

Teaching American History Lessons with Connections to the CCSS and DOK

Even though these lessons were crafted prior to the adoption of the English Language Arts Common Core State Standards, they address the ELA Common Core State Standards, as well as Norman Webb’s / Karin Hess’ Depth of Knowledge descriptions. *Note: Standards are not addressed in isolation / many standards are addressed simultaneously. The Reading and Writing CCSS that are primarily addressed in each lesson are those that are noted. Text from each lesson is juxtaposed with its noted standards, but the lesson is not interpreted / evaluated against the standards. That is, there is no evaluation of the degree to which the lesson, as written, addresses the noted standards. Implementation of the lesson may result in additional or other standards being addressed. Also, each lesson may contain activities that address all four DOK levels: The DOK is identified (but not explicated) for the main activity or writing assignment that is assessed in each lesson.*

UNIT	GRADE	LESSON TITLE	TEACHER
Native Americans	9-10	<i>King Philip’s War</i>	Sean Gilligan
		<p>CCSS:</p> <p>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <i>Students will interpret a primary source to determine Metacom’s complaints against the English.</i></p> <p>RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. <i>Students will analyze both the positive and negative points of each decision making option for King Philip’s war.</i></p> <p>WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>b. Develop claim(s) and counterclaims fairly 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</p>	

		<p>audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax 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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented. <i>Students will write speeches from a Narragansett sachem’s perspective. The speech will defend the writer’s “best option”, examine what is wrong with the other two options, and predict what life will be like for future generations if the “best option” is chosen.</i></p>	
		<p>DOK: 3 - Strategic Thinking / Complex Reasoning - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer. <i>Students will write speeches from a Narragansett sachem’s perspective. The speech will defend the writer’s “best option”, examine what is wrong with the other two options, and predict what life will be like for future generations if the “best option” is chosen.</i></p>	
Colonial America	8	<p><i>The Middle Passage</i></p> <p>CCSS:</p> <p>RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. <i>Students work in co-operative groups to analyze primary and secondary sources describing the Middle Passage. Each student completes the Inquiry Task Worksheet.</i></p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <i>As a whole class, refer students to analyze the Middle Passage map and predict how long the trip will take; identifying Africa, the West Indies, North and south America, and the Atlantic Ocean.</i></p> <p>RH.6-8.2 Determine the central ideas or information of a primary or secondary source;</p>	Kevin Grant

		<p>provide an accurate summary of the source distinct from prior knowledge or opinions. <i>Students work in co-operative groups to analyze primary and secondary sources describing the Middle Passage. Each student completes the Inquiry Task Worksheet.</i></p> <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <i>Students complete a journal entry from the perspective of a slave during the Middle Passage.</i></p>	
	9-12	<p><i>Indentured Servitude of Native Americans In Southern New England</i></p> <p>CCSS:</p> <p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. <i>Read the primary documents, A-F, and answer the corresponding questions.</i></p> <p>RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse</p>	Douglas Craig

		<p>formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. <i>See the attached documents, A-F.</i></p> <p>WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>b. Develop claim(s) and counterclaims fairly 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.</p> <p>c. Use words, phrases, and clauses as well as varied syntax 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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented. <i>Discuss in pairs whether or not the indentured servitude of native Americans in Southern New England constitutes slavery. Write a persuasive essay on whether or not the indentured servitude of Native Americans in southern New England constituted slavery.</i></p>	
	10	<p><i>Schooling in Colonial America</i></p> <p>CCSS:</p> <p>RH.9-10-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the</p>	Caitlin Masopust

		<p>text.</p> <p style="text-align: center;"><i>and</i></p> <p>RH. 9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. <i>Evaluate the historical importance various primary source documents. A Case Study: Connecticut’s Role in the Evolution of the Purpose of Education (three documents regarding Moor’s Charity School).</i></p> <p>WHST.9-10.7 Conduct short (in this assignment) as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <i>Compare and contrast the similarities and differences in the purpose of education when examining the colonial period and modern day in America, using the document matrix to distinguish the portrayal of colonial settlers and the portrayal of Native Americans in each.</i></p> <p>DOK 2: - Basic Application of Skills/Concepts / Basic Reasoning - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graph. <i>Compare and contrast the similarities and differences in the purpose of education when examining the colonial period and modern day in America, using the document matrix to distinguish the portrayal of colonial settlers and the portrayal of Native Americans in each.</i></p>	
<p>Revolution and New Government</p>	<p>8</p>	<p><i>A Description of George Washington</i></p> <p>CCSS:</p> <p>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. <i>Students complete the Document Analysis Worksheet, an annotation guide.</i></p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p style="text-align: center;"><i>and</i></p>	<p>Russ Hart</p>

		<p>RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p style="text-align: center;"><i>and</i></p> <p>WHST.6-8. 9 Draw evidence from informational texts to support analysis, reflection, and research. <i>In a written essay, in response to the class discussion during the reading, students will be expected to infer whether any of Jefferson’s words contain hyperbole or if his high praise was warranted. Students should also assess which passages could be considered negative and how that affects their own opinions of the piece. Students should further consider the poetic beauty of Jefferson’s use of the written word. Finally, students will evaluate specific examples of why they do or do not think Jefferson gives an accurate portrayal of George Washington.</i></p> <p>DOK 3: Strategic Thinking / Complex Reasoning - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer. <i>In a written essay, in response to the class discussion during the reading, students will be expected to infer whether any of Jefferson’s words contain hyperbole or if his high praise was warranted. Students should also assess which passages could be considered negative and how that affects their own opinions of the piece. Students should further consider the poetic beauty of Jefferson’s use of the written word. Finally, students will evaluate specific examples of why they do or do not think Jefferson gives an accurate portrayal of George Washington.</i></p>	
	8	<p><i>Franklin’s Speech at the Constitutional Convention</i></p> <p>CCSS:</p> <p>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. <i>Students will work in pairs or groups of 3 to read and analyze Benjamin Franklin’s speech. They will use the primary source document analysis sheet and answer the questions.</i></p> <p>RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g.,</p>	Chris Brooks

		<p>loaded language, inclusion or avoidance of particular facts). <i>Homework Question: Would you have been convinced to vote in favor of the constitution by his speech/ Why or why not?</i></p> <p>WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <i>Each student will research (or in pairs, if there is limited computer access) the vocabulary list and facts about Benjamin Franklin’s life on the Research Sheet.</i></p> <p>DOK 3: Strategic Thinking / Complex Reasoning - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer. <i>Homework Question: Would you have been convinced to vote in favor of the constitution by his speech/ Why or why not?</i></p>	
	11-12	<p><i>The Declaration of Independence</i></p> <p>CCSS:</p> <p>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <i>In pairs, students are to analyze the Declaration of Independence using the document analysis sheet. Students are to also identify each section of the document, relate the message contained in each section as well as describe 5 complaints against King George.</i></p> <p>WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both</p>	Betsy Kowal

		<p>claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax 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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented. <i>Students will then work individually to write their own Declaration of Independence from a “harsh” authority. The document must mirror the format of the original Declaration of Independence and include the following aspects:</i></p> <p>a. <i>An explanation of ideals, arguments for separation, delineation of complaints, and a clear statement of a desired solution or outcome.</i></p> <p>b. <i>To whom is the document addressed? Who is the audience?</i></p> <p>c. <i>What are the ideals or beliefs that serve as a foundation for your declaration?</i></p> <p>d. <i>What are the specific arguments or complaints you have against this authority?</i></p> <p>e. <i>What steps have you already taken in an attempt to change the situation?</i></p> <p>f. <i>What is the desired outcome? What exactly would you like changed?</i></p>	
		<p>DOK 4: Extended Thinking / Extended Reasoning - An investigation or application to real world; requires time to research, problem solve, and process multiple conditions of the problem or task; non-routine manipulations, across disciplines/content areas/multiple sources. <i>Students will then work individually to write their own Declaration of Independence from a “harsh” authority. The document must mirror the format of the original Declaration of Independence and include the following aspects:</i></p> <p>a. <i>An explanation of ideals, arguments for separation, delineation of complaints, and a clear statement of a desired solution or outcome.</i></p> <p>b. <i>To whom is the document addressed? Who is the audience?</i></p> <p>c. <i>What are the ideals or beliefs that serve as a foundation for your declaration?</i></p> <p>d. <i>What are the specific arguments or complaints you have against this authority?</i></p> <p>e. <i>What steps have you already taken in an attempt to change the situation?</i></p> <p>f. <i>What is the desired outcome? What exactly would you like changed?</i></p>	

	10	<p><i>Examining Washington’s Farewell Address</i></p> <p>CCSS:</p> <p>RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. <i>Each group will be responsible for examining and interpreting their assigned section by giving a two to three sentence summary of each paragraph within their section. In addition to each summary they must support their interpretation with a sentence segment or word from the paragraph that best represents the meaning (be sure to point out to the students that they are using the same skill that they would if writing an essay – support, support, support!)</i></p> <p>WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research. <i>Students will write a one page reflection on the following questions: When leaving the office of the presidency were George Washington’s positions on foreign affairs and political parties practical? Why? Make at least two predictions on what is going to happen to the United States based on these issues after Washington’s term is officially over.</i></p> <p>DOK 3: Strategic Thinking / Complex Reasoning - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer. <i>Students will write a one page reflection on the following questions: When leaving the office of the presidency were George Washington’s positions on foreign affairs and political parties practical? Why? Make at least two predictions on what is going to happen to the United States based on these issues after Washington’s term is officially over.</i></p>	Lisa Bastien
Western Expansion	8	<p><i>The Question of Indian Removal</i></p> <p>CCSS:</p> <p>RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. <i>and</i></p>	David Chassanoff

		<p>RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). <i>and</i> WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Students will begin by looking at the slides (PowerPoint) of a painting and a map of various tribes removed. Next, students will pair up and examine the three primary source documents (which have been edited and revised for an 8th grade reading level) using the worksheet given. Lastly, the teacher will facilitate a discussion on the worksheet and other themes regarding Indian removal.</p> <p>DOK 2: Basic Application of Skills/Concepts / Basic Reasoning - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graph. Students will begin by looking at the slides (PowerPoint) of a painting and a map of various tribes removed. Next, students will pair up and examine the three primary source documents (which have been edited and revised for an 8th grade reading level) using the worksheet given. Lastly, the teacher will facilitate a discussion on the worksheet and other themes regarding Indian removal.</p>	
	11	<p>What is Manifest Destiny?</p> <p>CCSS:</p> <p>RH11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. <i>and</i> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. Students will analyze John O’Sullivan’s text, as well as John Gast’s painting ‘American Progress’ to develop a definition of Manifest Destiny and identify its implications for United States policy of expansion in a short essay.</p> <p>DOK 2: Basic Application of Skills/Concepts / Basic Reasoning - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with</p>	Geri Dineen

		decision points along the way, routine problems, organize/display data, interpret/use simple graph. <i>Students will analyze John O’Sullivan’s text, as well as John Gast’s painting ‘American Progress’ to develop a definition of Manifest Destiny and identify its implications for United States policy of expansion in a short essay.</i>	
Reform Movements	8	Temperance Reform	Dona Stratton
		<p>CCSS:</p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <i>Students will examine two images – “The Tree of Temperance’ and “Scale of Temperance” to determine the problems that lead to people feeling temperance was necessary. Each student will examine one document and complete the document analysis sheet for that document. Then pairs of students will discuss their documents and share information from the completed sheets.</i></p>	
		<p>DOK 2: Basic Application of Skills/Concepts / Basic Reasoning - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graph. <i>Students will examine two images – “The Tree of Temperance’ and “Scale of Temperance” to determine the problems that lead to people feeling temperance was necessary. Each student will examine one document and complete the document analysis sheet for that document. Then pairs of students will discuss their documents and share information from the completed sheets.</i></p>	
	11	Abolitionists and Proponents of Slavery	Jarrid Clifton
		<p>CCSS:</p> <p>RH.11-12. 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p style="text-align: center;"><i>and</i></p> <p>RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue</p>	

		<p>by assessing the authors' claims, reasoning, and evidence. <i>Students will interpret the viewpoints of abolitionists and slavery proponents in the 1850's and 1860's. They will use primary source documents to choose quotes that best explain the viewpoints of the author. They will work cooperatively to discuss the intricacies of the growing difficulties between the arguments over slavery.</i></p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. <i>Students will complete a paragraph that analyzes quotations from primary document. They will produce a short essay that will be assessed to evaluate students' ability to interpret and make a conclusion based on two sources on differing opinions on the same issue.</i></p> <p>DOK 3: Strategic Thinking / Complex Reasoning - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer. <i>Students will complete a paragraph that analyzes quotations from primary document. They will produce a short essay that will be assessed to evaluate students' ability to interpret and make a conclusion based on two sources on differing opinions on the same issue.</i></p>	
<p>Civil War and Reconstruction</p>	<p>8</p>	<p><i>April 1865 - Edward Washburn Whitaker and the Surrender at Appomattox</i></p> <hr/> <p>CCSS:</p> <p>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p style="text-align: center;"><i>and</i></p> <p>RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p style="text-align: center;"><i>and</i></p> <p>RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. <i>Students read the letter Whitaker wrote to Chamberlain in April of 1901 and the newspaper column from 1961 with a partner and respond to the worksheet questions.</i></p>	<p>Kathy Bryce</p>

		<p><i>Discuss as a group, focusing on why Whitaker does not get more “credit” for his role in the surrender. Students should note possible reasons for Whitaker to write to Chamberlain more than 35 years after Appomattox.</i></p> <p>WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <i>In letter format, detailed account of events at Appomattox, structure and tone similar to Edward’s letters to his sister. As non-fiction, textbook-type entry, detailed account of events at Appomattox.</i></p> <p>DOK 1: Recall & Reproduction / Recall of Information - Recall of a fact, term, principle, concept, or perform a routine procedure. <i>In letter format, detailed account of events at Appomattox, structure and tone similar to Edward’s letters to his sister. As non-fiction, textbook-type entry, detailed account of events at Appomattox.</i></p>	
	11	<p><i>Reaction to the Emancipation Proclamation</i></p> <p>CCSS:</p> <p>RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. <i>Students will compare and contrast primary source accounts, using a simple graphic organizer. Students will draw conclusions about the immediate and long-term impact of the Emancipation Proclamation.</i></p> <p>DOK 2: Basic Application of Skills/Concepts / Basic Reasoning - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graph. <i>Students will compare and contrast primary source accounts, using a simple graphic organizer. Students will draw conclusions about the immediate and long-term impact of the Emancipation Proclamation.</i></p>	Karen Cook
Industrialization and Urbanization	8	<p><i>The Businesses that were the Driving Force of Norwich, CT in 1904</i></p> <p>CCSS:</p> <p>RH.6-8.2 Determine the central ideas or information of a primary or secondary source;</p>	Lorna Gallagher

		<p>provide an accurate summary of the source distinct from prior knowledge or opinions. <i>Students will identify the businesses with the most employees, what jobs residents of Norwich were most employed at, and if residents boarded or owned, to conclude what businesses were the driving force of Norwich, CT in 1904.</i></p>	
		<p>DOK 2: Basic Application of Skills/Concepts / Basic Reasoning - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graph. <i>Students will identify the businesses with the most employees, what jobs residents of Norwich were most employed at, and if residents boarded or owned, to conclude what businesses were the driving force of Norwich, CT in 1904.</i></p>	
	11	<p><i>The Gilded Age: A Photographic Analysis of America’s Working Class</i></p> <p>CCSS:</p> <p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p style="text-align: center;"><i>and</i></p> <p>RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. <i>The students will analyze photographs taken by Jacob Riis and Lewis Hines to examine the working and living conditions of Americas working families during the Gilded Age.</i></p> <p>DOK 3: Strategic Thinking / Complex Reasoning - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer. <i>For each of the eleven photograph stations / topics, students complete an analysis packet that asks these three questions: 1. Subjects: What people and objects do you see? Describe their expressions and appearance. 2. Action: What are the subjects doing? 3. Setting: What is going on around the subjects? ... as well as a fourth question of interpretation that applies to the topic of each station. During class discussion the students reach an understanding of how</i></p>	Kristen DeBona

		<i>the lack of big business regulation during the gilded Age affected the American working class.</i>	
	11	<p><i>Working Conditions in the Cheney Mills</i></p> <p>CCSS:</p> <p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p style="text-align: center;"><i>and</i></p> <p>RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. Students will analyze photographs of workers in the Cheney Mills to discover their working and living conditions using the photograph analysis worksheet.</p> <p>DOK 3: Strategic Thinking / Complex Reasoning - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer. Whole class discussion questions: 1. What do these photos have to say about the working and living conditions in the Cheney Mills? 2. Do you think that this is a positive or a negative portrayal of the workers? 3. Do you think this is a positive or negative portrayal of the working conditions/? 4. What types of things did the Cheney Company offer its workers? How do these photographs contradict or reinforce what we have read already about the Industrial Revolution?</p>	Ashley Zeppa
Becoming a World Power	8	<p><i>The Overthrow of the Hawaiian Monarchy</i></p> <p>CCSS:</p> <p>RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p style="text-align: center;"><i>and</i></p>	Kathy Bryce

		<p>WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research. <i>Using the guiding questions, students read excerpts from Queen Liliuokalani's autobiography and work in groups to describe her reaction to her overthrow by American sugar planters and her subsequent imprisonment and abdication of the Hawaiian throne.</i></p>	
		<p>DOK 2: Basic Application of Skills/Concepts / Basic Reasoning - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graph. <i>Using the guiding questions, students read excerpts from Queen Liliuokalani's autobiography and work in groups to describe her reaction to her overthrow by American sugar planters and her subsequent imprisonment and abdication of the Hawaiian throne.</i></p>	
	11	<p><i>Motivating the Population – Rallying the Public to War</i></p> <p>CCSS:</p> <p>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <i>Students will analyze primary source documents.</i></p> <p>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 <i>faction</i> in <i>Federalist No. 10</i>). <i>Students will explain the use of symbolic language.</i></p> <p>RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. <i>Students will assess the effectiveness of each source in galvanizing public support.</i></p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <i>How did the federal government gain public support for war in 1898 and 2003? What similar or different arguments were made</i></p>	Peter Joseph

		<p><i>for motivating the federal government's use of force?</i></p> <p>DOK 4: Extended Thinking / Extended Reasoning - An investigation or application to real world; requires time to research, problem solve, and process multiple conditions of the problem or task; non-routine manipulations, across disciplines/content areas/multiple sources. <i>Students use the questions on the gist (document analysis) worksheets and a Venn diagram to compare and contrast, then assess the effectiveness of each source in galvanizing support for using force in 1898 and 2003.</i></p>	
Immigration	8	<p><i>Immigration Investigation</i></p> <p>CCSS:</p> <p>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. <i>Students will draw conclusions or make inferences from all the information they read regarding the life of an immigrant. They use facts from their reading to support their conclusions.</i></p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <i>Students will need to use information from multiples sources (excerpt from report, pay stubs, interviews, photographs, diagrams) at the same time to answer all the questions on The Life of An Immigrant worksheet.</i></p> <p>WHST.6-8.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. <i>Using the information form The Life of An Immigrant worksheet,</i></p>	Kristen Blore

		<p><i>imagine you are a progressive legislator at the turn of the century. You have been made aware of problems in the cities and you would like to pass laws to attempt to solve the problems. Brainstorm necessary legislation that would help improve the plight of immigrants.</i></p> <p>DOK 3: Strategic Thinking / Complex Reasoning - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer. Using the information form <i>The Life of An Immigrant</i> worksheet, imagine you are a progressive legislator at the turn of the century. You have been made aware of problems in the cities and you would like to pass laws to attempt to solve the problems. Brainstorm necessary legislation that would help improve the plight of immigrants.</p>	
	11	<p><i>Immigration and the Chinese Exclusion Act of 1882</i></p> <p>CCSS:</p> <p>RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. <i>and</i></p> <p>RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. Students will improve their ability to analyze and interpret personal accounts, documents and cartoons to determine their historical accuracy and to place them in a historical context.</p> <p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>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.</p>	Cynthia Petrie

		<p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). Write a one page response to the following question: Was the Chinese Exclusion Act of 1882 a just and necessary action by Congress for the benefit of the United States? If so, explain why giving specific reasons for your answer. If not, tell why not and explain why allowing Chinese immigration to continue may not have been a negative thing for the United States.</p>	
		<p>DOK 3: Strategic Thinking / Complex Reasoning - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer. Write a one page response to the following question: Was the Chinese Exclusion Act of 1882 a just and necessary action by Congress for the benefit of the United States? If so, explain why giving specific reasons for your answer. If not, tell why not and explain why allowing Chinese immigration to continue may not have been a negative thing for the United States.</p>	
<p>WWI Era</p>	<p>8</p>	<p>WWI and the 1918-1919 Influenza</p> <p>CCSS:</p> <p>RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. Using photos and a personal diary of Army Sergeant Charles L. Johnston, students will get to experience a personal account of Johnston as a Sergeant for the war as well as a medic dealing with the infamous influenza outbreak of 1918-1919.</p> <p>DOK 1: Recall & Reproduction / Recall of Information - Recall of a fact, term, principle, concept, or perform a routine procedure. While discussing, one member of the group will</p>	<p>Melissa Szych</p>

		<p>write down all information they collect about the materials to share with the whole group at the end. They may do this by creating an outline, a t-chart, etc., then each group will have one presenter share the information they learned.</p>	
	10	<p>WWI Propaganda Choice Activity</p> <p>CCSS:</p> <p>RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. Students will use the Propaganda Techniques Guide to analyze the WWI propaganda poster titles, "For Girls Must Work that Men May Fight."</p> <p>WHST.9-12.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and 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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented. Create an original WWI propaganda poster. Use at least two techniques from the handout and provide an explanation of how the techniques are evident in your poster.</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures,</p>	Kimberly Weber

		<p>tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <i>Analyze the two WWI propaganda posters below. Identify which techniques are used and explain why and how they are effective. Provide a modern-day example of propaganda. Identify which techniques are used and explain why and how they are effective.</i></p>	
		<p>DOK 3: Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer. <i>Create an original WWI propaganda poster. Use at least two techniques from the handout and provide an explanation of how the techniques are evident in your poster. / Analyze the two WWI propaganda posters below. Identify which techniques are used and explain why and how they are effective. Provide a modern-day example of propaganda. Identify which techniques are used and explain why and how they are effective.</i></p>	
	11	<p><i>Wilson’s Fourteen Points</i></p> <p>CCSS:</p> <p>RH.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <i>Students use what they have learned from previous lessons of</i></p>	Lisa Bastien

		<p><i>the causes of WWI, the fighting, American involvement and the collapse of Germany to analyze Wilson's fourteen points.</i></p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <i>Students will write an individual journal entry after responding to the assigned questions on Wilson's Fourteen Points.</i></p>	
		<p>DOK 2: Basic Application of Skills/Concepts / Basic Reasoning - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graph. <i>Students will write an individual journal entry after responding to the assigned questions on Wilson's Fourteen Points.</i></p>	
<p>Roaring 20s and the Great Depression</p>	<p>9-12</p>	<p><i>Analyzing Bias and Point of View: Interpreting Public Opinion of the Presidential Response to the Great Depression Through Political Cartoons</i></p> <p>CCSS:</p> <p>RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. <i>Students will analyze political cartoons, detect the symbols cartoonists use to convey a particular point of view or bias, evaluate the accuracy of the policies and events to which it refers, and compare and contrast President Hoover and Roosevelt cartoons. Students will be answering the essential question: "What is the bias displayed in the political cartoons?"</i></p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>Students will practice transforming metaphors into visual metaphors.</i></p> <p>DOK 2: Basic Application of Skills/Concepts / Basic Reasoning - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use</p>	<p>Karen Diaz</p>

		<p>simple graph. <i>Students will analyze political cartoons, detect the symbols cartoonists use to convey a particular point of view or bias, evaluate the accuracy of the policies and events to which it refers, and compare and contrast President Hoover and Roosevelt cartoons. Students will be answering the essential question: “What is the bias displayed in the political cartoons?”</i></p>	
	11	<p>Advertising and Consumerism of the 1920s (including ads)</p> <p>CCSS:</p> <p>RH.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <i>How did advertising and consumerism shape American culture in the 1920’s? What products were created during this time period and how did the advertising industry attempt to market those new products to Americans?</i></p> <p>DOK 2: Basic Application of Skills/Concepts / Basic Reasoning - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graph. <i>Students will be assessed on their participation in group discussion of the questions: What is the intended audience for the ad? What strategies or tactics does the ad utilize to entice consumers? What does the product in the ad indicate about American culture/society in the 1920’s? as well as their completed KNU chart.</i></p>	Lindsey Hepple
WWII Era	8	<p>WWII: Women Air Force Service Pilots</p> <p>CCSS:</p> <p>RH.8.9 Analyze the relationship between a primary and secondary source on the same topic. <i>Students will identify and describe various aspects of the WASP program during World War II and interpret a statistical chart to compare statistics for male cadets and female trainees.</i></p> <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical</p>	Kathy Bryce

		<p>events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <i>Students will write a fictional letter regarding those comparisons in the context of an historical event. Letter choices include, "As a former WASP, write a letter to your Congressman in response to the Air Force's announcement in 1976 that female pilots would begin flying jets for the first time." And "Write a letter to President Obama on behalf of your deceased grandmother who was a WASP during WWII. Thank him for the Congressional Gold Medal and tell him what this means to your family.</i></p>	
		<p>DOK 2: Basic Application of Skills/Concepts / Basic Reasoning - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graph. <i>Students will identify and describe various aspects of the WASP program during World War II and interpret a statistical chart to compare statistics for male cadets and female trainees. Students will write a fictional letter regarding those comparisons in the context of an historical event ...</i></p>	
	10	<p><i>Pearl Harbor and 9/11 – A Comparative Study</i></p> <p>CCSS:</p> <p>RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. <i>Students will compare and contrast artifacts (photos, newspaper front</i></p>	Kimberly Weber

		<p><i>pages and song lyrics) to show human reaction to the bombing events of Pearl Harbor and 9/11.</i></p> <p>WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research. <i>Students record the visual similarities, technologies, settings, structure and content of the artifacts on three-column compare and contrast organizers: Pearl Harbor ... Similarities ... 9.11.</i></p> <p>DOK 2: Basic Application of Skills/Concepts / Basic Reasoning - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graph. <i>Students will compare and contrast artifacts (photos, newspaper front pages and song lyrics) to show human reaction to the bombing events of Pearl Harbor and 9/11.</i></p>	
	11	<p><i>Truman’s Decision to Drop the Bombs</i></p> <p>CCSS:</p> <p>RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. <i>Students will validate the credibility of the (six, 4 primary and 2 secondary) sources.</i></p> <p>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. <i>Students will read and discuss various perspectives on the issue.</i></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <i>Students will write a persuasive essay, citing a minimum of four sources. The essay will be in MLA format.</i></p> <p>DOK 4: Extended Thinking / Extended Reasoning - An investigation or application to real</p>	Kevin Mariano

		<p>world; requires time to research, problem solve, and process multiple conditions of the problem or task; non-routine manipulations, across disciplines/content areas/multiple sources. Students will validate the credibility of the (six, 4 primary and 2 secondary) sources. Students will read and discuss various perspectives on the issue. Students will write a persuasive essay, citing a minimum of four sources.</p>	
Cold War and Civil Rights Era	8	<p>Montgomery Bus Boycott – Whose Side are You On?</p>	Lorna Gallagher
		<p>CCSS:</p> <p>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. Each group will have a document to read and record information on the easel and explain it, the class will discuss the similarities and differences, then each student will choose one word that indicates his/her stance (for or against the boycott) and give a reason for it.</p> <p>WHST.6-8.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. <i>Writing prompt: You are able to time travel back to 1955. You are a visitor in Montgomery, Alabama when the bus boycott is happening. Persuade the City Commission on how they should handle this boycott. Give facts from the primary source documents that we used.</i></p>	
		<p>DOK 3: Strategic Thinking / Complex Reasoning - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer. <i>Writing prompt: You are able to time travel back to 1955. You are a visitor in Montgomery, Alabama when the bus boycott is happening. Persuade the City Commission on how they should handle this</i></p>	

		<i>boycott. Give facts from the primary source documents that we used.</i>	
	8	<p>Cuban Missile Crisis</p> <p>CCSS:</p> <p>RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). <i>In one of four groups, students read one of Khrushchev’s or Kennedy’s letters/addresses (four primary source documents), summarize its content and evaluate the leader’s diplomatic skills, keeping in mind the essential question: Is the build-up nuclear weapons a justifiable defense?</i></p> <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <i>After taking notes, using the graphic organizer provided, on the four presentations, students write responses to the following six questions: Explain how each leader was justified (or not) in his position regarding missiles. Use the text or your notes in your explanation. 2. Explain whether or not you think nuclear weapons are justifiable. 3. Based on these letters, which president displayed stronger diplomatic skills? Provide examples to support your answer. 4. Do you think this kind of “arms race” or “cold War” is likely to happen in the world again? Between which countries do you think it is possible? 5. Explain the message or meaning of the political cartoon provided.</i></p>	Debra St Jean

		<p>DOK 2: Basic Application of Skills and Concepts / Basic Reasoning - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graph. <i>In one of four groups, students read one of Khrushchev's or Kennedy's letters/addresses (four primary source documents), summarize its content and evaluate the leader's diplomatic skills. After taking notes, using the graphic organizer provided, on the four presentations, students write short responses to six separate questions. After taking notes, using the graphic organizer provided, on the four presentations, students write responses to the following six questions.</i></p>	
	11	<p><i>The Cold War: Anti-Communism at Home</i></p> <p>CCSS:</p> <p>RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. <i>Identify rhetoric and arguments used to justify the hunt for subversives as well as defend personal liberties in the three primary documents provided.</i></p> <p>RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. <i>Assess the evidence provided by each speaker in the three primary documents provided.</i></p> <p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>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.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text,</p>	Peter Joseph

		<p>create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). <i>How did HUAC and other anti-communist measure infringe on the lives of Americas? Based on the international situation, were these infringements justified? Why or why not?</i></p>	
		<p>DOK 3: Strategic Thinking / Complex Reasoning - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer. <i>After assessing the three primary documents using the guide sheet provided, students write a short essay what will be scored for historical analysis, insight into the content, as well as for the quality of argument presented.</i></p>	
Vietnam War Era	8	<p><i>Assessing Attitudes About the Vietnam War (including Vietnam War song lyrics)</i></p> <p>CCSS:</p> <p>RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). <i>Students will identify viewpoints of supporters and protesters of the Vietnam War using two popular songs of the 1960’s, “The Ballad of the Green Berets” by Staff Sergeant Barry Sadler and “I-Feel-Like-I’m-Fixin’-to-Die Rag” by Joe McDonald.</i></p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research. <i>Students will write a short essay in which they discuss which position they might have identified with using three arguments presented in the corresponding song.</i></p>	Dona Stratton
		<p>DOK 2: Basic Application of Skills and Concepts / Basic Reasoning - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use</p>	

		simple graph. <i>Students will write a short essay in which they discuss which position they might have identified with using three arguments presented in the corresponding song.</i>	
	11	<p><i>The Defeat of the ERA</i></p> <p>CCSS:</p> <p>RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. <i>Students will work in small groups to examine one or more of the nine documents provided. Students should already be familiar with document analysis strategies and techniques. Students should offer one or more possible explanations for why the ERA failed in 1972 and identify the strongest evidence presented in the documents. The students will share this information with the class and record all the answers on the provided graphic organizer.</i></p> <p>WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>b. Develop claim(s) and counterclaims fairly 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.</p> <p>c. Use words, phrases, and clauses as well as varied syntax 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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented. <i>The overall objectives (examine varying perspectives, identify strengths in arguments, analyze the defeat of the ERA and use this information to inform the present) will be addressed through the following assignment: You are a lobbyist working for a group that either supports or opposes the passage of the ERA in the present day. Design a five-point strategy for passing or defeating the amendment and prepare a brief oral</i></p>	Karen Cook

		<p><i>presentation of your strategy to the organizers.</i></p>	
		<p>DOK 4: DOK-4 - Extended Thinking / Extended Reasoning - An investigation or application to real world; requires time to research, problem solve, and process multiple conditions of the problem or task; non-routine manipulations, across disciplines/content areas/multiple sources. <i>The overall objectives (examine varying perspectives, identify strengths in arguments, analyze the defeat of the ERA and use this information to inform the present) will be addressed through the following assignment: You are a lobbyist working for a group that either supports or opposes the passage of the ERA in the present day. Design a five-point strategy for passing or defeating the amendment and prepare a brief oral presentation of your strategy to the organizers.</i></p>	
	11	<p><i>The Impact of Tinker v. Des Moines</i></p> <p>CCSS:</p> <p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. <i>What was the Tinker v Des Moines court case? What was the outcome of this case and its impact on American history?</i></p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. <i>Students will complete the teacher created question sheet: Explain why John and Mary Beth Tinker were suspended. Why did the Supreme Court find their suspension unconstitutional? Create an argument that highlights the connection between the first amendment and this case. Argue the enduring relevance of the tinker v Des Moines case. (Hint: Political, Social and Economic). Explain how the tinker v. Des Moines case depicted a changing American society.</i></p> <p>DOK 2: Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems,</p>	Shelley Manning

		organize/display data, interpret/use simple graph. <i>As a closing activity students will be asked to answer the following question on an exit card: Did the Tinker v Des Moines case create a lasting change for American students' rights? Use examples from the past and present to prove your answer.</i>	
Recent American History	7	Bill of Rights (including Bill of Rights and Situations)	Kyra Kasperson
		<p>CCSS:</p> <p>RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p style="text-align: center;"><i>and</i></p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research. <i>Students will demonstrate comprehension of the Bill of Rights by applying the rights to five situations, four of which have been decided by actual cases (Stone v Graham, Roper v Simmons / Atkins v. Virginia, McDonald v Chicago /District of Columbia v. Heller, T.L.O v New Jersey) and discussing (oral composition) the decisions.</i></p>	
		<p>DOK 2: DOK-2 - Basic Application of Skills and Concepts / Basic Reasoning - Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graph. <i>Students decide how which amendment might protect them in each of the five situations (posting copies of the Ten Commandments, carrying out the death sentence, outlawing hand guns, searching personal property (2)).</i></p>	
	8	Military Recruitment over Time	Kevin Grant
		<p>CCSS:</p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <i>Students will analyze primary and secondary source documents (visual and written text) to identify patriotic, economic and</i></p>	

		<p><i>other propaganda to compare recruitment over time.</i></p> <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <i>Students will either explain what the most common incentives are for enlisting in the US military and support this with evidence or write letters home to their family from the perspective of a newly enlisted soldier, past or present and identify their reasons for enlistment.</i></p>	
		<p>DOK 1: Recall & Reproduction / Recall of Information - Recall of a fact, term, principle, concept, or perform a routine procedure. <i>Students will either explain what the most common incentives are for enlisting in the US military and support this with evidence or write letters home to their family from the perspective of a newly enlisted soldier, past or present and identify their reasons for enlistment.</i></p>	
	11	<p><i>To Declare or not to Declare</i></p> <p>CCSS:</p> <p>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <i>Students will evaluate three Presidential speeches requesting or justifying war</i></p>	Jarrid Clifton

	<p><i>or military action and give their opinions on these requests/justifications.</i></p> <p>WHST. 11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. <i>Students will complete the Analysis and Opinion sheet for each speech, summarizing it in their own words and supporting their summaries with quotes from the document, as well as indicate which position they would take with each President by explaining reasons to support or deny/condemn his request/justification.</i></p>	
	<p>DOK 3: Strategic Thinking / Complex Reasoning - Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine. <i>Students will complete the Analysis and Opinion sheet for each speech, summarizing it in their own words and supporting their summaries with quotes from the document, as well as indicate which position they would take with each President by explaining reasons to support or deny/condemn his request/justification.</i></p>	