YFFZYJzv8-I>  John Green War of 1812- <http://youtu.be/qMXqg2PKJZU> | See A3, A9, B1, B4, & B6 |
| Plans for Differentiation | ESL students will be given a different rubric for their participation in our discussion forums.  Students with IEP’s will be given printed notes and answers to the study guide at the end of the week, but only if work had been shown on the original study guide.  Guided outlines will be given for the readings, for students with IEP’s | See B1 B4 & B6 |