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| **Unit Title** | **Early 19th Century** | | | | | | |
| **Course Title** | **8th Grade Social Studies** | | | **Pacing** | | **2 weeks** | |
| **Stage 1: Identify Desired Results**  By the end of this unit, what should students know, understand, and be able to do? | | | | | | | |
| **Content Standards:** [**K-12 Vertical Alignment**](https://docs.google.com/a/wcpss.net/document/d/1WYdxsLk2NVieylAxTTpd8RXo7neojvP15sZyqPBkbV0/edit?usp=sharing) | | | | | | | |
| **8.H.1 - Apply historical thinking to understand the creation and development of North Carolina and the United States.**   * 8.H.1.3 **Use** primary and secondary sources to **interpret** various historical perspectives.   **8.H.2 - Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.**   * 8.H.2.1 **Explain** the impact of economic, political, social, and military conflicts (e.g. war, slavery, states rights and citizenship and immigration policies) on the development of North Carolina and the United States.   **8.H.3 - Understand the factors that contribute to change and continuity in North Carolina and the United States.**   * 8.H.3.1 **Explain** how migration and immigration **contributed** to the development of North Carolina and the United States from colonization to contemporary times (e.g. westward movement, African slavery, Trail of Tears, the Great Migration and Ellis and Angel Island).   **8.G.1 - Understand the geographic factors that influenced North Carolina and the United States.**   * 8.G.1.1 **Explain** how location and place have presented opportunities and challenges for the **movement** of people, goods, and ideas in North Carolina and the United States. | | | | | | | |
| **Understandings**  Students will understand that… | | | | **Essential Questions** | | | |
| Primary source documents reveal the varying viewpoints on Indian Removal.  The War of 1812 further proved that America was a strong, powerful nation and clearly defined the borders between the U.S. and British Canada.  The United States' push westward across North America resulted in ongoing and widespread conflict with the indigenous population.  Lewis and Clark, along with settlers moving west, faced many challenges and opportunities as they explored and began to inhabit lands gained by the Louisiana Purchase, as shown in their journey logs | | | | What challenges and opportunities did people face when exploring new area of land?  What impact did migration have on the indigenous societies? | | | |
| **Knowledge**  Students will know… | | | | **Skills**  Students will be able to… | | | |
| **Individuals and Key Terms**  **War of 1812**  Trade issues, border disputes and impressment of soldiers led to the War of 1812 between the United States and England.  **Manifest Destiny:**  Manifest Destiny,the 19th century doctrine that was the belief that expansion from the Atlantic to the Pacific was justified or a “God Given Right.”  New land acquisitions, such as the Louisiana Purchase, led settlers to push west, resulting in conflicts/battles with the indigenous population.  Lewis and Clark were commissioned by Thomas Jefferson to explore and map territory acquired in the Louisiana Purchase.  Sacagawea was essential to the success of Lewis and Clark’s journey west as they fought to overcome various challenges.  **Indian Removal Act:**  Native Americans and Andrew Jackson had varying viewpoints on Indian Removal.  The Trail of Tears resulted in the removal of thousands of Native Americans including North Carolina’s Cherokee’s population.  **North Carolina:**  The 1819 national recession and the mass exodus of North Carolinians resulted in the economic, political and social decline in North Carolina.  Reforms were implemented in response to North Carolina’s political, social and economic decline.  During this time North Carolina became known as the “Rip Van Winkle State”  Archibald Murphey proposed transportation (railroads) and educational reforms eventually helped to improve North Carolina.  **Monroe Doctrine:**  Was first created to protect America from being controlled again by Spain, England or any other European Country.  James Monroe and John Quincy Adams wrote the Monroe Doctrine to establish the foreign policy that the US will not tolerate European attempts to control or influence any nations in the Americas.  President John Tyler used the Monroe Doctrine to justify the annexation of Texas. | | | | **Analyze** **(to examine critically, so as to bring out the essential elements)**   * Challenges faced by Lewis and Clark on their expedition * Who/what helped Lewis and Clark along the way. * acquisitions of new land led to conflicts   **Explain (to make known in detail, to make plain or clear)**   * Importance of Lewis and Clark’s expedition. * Outcomes of Lewis and Clark’s expedition. * the meaning and importance of Manifest Destiny * why the Monroe Doctrine became important during this time period   **Summarize (give a brief statement of the main points)**   * how Indian Removal affected North Carolina * how Indian Removal affected United States * the impact of Manifest Destiny on the United States * reforms implemented to improve North Carolina   **Interpret** **(explain the meaning of (information, words, or actions)**   * various viewpoints of Indian Removal. * importance of Monroe Doctrine Policy   **Examine (inspect (someone or something) in detail to determine their nature or condition; investigate thoroughly.)**   * the conditions and results that led to North Carolina being * known as the “Rip Van Winkle” state. | | | |
| **Stage 2: Assessment Evidence**  What collection of assessments will PROVE that students have learned everything described in Stage 1? | | | | | | | |
| **Performance Task or Project-Based Learning** | | | | | | | |
| [**Constructing GRASPS Performance Task:**](https://docs.google.com/a/wcpss.net/document/d/1uP3myhzRSHgElLuV8mbb8PQKC1yJ_BsUuA4kRpApYu4/edit?usp=sharing)  This template provides a variety of stem statements as you construct a scenario for a performance task.  Refer to the descriptions to help you brainstorm possible scenarios. [**6 Facets of Understanding Performance Task Review**](https://docs.google.com/a/wcpss.net/document/d/1L9yFnsHDPosbMDkd0J9bNvVy2l1deu9U2fhgTnJ8Mo0/edit?usp=sharing)This rubric is a suggested guide for assessing the performance task that check for the six facets of understanding.  This rubric is a suggested guide and may be modified to meet the needs of your students.  You are a part of the Lewis and Clark Expedition. You are trying to create a way to keep track of the Lewis and Clark Expedition. (It should contain daily writings, drawings and maps of the expedition.) In addition to findings, explain challenges and hardships faced by the expedition. The journal of your findings needs to be presented to President Jefferson and Congress. Create a [product (Choose from a ***Visual, Written or Oral*** product listed)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhNHhXSE5EbmdFR1U/view?usp=sharing)  **G:** Provide an account of your expedition with Lewis and Clark  **R:** Participant on the Lewis and Clark Expedition  **A:** Thomas Jefferson and Congress  **S**: To explain to Jefferson and Congress the economic, political, social and military challenges faced by expedition and potential future exploration and development west.  **P:** Product to present to Jefferson and Congress and potential citizens with the desire to migrate to new territory acquired by the US.  tells people what was found and hardships faced on the expedition.[(Choose from a ***Visual, Written or Oral*** product listed)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhNHhXSE5EbmdFR1U/view?usp=sharing).    **Standards Criteria for Success: How will I know that I have completed the task?**   * Have I identified the migration and immigration into new territory will impact development to the US and NC? * Have I created a product to presents that describes and explains the location, and places explored during the expedition and could present opportunities and challenges for the movement of people good and ideas into this new territory? * Have I used primary and secondary sources as evidence to support my ideas about the expedition and its impact on the economic, political, social, and military development in the US and NC? * Have I explained the economic, political, social and military effects on the expedition and development west? | | | | | | | |
| **Other Evidence (Formal, Informal, Formative, Summative, Diagnostic, etc.)** | | | | | | | |
| * [**19th Century Summative Assessment Bank:**](https://docs.google.com/a/wcpss.net/document/d/1Cgk2gjoOTqO7isfH42OXs9vegfqo3lKnKmMftAg-QdU/edit?usp=sharing) This bank provide a variety of questions for you to choose to create your own assessment. All questions may be modified to meet the needs of your students. It is not expected for you to use all the questions in the bank. * [**Vocabulary Evidence:**](https://goo.gl/EJWvC7) This document provides a variety of evidence to apply to unit vocabulary. * [**Formative Assessment Evidence:**](https://docs.google.com/a/wcpss.net/document/d/1OH3gi0cj-UWqKZ_xvprZoUaFJ6cS18GiKW9Wxr_zn1g/edit?usp=sharing)This bank provide a variety of formative assessments for you to *choose.*All assessments may be modified to meet the needs of your students.  It is not expected but below are a list of suggested student evidence.   [**Board Game**](https://docs.google.com/a/wcpss.net/document/d/1l9ZDXpNNU1TtsSA8ZdzcCNZ9kFEXcMjqfriXkoyN7y0/edit?usp=sharing)**:** Students will create a board game to demonstrate their understanding of the challenges and opportunities presented to Lewis and Clark during their expeditions. ( Be sure to include geographic, economic, political, social, and military)  [**Superhero Comic:**](https://docs.google.com/a/wcpss.net/document/d/19MvQURUSei1OHpmgWqEu6XiiotZwbO5aKC3b0W7KOZ4/edit?usp=sharing) Students will generate a superhero persona that encompasses and assesses Archibald Murphey strengths, accomplishments and obstacles. They will create a comic strip that shows how his proposals attempted to help bring North Carolina out of economic recession.  **Journal Entry:** Students will record in a journal your understanding of Indian Removal and the Trail of Tears and its impact on migration and immigration into new territory acquired by the US. Students will also address the economic, political, social and military impact.  **EduBlogs**: Students can use their WCPSS credentials once teachers have set up blog  Students will respond to questions posted by the teacher on the blog.  Sample questions include:   * What were the positive and negative impacts of the War of 1812 on the economy, political, social and military? * Describe the Monroe Doctrine and use evidence to provide historical perspective of this time period in NC and the US * What were the outcomes of of the War of 1812? * List 2 things you think will happen next as a result of the War of 1812 * How is the War of 1812 responsible for westward expansion? | | | | | | | |
| **Stage 3: Learning Plan, Experiences, and Instruction**  What collection of experiences and instruction will help students learn the essentials that are outlined in Stage 1 and master the assessments described in Stage 2?  Be sure to identify[**the shifts**](https://docs.google.com/a/wcpss.net/document/d/1oXZXbLex7DMXksPsvVaoIVpeNiuBSO0DKIH6C18bPDg/edit?usp=sharing)and the[**WHERE TO**](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhTHNKaDY3V1RvNzQ/view?usp=sharing)elements. | | | | | | | |
| **To gather information about *the creation and development of the United States and how location and place presented challenges and opportunities using primary and secondary sources that interpret various historical perspectives, s*tudents may complete ONE or MORE of the following:**  **Manifest Destiny**   * Students will complete one or more of the various activities on the [Primary Source document, Manifest Destiny](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhdlNjODJtMmFlTFk/view?usp=sharing). Activities include: * Have a student on the overhead display the following: Circle who wrote the ordinance… Underline twice when the document was written Put a box around the area that gives a general purpose for why the document was written. **W,H,O** * Read the background selection entitled, In the Time of Manifest Destiny and discuss the different controversies that called O’Sullivan to write this editorial (other than the war itself) Discuss the Manifest Destiny Painting and all of the characters in it… **W, H, E,O Shift 1,2,3,4,5,6** * After reading the document, student should fill in the cartoon bubbles to give meaning to WHY the United States fought the war and what they were to gain by taking over the Mexican Cession land. **W,H,E,R,E2,O Shift 4,5,6** * [Manifest Destiny (iCivcs Resources)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhME5OZ0QtQjBWYkk/view?usp=sharing): Students will be able to: Define Manifest Destiny and explain the ideals behind its ideology Analyze primary sources that illustrate Manifest Destiny and related American values Illustrate America’s territorial expansion across the continent Describe the effect of U.S. expansion on Native Americans Explain how white Americans in the early 19th century viewed Native Americans **W,H,E,R,T,O Shift 1,2,3,4,5,6** * Students will interpret why Americans believed expansion from coast to coast was their “God Given Right” by reading, annotating and answering questions about Manifest Destiny. [Reading Like a Historian](https://docs.google.com/a/wcpss.net/document/d/1_xiz7rxWpk2O5byVy-_6OVGOZgRbDAkg4MDqS1p7f04/edit?usp=sharing)  ([Modified Reading](https://docs.google.com/a/wcpss.net/document/d/1vUzH15bFDep7f_BSCmVgMXlp_a8CwFKE98KL1ov0j4c/edit?usp=sharing)) **W,H,E,R,T,O** * Students will watch the following videos on Manifest Destiny. Students will complete a [2-4-6-8 who do we appreciate](https://docs.google.com/a/wcpss.net/document/d/1sIwctdAbvTITvp6_u72OkWQiBCKWg3_PWI0iMwCItlI/edit?usp=sharing) about Manifest Destiny and its impact on westward expansion. ([Optional Reading](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhZHk4VlhhM2xLSWs/view?usp=sharing)) **W,H,E,R,E2,T,O**   + [Manifest Destiny](https://www.youtube.com/watch?v=YLmUhT9QOlE): (3:31)   + [Schoolhouse Rock- Elbow Room- Manifest Destiny](https://www.youtube.com/watch?v=Bs2w4lwQRtc)-(3:01)   + [Westward Expansion & Manifest Destiny](https://www.youtube.com/watch?v=UlszTacqsSc) (7:04)   + [Manifest Destiny-History.com](http://www.history.com/topics/manifest-destiny/videos)-(1:45)   + [Manifest Destiny Explained](https://www.youtube.com/watch?v=japRb6U_FuQ) -(4:55)   **Lewis and Clark Expedition**   * Students will conduct a background reading or video clips on the Lewis and Clark Expedition and Louisiana Purchase. Students will turn and talk to a partner using the Yes/But Sentence Stem… ([optional background reading](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhczVpUlFnWVhOcnM/view?usp=sharing), [Additional Reading](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhNEJobDk0S3dOdlE/view?usp=sharing) ) [VIDEO- WESTWARD STRATEGY](https://app.discoveryeducation.com/learn/videos/43b63af8-60f7-4a02-be55-668ec473e925?hasLocalHost=false) (DISCOVERY EDUCATION: 26 MINS) **NOTE YOU CAN WATCH SEGMENTS OF FILM ON JUST THE LOUISIANA PURCHASE AND LEWIS and CLARK. W,HE,R,E2,T**  |  |  |  | | --- | --- | --- | | Lewis and Clark Expedition | YES the Lewis and Clark Expedition did \_\_\_\_\_\_\_ | BUT the Lewis and Clark Expedition did \_\_\_\_\_\_ | | Louisiana Purchase | YES the Louisiana Purchase did \_\_\_\_\_\_\_ | But the Louisiana Purchase did \_\_\_\_\_\_\_ |  * [The Louisiana Purchase 1803 (iCivic Resource):](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhbHlUMWotcFBjLVU/view?usp=sharing)  Students will examine the impact the Louisiana Purchase had on the westward expansion. ([Powerpoint Map Analysis](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhN01CdnpNSTB6MFU/view?usp=sharing)) **W,H,E,T** * [The Louisiana Purchase (NC Learn) In North Carolina in the New Nation](http://www.learnnc.org/lp/editions/nchist-newnation/4550): Students will read about how the United States acquired the Louisiana Purchase. Since 1762, Spain had owned Louisiana, the vast territory between the Mississippi River and the Rocky Mountains. When France acquired the territory in 1802, President Thomas Jefferson offered to buy New Orleans to ensure U.S. access to trade on the Mississippi. When Napoleon offered the entire territory for $15 million, Jefferson accepted. **W,T,O Shift 1,3,4,** * Students will complete a [webquest](https://docs.google.com/a/wcpss.net/document/d/1fbYX00jFcsyMmIfOIFyO_Nw43OnWDLrN88IDdeqzUD4/edit?usp=sharing) where they read and interpret **primary sources** documents from Lewis and Clark’s expedition and respond to questions on the handout to investigate the challenges and opportunities faced on their journey. **W,H,E,E2,T,O Shift 1,2,3,4,6** * [Lewis and Clark Go West #1493 (from SAS® Curriculum Pathways®)](http://www.sascurriculumpathways.com/portal/Launch?id=1493&bhcp=1): Students will recognize the territory acquired by the Louisiana Purchase, explore the path taken by Lewis and Clark-and landmarks they would have seen-as they journeyed west, and demonstrate what you've learned by creating a map that outlines the Louisiana Purchase territory and indicates the route taken by Lewis and Clark. **H,E,R,E2,T,O** * [Encountering Lewis and Clark #398 (from SAS® Curriculum Pathways®)](http://www.sascurriculumpathways.com/portal/Launch?id=398): Students will investigate encounters between Native Americans and the Lewis and Clark expedition and analyze how these encounters might influence future relations between white traders, hunters, and settlers and the Native American tribes. **W,H,E,R,E2,T,O** * [Lewis and Clark: Native American Contributions Activity](http://www.nationalgeographic.com/xpeditions/lessons/15/g68/contributions.html) : When Lewis and Clark began their expedition, they knew they were likely to encounter mountains, and believed there was an easy all-water route that might take them directly to the Pacific Ocean. Give students the map "Lewis and Clark Expedition Routes" and have students think about the real challenges the expedition might have faced. What geographic information would have been useful to know before the expedition began? Have students identify geographic features that might pose other challenges, and other potential risks, such as winter and summer weather.**W,H,E,R,E2 Shift 4,5,6**   **To gather information about *how economic, military, political and social conflicts, compromises and negotiation helped shape and create the United States,using primary and secondary sources*, students may complete one or more of the following:**  **War of 1812**   * Students will watch the brief video on the [America the Early Years Under James Madison](https://app.discoveryeducation.com/learn/videos/3ea16ee8-1160-455b-97f3-fd34dd941530?hasLocalHost=false) (15 minutes).  [Sample Student Note Taking Tool](https://drive.google.com/a/wcpss.net/file/d/0B8JvnxYx_nNnQW1hVXZxUWdQcmM/view?usp=sharing). **W,H,R,O** * Students will complete the [background reading on the War of 1812](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhdzVhSV9BeWdzdFE/view?usp=sharing). Students will complete one of the teacher selected [student engagement strategies](https://drive.google.com/a/wcpss.net/folderview?id=0BxysQyKbGNxhOFUyUXdIRnhfZGs&usp=sharing) to check for understanding. **W,H,E,R,E2,T,O Shift 1,2,3,6** * Students will complete a [Think Pair Share Video Analysis](https://docs.google.com/a/wcpss.net/document/d/1nHqLM3UlUTKRu4tDxlXNCH3yTI3foUzOiVfkOPiNgvg/edit?usp=sharing) on the War of 1812. Students will document their thoughts from the various videos and then share their ideas with a partner. They will decided which ideas had commons themes that they want to share out to the group. (**NOTE: Technology Required**). **W, H,R,E2,O** * [The War of 1812 Fishbone Activity](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhdlQ0NGhreVBNZTA/view?usp=sharing): Students will use video clips and maps to examine the various battles of the War of 1812. Students will indicate if the battle had a **positive i**mpact on the top line or a ***negative***impact on the *bottom line.* Be sure to explain your reasons for placement on the fishbone (use the link below as a research tool). Be sure to include evidence from the video and map.**W,H,E,R,O**   **Monroe Doctrine**   * Students will examine sections of the [Monroe Doctrine](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhcVp5Y0NTQ2J3Znc/view?usp=sharing) and complete a [Reading Analysis:](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhM2k0WTZCVTdTZFE/view?usp=sharing) that allow them to formulate, answer, and cite evidence for one significant parts of the text WHO, WHAT, WHERE, WHY, WHEN, and HOW. **W,H,E,R,E2,T,O Shift 1,2,3,4,5,6** * Students will read a passage [In His Own Words: From President James Monroe’s seventh Annual Message to Congress](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhd0ZUa1BMUUpGUDA/view?usp=sharing). As students read the document, underline the main ideas from the text and try to understand Monroe’s position on European and American affairs. Be sure to keep track of Monroe’s point of view. **W,H,E,R,E2,T,O Shift 1,2,4,6** * [Political Cartoons Analysis: Monroe Doctrine](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhVHhtYmItSHlDWGs/view?usp=sharing). Students will:   + - Describe: Explain what you see: objects, people, words, and dates, numbers.     - Analyze:What message is the artist trying to convey? How do you know?     - Judge: Do you agree or disagree with the cartoon’s message? Why? What groups might not share your opinion? Why?   Students will follow up by creating their own political cartoon about the Monroe Doctrine. [(Student Note Taking Tool)](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhQVYyQmZGSTVWQ0E/view?usp=sharing) **W,H,E,R,E2,T,O Shift 1,2,4,**  **Indian Removal**   * Students will compare two differing perspectives on the Indian Removal act using **primary sources** and creating visual representations: [Indian Removal: Two Perspectives](https://docs.google.com/a/wcpss.net/document/d/1hwhl2jQm4etHpn_WoI4yKm1nc1SYtry0dhIsc5KPl0c/edit?usp=sharing). **W,H,E,T,O** * [The Indian Removal Act#31 (from SAS® Curriculum Pathways®)](http://www.sascurriculumpathways.com/portal/Launch?id=31): Students will activate and build background knowledge about the early relations between the government and Native Americans, the attempts at assimilation by the Cherokees, and the rise of Andrew Jackson, analyze the relevant primary-source documents and identify arguments with varying points of view, and evaluate the arguments for and against congressional approval of the Indian Removal Act. [Student Note Taking Tool](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhVXozeGlBU1ZDREU/view?usp=sharing). Students can extend this activity by using one of the [student engagement strategies](https://drive.google.com/a/wcpss.net/folderview?id=0BxysQyKbGNxhOFUyUXdIRnhfZGs&usp=sharing) to analyze the [Primary Source Excerpts](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhaGptUzVqNHBGTVE/view?usp=sharing). **W,H,E,R,E2,T, O** * Students will complete a [photo analysis](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhbVA2ekhtS2hOVGM/view?usp=sharing) of the most well known image of the [Trail of Tears](https://www.google.com/search?q=trail+of+tears&espv=2&biw=1280&bih=726&source=lnms&tbm=isch&sa=X&ved=0ahUKEwift7ij7LnOAhVIQSYKHVd1AOcQ_AUIBigB&safe=active&ssui=on#imgrc=77iYsnkBknOdeM%3A). **W,H,E** * [Indian Removal Act:](https://docs.google.com/a/wcpss.net/document/d/1cJedI5a4V-cMMjiLmlMz-9pwBu6JCNWf9UupJoibdeI/edit?usp=sharing) Students will read the article about the Indian Removal Act. Students can extend this activity by using one of the [student engagement strategies](https://drive.google.com/a/wcpss.net/folderview?id=0BxysQyKbGNxhOFUyUXdIRnhfZGs&usp=sharing) to analyze the article. **W,H,E,R,E2,O** * Students will listen to the [A Soldier recalls the Trail of Tears-](https://www.youtube.com/watch?v=kquqMHMMXDM) Students will complete one of the following sentence stems as they listen to the passage. ([passage in print form](http://www.learnnc.org/lp/editions/nchist-newnation/4532)) **W,H,E,R,T,O**   + - I noticed…     - I wonder…     - I was reminded of…     - Although it seems…     - If \_\_\_\_\_\_\_ then…     - One consequence of \_\_\_\_\_\_could be…     - I realized…     - If I were…     - I’m not sure…     - I think…     - I was surprised that..     - I’d like to know…     - The central Issue(s) is (are)...     - I hear...   Students will complete a [background reading](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhaTdpdkppU2Nzc0U/view?usp=sharing) on the Trail of Tears. Students will follow up their background reading by completing a [stations activity](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhWFB0WVJhbDJ5T00/view?usp=sharing) that will examine the Cherokee Removal from North Carolina. **W,H,E,R,T,O Shift 1,2,3,4,5,6**   * + - * Station 1: Analyze Map 1 & 2       * Station 2: Read 1 of the 3 articles       * Station 3: Analyze 2 out of the 4 images       * Complete 1 of the culminating activities   **To gather information *how migration and immigration impacts the movement of goods and people helped create and shape the development of North Carolina,* students may complete one or more of the following:**  **North Carolina Connection: (Rip Van Winkle)**   * Students will take [guided notes](https://docs.google.com/a/wcpss.net/document/d/1V5olpqwh6DuGroTSeuh-TsUxEn8C4xu1pnKm2pBCTzs/edit?usp=sharing) on the causes of the “Rip Van Winkle” economic recession from the Land of Contrasts textbook. [Additional Digital Reading,](http://www.learnnc.org/lp/editions/nchist-newnation/4.0)  [Additional Reading](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhUnNmWG5ZWk5rS0U/view?usp=sharing) **W,H,E,O Shift 1,2,6** * Student will take [guided notes](https://docs.google.com/a/wcpss.net/document/d/1mujqpshhAKvBVN8wRdGFOCKMAeSpZuPYdRC6bTtGwk4/edit?usp=sharing) on Archibald Murphey proposed reforms from the Land of Contrasts text book. ([additional reading](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhNExPVWM0UC1DbHM/view?usp=sharing)) **W,H,E,O** * Students will also complete [Internal Improvements of North Carolina](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhcXJOdnZPYV9ERDA/view?usp=sharing) and determine how Archibald Murphey solved problems of education in North Carolina. **W,H,E,T,** * [Letter from Archibald Murphey](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhQ3RRM2NBNFQzOUE/view?usp=sharing) Students can read the Primary Source document about Murphey's view on education and complete one of the following [literacy strategies](https://drive.google.com/a/wcpss.net/file/d/0BxysQyKbGNxhNS1KUjFBRlkyRzQ/view?usp=sharing). **W, H,E,T,O** * [North Carolina in the New Nation (NC Learn)](http://www.learnnc.org/lp/editions/nchist-newnation/?ref=search): Primary sources and readings explore North Carolina in the early national period (1790-1836). Topics include the development of state government and political parties, agriculture, the Great Revival, education, the gold rush, the growth of slavery, Cherokee Removal, and battles over internal improvements and reform. * [**Discovery Education:**](https://app.discoveryeducation.com/builders/boards/assetGuid/6C79EACB-0B91-C397-2768-78D5C29A5DED/#mode=preview) to access resources on Westward Expansion. **W, H,E,T,O** * **“**[**GO TO” Strategies: Scaffolding for English Language Learners:**](https://docs.google.com/document/d/1Dc0PQl_lAFlAFIErgJxzZGsT5WGiHOmfjX2OvtKVjZQ/edit)This document provides a resource to use for your LEP students. It’s a convenient document that shows a tiered set of instructional experiences for all LEP levels. * [**Parent Guide:**](https://docs.google.com/a/wcpss.net/document/d/1_4tlCPsp7ujo7CA1N62kMnwZmPyxafOeW2k3Pnk-OFU/edit?usp=sharing) This document provides parents with an overview of the unit. It provides resources and essential concepts and skills that can be reinforced at home. * [**Unit Feedback:**](https://goo.gl/forms/I09dLWP8DpMFTSOm1) Please provide feedback on unit, resources, assessments etc.  If you find a mistake, would like an additional resource for a specific topic, did not find an activity listed helpful, etc. please note that here.  We will check the Google doc periodically and make adjustments/improvements.  This will guide our work to continuously improve social studies. | | | | | | | |
| **Suggested Planning Calendar**  **The following instructional pacing is a suggested starting points as you choose appropriate instructional content for your students. Teachers, as part of their PLT/PLC, are ultimately in the best position to make the best selections and instructional choices for their students.** | | | | | | | |
| **Day 1** | | **Day 2** | **Day 3** | | **Day 4** | | **Day 5** |
| how location and place presented challenges and opportunities using primary and secondary sources that interpret various historical perspectives | | how location and place presented challenges and opportunities using primary and secondary sources that interpret various historical perspectives | how location and place presented challenges and opportunities using primary and secondary sources that interpret various historical perspectives  **Assessment Evidence** | | conflict, compromise and negotiation helped shape and create the United States | | conflict, compromise and negotiation helped shape and create the United States |
| **Day 6** | | **Day 7** | **Day 8** | | **Day 9** | | **Day 10** |
| conflict, compromise and negotiation helped shape and create the United States  **Assessment Evidence** | | how migration and movement of goods and people helped create and shape the development of North Carolina | how migration and movement of goods and people helped create and shape the development of North Carolina | | how migration and movement of goods and people helped create and shape the development of North Carolina | | **Assessment Evidence** |

Adapted from Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development

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