



US History L2 - Unit 5 - A Panorama of American Legacies

Unit Focus

The culminating unit in the US History course has the dual purpose of finalizing the research paper and also helping students understand how contemporary American culture reflects the themes explored throughout the course. Students initiated the process of research and opinion/argumentative, thesis-based writing in the "launch" unit of the course. Through regular workshop experiences, students have developed and applied historical thinking skills as they prepared to construct a final draft for their research paper. The culminating stages in this workshop process will be for the student to produce a final paper and an annotated works cited, which has incorporated major themes from the course, independent research assignments, and review/feedback from both classmates and instructor

For the latter half of the unit, students will inquire as to how the course has helped define Americanism and American Culture. What does it mean to be an American and how have we defined ourselves based on the lessons and experiences from our nation's story? An essential aspect of the United States History course has been to dive deeply into the course themes of social and political equality, economics, and foreign policy, requiring that students draw on foundational historical knowledge, research, and historical thinking skills. Through a functional definition of Americanism and American Culture, including its progression and evolution or consistency, students will use this summative "landing" unit as they evaluate and present an analysis of social, political, economic, and foreign policy issues from throughout the US History course. Students will essentially be using the US history course to better understand who we are today as an American people. The "Legacy Project" a final performance-based assessment, will ask students to serve as consultants to the business and entertainment community, communicating the importance of these cultural themes throughout American history

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core Standards <i>History/Social Studies : 12</i> <i>919843 Reading History</i> <i>919844 Key Ideas and Details</i> <i>919848 Craft and Structure</i> • CCSS.ELA-LITERACY.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>919858 Writing History & Science</i> <i>919876 Research to Build and Present Knowledge</i> • CCSS.ELA-LITERACY.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>919880 Range of Writing</i> • CCSS.ELA-LITERACY.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single	<i>Students will be able to independently use their learning to...</i> T1 Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue. T2 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Successful communication is measured by the degree to which it is both appropriately developed for and understood by a particular audience. U2 Understanding our Nation's history helps us to better understand ourselves and our broader connection to the past. U3 Students are historians, investigating and interpreting the past from a variety of perspectives.	<i>Students will keep considering...</i> Q1 How do I summarize for my target audience what I have found? Q2 What is our Nation's history? How does our Nation's history help you to better understand our past and present? Q3 How do people and events of the past influence our understanding of ourselves and our world today?

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p>sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Performance Standards</p> <p><i>Social Studies : 12</i></p> <p>1011321 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS</p> <p>1011322 Civics</p> <ul style="list-style-type: none"> • CIV.9--12.19 Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights. <p>1011352 Geography</p> <ul style="list-style-type: none"> • GEO.9--12.9 Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use and settlement patterns. • GEO.9--12.6 Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States. <p>1011365 History</p> <ul style="list-style-type: none"> • HIST.9--12.13 Critique the appropriateness of the historical sources used in a secondary interpretation. • HIST.9--12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. • HIST.9--12.5 Analyze how historical contexts shaped and continue to shape people's perspectives. <p>1011388 DIMENSION 4: COMMUNICATING CONCLUSIONS & TAKING INFORMED ACTION</p> <ul style="list-style-type: none"> • INQ.9--12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> • Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) • Product Creation: Effectively use a medium to communicate important information. (POG.3.2) 	<p><i>Students will know...</i></p> <p>K1 Elements of Americanism and defining aspects of American culture</p> <p>K2 The criteria by which a current event, issue, or moment is defined as culturally significant</p> <p>K3 Protocol for peer conferencing and reflection</p> <p>K4 Criteria for a final research/thesis paper submission</p> <p>K5 How to identify appropriate elements to appeal to a target audience</p> <p>K6 Vocabulary: Culture</p>	<p><i>Students will be skilled at...</i></p> <p>S1 analyzing factors that influence perspectives</p> <p>S2 analyzing how historical context shapes people's perspectives</p> <p>S3 critiquing the appropriateness of historical sources</p> <p>S4 analyzing how societies institute change and the impact this has on the common good</p> <p>S5 evaluating the impact of human activity on culture</p> <p>S6 evaluating the impact of cultural activities on migration and resource use</p> <p>S7 using different lenses to better understand sources, perspectives, or societal problems</p> <p>S8 conducting sustained research writing</p> <p>S9 writing for extended periods of time</p>