# DP unit planner 1

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| **Teacher(s)** | Chad Hoshour | **Subject group and course** | Group 3 IB History | | |
| **Course part and topic** | History of the America’s | **SL or HL/Year 1 or 2** | HL/Yr 1 | **Dates** |  |
| **Unit description and texts** | | **DP assessment(s) for unit** | | | |
| Nation-building and challenges (c1780–c1870) | | Multi- Choice and Essay | | | |

***INQUIRY: establishing the purpose of the unit***

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| **Transfer goals**  *List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer” or apply, their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.* |
| The students will be able to identify the challenges and problems that come with independence. |

***ACTION: teaching and learning through inquiry***

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| **Content/skills/concepts—essential understandings** | | **Learning process**  *Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.* | |
| Students will know the following content:  United States: Articles of Confederation; the 1787 Constitution: philosophical underpinnings; major compromises and changes in the US political system  War of 1812: causes and impact on British North America and the United States  Mexican–American War (1846–1848): causes and effects on the region  Students will develop the following skills:  **Research, essay writing and public speaking** The Student will conduct a research project which requires a biographical analysis of an individual during this period concluding with a debate on the issues.  Students will grasp the following concepts:   * How compromise was used to shape the growing nation. * The Ideology behind Manifest Destiny * The cause and effect of events that lead to war. | | **Learning experiences and strategies/planning for self-supporting learning:**   * Lecture * Socratic seminar * Small group/pair work * PowerPoint lecture/notes * Individual presentations   Group presentations  Student lecture/leading   * Interdisciplinary learning   Details:  Other/s: | |
| **Formative assessment:**  **Roundtable discussion of Issues** | |
| **Summative assessment:**  **Essay Test on the issues of this time period.** | |
| Differentiation:  Affirm identity—build self-esteem   * Value prior knowledge * Scaffold learning * Extend learning   Details: | |
| **Approaches to learning (ATL)**  *Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see* [*the guide*](http://ibpublishing.ibo.org/dpatl/guide.html)*.* | | | |
| * Thinking * Social * Communication * Self-management * Research   Details: | | | |
| **Language and learning**  *Check the boxes for any explicit language and learning connections made during the unit. For more information on the IB’s approach to language and learning, please see* [*the guide*](http://ibpublishing.ibo.org/dpatl/guide.html)*.* | **TOK connections**  *Check the boxes for any explicit TOK connections made during the unit* | | **CAS connections**  *Check the boxes for any explicit CAS connections. If you check any of the boxes, provide a brief note in the “details” section explaining how students engaged in CAS for this unit.* |
| * Activating background knowledge * Scaffolding for new learning * Acquisition of new learning through practice * Demonstrating proficiency   Details: | Personal and shared knowledge  Ways of knowing  Areas of knowledge   * The knowledge framework   Details: | | * Creativity   Activity  Service  Details: |
| **Resources**  *List and attach (if applicable) any resources used in this unit* | | | |
| 1. **Unit Vocabulary** 2. **Round Table Activity Sheet** 3. **MLA Format** | | | |

***Stage 3: Reflection—considering the planning, process and impact of the inquiry***

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| **What worked well**  *List the portions of the unit (content, assessment, planning) that were successful* | **What didn’t work well**  *List the portions of the unit (content, assessment, planning) that were not as successful as hoped* | **Notes/changes/suggestions:**  *List any notes, suggestions, or considerations for the future teaching of this unit* |
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1. Revolution of 1800
2. Judiciary Act 1801
3. Midnight judges
4. *Marbury v. Madison*
5. Louisiana Purchase
6. Order of Council
7. Impressment
8. Chesapeake affair
9. Embargo Act
10. Non-Intercourse Act
11. War hawks
12. Battle of Tippecanoe
13. War of 1812
14. Battle of Thames
15. Battle of Plattsburgh
16. Battle of Baltimore
17. Battle of New Orleans
18. Treaty of Ghent
19. Hartford Convention
20. Rush-Bagot agreement
21. Tariff 1816
22. American System
23. Era of Good Feeling
24. Panic of 1819
25. Land Act of 1820
26. Tallmadge amendment
27. Missouri Compromise
28. *McCulloch v. Maryland*
29. *Cohens v. Virginia*
30. *Gibbons v. Ogden*
31. *Fletcher v Peck*
32. *Dartmouth College v Woodward*
33. Adams-Onis Treaty
34. Monroe Doctrine
35. Corrupt bargain
36. Spoils system
37. Tariff of Abominations
38. Nullification Crisis
39. Compromise Tariff of 1833
40. Force Bill
41. Indian Removal Act
42. Trail of Tears
43. Pet bank
44. Specie Circular
45. Panic of 1837
46. Alamo
47. Battle of San Jacinto
48. Tariff of 1842
49. Manifest Destiny
50. Spot resolutions
51. California Bear Flag Republic
52. Treaty of Guadalupe Hidalgo
53. Wilmot Proviso

People

1. Thomas Jefferson
2. Sally Hemings
3. John Marshall
4. Napoleon Bonaparte
5. Meriwether Lewis
6. William Clark
7. Sacajawea
8. Aaron Burr
9. James Madison
10. Tecumseh
11. James Monroe
12. Francis Scott Key
13. John Quincy Adams
14. Andrew Jackson
15. John C Calhoun
16. Daniel Webster
17. Henry Clay
18. Martin Van Buren
19. Stephen Austin
20. Sam Houston
21. Santa Anna
22. William Henry Harrison
23. John Tyler
24. Martin Van Buran
25. James K Polk
26. Winfield Scott
27. David Wilmont
28. John C Fremont

**Antebellum Reformers**

**Roundtable Discussion**

1. Write a 1-2 page biographical ***analysis*** of your assigned reformer. Strong papers will place special emphasis on the following:
   * personal background information that explains involvement in reform
   * source of motivation
   * solutions (legislation, individual moral reform, utopian communities, art)
   * level of success and lasting impact.
2. The paper is due at the beginning of class and will be your “ticket” into the roundtable discussion. Plagiarized papers will receive a grade of “0.” Typed. MLA format. Works Cited page.
3. All students are expected to participate in the discussion.
4. Susan B. Anthony
5. Adin Ballou
6. Lyman Beecher
7. Elizabeth Blackwell
8. Lydia Marie Child
9. Dorothea Dix
10. Neal Dow
11. Frederick Douglass
12. Ralph Waldo Emerson
13. Charles G. Finney
14. Margaret Fuller
15. William Lloyd Garrison
16. Sylvester Graham
17. Angelina and Sarah Grimke
18. Samuel Howe
19. Mother Ann Lee
20. Elijah Lovejoy
21. James Russell Lowell
22. Horace Mann
23. William Miller
24. John Humphrey Noyes
25. Robert Owen
26. Theodore Parker
27. Wendell Phillips
28. George Ripley
29. Joseph Smith
30. Elizabeth Cady Stanton
31. Arthur Tappan
32. Henry David Thoreau
33. Sojourner Truth
34. David Walker
35. Theodore Dwight Weld
36. John Greenleaf Whittier
37. Emma Willard

**Antebellum Reformers**

**Roundtable Discussion--Focus Questions**

1. What criticism do you have of American society?
2. Is human nature fundamentally good or bad?

1. What methods would you use to improve American life?
2. Should we seek gradual or immediate changes to society?
3. Can society be improved by active involvement or withdrawal?
4. To what extent were you obsessed with achieving and impractical goal through fanatical or impractical means?
5. What lasting impact did your reforms have on American society?
6. What factors created a favorable climate for reform in the early nineteenth century?
7. What common image of a better world did these individuals have?
8. To what extent did each of these reformers express ideals that were more broadly held by Americans at large?
9. What factor, if any, did education form a key element of these reform movements?

**Pre-Discussion**

1. Make a placard with assigned reformer’s name—bold and visible.
2. Focus questions.
3. Quite preparation.
4. Paper check. No paper, read for next meeting.
5. Ground rules:
   * all must participate
   * don’t monopolize discussion
   * don’t talk on top of others
   * speak to each other
   * stay in character
   * diction, style, content: intellectual

**Antebellum Reformers**

**Post-Discussion**

1. Who is the most significant of these reformers? Which movement had the greatest lasting impact?
2. Second Great Awakening and reform (perfectionism, denominations).
3. Values? Democratic or coercive?
4. Against? Ignorance, excess, intemperance.