

# U.S. History & Government Grade 11

## Unit # 1: Forming a Union: Colonial and Constitutional Foundations (1492 – ca. 1800)

### UNIT OVERVIEW

STAGE ONE: Identify Desired Results			
Established Goals/Standards	<b>Common Core: (CCSL)</b> Comprehension & Collaboration:  1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  <b>NYS SS Framework</b> 11.1 COLONIAL FOUNDATIONS (1607–1763): European colonization in North America prompted cultural contact and exchange between diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America.  11.2 CONSTITUTIONAL	Long-Term Transfer Goals	
		<i>At the end of this unit, scholars will use what they have learned to independently...</i>  1. Think critically about the role of government and to become active and informed citizens in our democracy.	
		Meaning	
		Enduring Understandings <i>Scholars will understand that...</i> 11.1a Contact between Native American* groups and Europeans occurred through cultural exchanges, resistance efforts, and conflict. <i>First contact between different groups leads to cultural exchanges, resistance efforts and /or conflict.</i>  11.1c Colonial political developments were influenced by British political traditions, Enlightenment ideas, and the colonial experience.* Self-governing structures were common, and yet varied across the colonies. <i>People are influenced by certain ideas when creating self-government.</i>  11.2a Following the French and Indian War, the British government attempted to gain greater political and economic control over the colonies. Colonists resisted these efforts, leading to increasing tensions between the colonists and the British government.  11.2c Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution.	Essential Questions <i>Scholars will consider such questions as...</i> 1. Should Native Americans of the Atlantic coast have resisted European settlement? 2. Do cities have a positive or negative effect on geography? 3. Why would American Christian colonial settlements embrace the institution of slavery? 4. Why do people leave home to live in a new place? 5. Was the Declaration of Independence a revolutionary document? 6. Are your Constitutional rights being protected by the government?
		Acquisition	
		What knowledge will scholars learn as part of this unit?	What skills will scholars learn as part of this unit?

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<p><b>FOUNDATIONS (1763 – 1824):</b> Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic.</p>	<p>K1 Scholars will examine the impacts of European colonization on Native Americans, who eventually lost much of their land and experienced a drastic decline in population through diseases and armed conflict.</p> <p>K2 Scholars will examine the impacts of geographic factors on patterns of settlement and the development of colonial economic systems.</p> <p>K3 Scholars will analyze slavery as a deeply established component of the colonial economic system and social structure, indentured servitude vs. slavery, the increased concentration of slaves in the South, and the development of slavery as a racial institution.</p> <p>K4 Scholars will examine colonial democratic principles by studying documents such as the Mayflower Compact and the Maryland Toleration Act of 1649, colonial governmental structures such as New England town meetings and the Virginia House of Burgesses, and the practice of the right of petition in New Netherland.</p> <p>K5 Scholars will examine British efforts to gain greater political and economic control, such as the Proclamation of 1763, the Stamp Act, the Townsend Acts, the Tea Act, the Boston Massacre, and the Coercive Acts, and colonial reactions to these efforts.</p> <p>K6 Scholars will examine the purpose of and the ideas contained in the Declaration of Independence and consider its long term impacts.</p>	<p>S1 (CCR) 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>S2 (CCR) 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>S3 (CCR) 6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>S6 (CCR) 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies between sources.</p> <p>S7 (CCW) 2. Write informative / explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>S8 (CCW) 9. Draw evidence from informational texts to support analysis reflection and research.</p>
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		<p>K7 Scholars will examine the weaknesses and successes of government under the Articles of Confederation.</p> <p>K8 Scholars will explore the development of the Constitution, including the major debates and their resolutions, which included compromises over representation, taxation, and slavery.</p> <p>K9 Scholars will examine the structure, power, and function of the federal government as created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the separation of powers at the federal level, the creation of checks and balances, the sovereignty of the people, and judicial independence.</p> <p>K10 Scholars will examine the key points of debate expressed in the <i>Federalist Papers</i> and the <i>Antifederalist Papers</i>, focusing on the protection of individual rights and the proper size for a republic.</p> <p>K11 Scholars will examine the rights and protections provided by the Bill of Rights and to whom they initially applied.</p>	
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#### STAGE TWO: Determine Acceptable Evidence

Assessment Evidence

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<p>Criteria for to assess understanding: <i>(This is used to build the scoring tool.)</i></p> <p>See attached rubric.</p>	<p>Performance Task focused on Transfer:</p> <p>Creation of a Student Constitution for a high school.</p>
	<p>Other Assessment Evidence:</p> <p>Essay comparing &amp; contrasting Student Constitution with the U.S. Constitution.</p> <p>Venn diagram comparing / contrasting Articles of Confederation with Constituion.</p> <p>Debate on the Bill of Rights (Federalists / Anti-Federalists)</p> <p>Document analysis of sources for construction/creation of Constitution.</p>

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T, M, A (Code for Transfer, Meaning Making and Acquisition)	STAGE THREE: Plan Learning Experiences	
	Learning Events:	Evidence of learning: <i>(formative assessment)</i>