

ARTS IN MOTION CHARTER SCHOOL | 11th Grade APUSH CURRICULUM MAP

Projects	Essential Questions	Enduring Understandings	Cognitive Skills	CCSS	Final Product
<p>American Identity Project</p>	<ul style="list-style-type: none"> What does “American” and “American history” mean to me and my family? 	<ul style="list-style-type: none"> The "American Identity" is a complex social construct that is informed by various historical (economic, social, political, cultural) factors. AP U.S. History or “American history” is also a social construct that caters to a “dominant narrative” and often leaves out the histories of those who have been marginalized (women, people of color, etc.). Studying one’s specific family history and experiences in the United States can help one “reclaim” and work to redefine “American history.” 	<ul style="list-style-type: none"> Asking questions Critiquing the Reasoning of Others Multimedia in Oral Presentation Oral Presentation Structure Style and Language (Tone, Academic Language, Syntax) 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RI.11-12.8 CCSS.ELA-LITERACY.RI.11-12.9 CCSS.ELA-LITERACY.SL.11-12.3 CCSS.ELA-LITERACY.SL.11-12.4 	<ul style="list-style-type: none"> Oral Presentation American Identity Graphic Organizer
<p>Founding of America DBQ</p>	<ul style="list-style-type: none"> What motivates political revolution? How do nations develop political identity? What are the challenges and opportunities when establishing a new country? 	<ul style="list-style-type: none"> Ultimately, there are many factors that can prompt political revolution including influential political beliefs, problematic political systems, economic factors, and social events/experiences. This, combined with influential leaders and a unified body, make the American colonies a prime case study in regards to the causes of political revolution. Once a country has gained independence, there is a multitude of complex challenges and opportunities with which the new nation must grapple. These issues can range from the way in which power is divided, approaches to solving problems, and relations with other countries. These are just a few of the issues that affected the United States in its founding years. 	<ul style="list-style-type: none"> Argumentative Claim Contextualizing Sources Explanation of Evidence Integration of Evidence Introduction and Conclusion Organization (Transitions, Cohesion, Structure) Point of View/Purpose Selection of Evidence Synthesizing Multiple Sources 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RI.11-12.8 CCSS.ELA-LITERACY.RI.11-12.9 CCSS.ELA-LITERACY.W.11-12.2 	<ul style="list-style-type: none"> Document Based Questioning Essay
<p>Western Expansion/Civil War Socratic and Essay</p>	<ul style="list-style-type: none"> How and why do countries become divided? What are the consequences of national conflict and division? How do countries rebuild after civil war? 	<ul style="list-style-type: none"> Regardless of foundation and thoughtful organization, as countries grow and develop it is inevitable that conflict will arise. As a country with great cultural, geographical, economic, and political diversity, the United States is no exception to this. The period of American western expansion and the Civil War are prime case studies for understanding: 1) What started the 	<ul style="list-style-type: none"> Argumentative Claim Conventions Discussion / Contribution Explanation of Evidence Identifying Patterns and Relationships Introduction and Conclusion Norms / Active Listening Organization 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RI.11-12.8 CCSS.ELA-LITERACY.RI.11-12.9 CCSS.ELA-LITERACY.SL.11-12.1 CCSS.ELA-LITERACY.W.11-12.1 	<ul style="list-style-type: none"> Essay on Western Expansion Essay Socratic Seminar Preparation Sheet

		American tradition of expansion and the benefits/consequences that result from expansion and 2) How growth contributes to national conflict, and how this combined with other brewing national conflicts can result in civil war.	(Transitions, Cohesion, Structure) <ul style="list-style-type: none"> Preparation 		
U.S. and the World Socratic	<ul style="list-style-type: none"> What responsibilities does a nation have in its international relations? 	<ul style="list-style-type: none"> The US faces huge challenges and conflicting ideas on how to respond to international crises which are a critical part of international affairs. America's experience and involvement in World War I informed our current foreign policies. Today, there are multiple perspectives that are part of forming US foreign policy, including isolationism, neutrality, interventionism, and engagism. It is imperative to explore these various options because they inform our current policies and actions. 	<ul style="list-style-type: none"> Comparing/ Contrasting Contextualizing Sources Counterclaims Critiquing the Reasoning of Others Discussion / Contribution Point of View/Purpose Preparation Selecting Relevant Sources 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RI.11-12.8 CCSS.ELA-LITERACY.RI.11-12.9 CCSS.ELA-LITERACY.SL.11-12.1 	<ul style="list-style-type: none"> World War 1 Primary Source Analysis Current Events Research Graphic Organizer Socratic Seminar Prep Organizer

<p>1920's, Great Depression, New Deal Socratic and DBQ</p>	<ul style="list-style-type: none"> How did the expectations of Americans of the federal government change between the late 1920's and the early 1940's? How successful was the federal government in addressing the economic crisis that faced the United States between 1929 and 1940? How do societies navigate change? What responsibilities should an elected government have to the economic security of its people? How did the New Deal transform society? What are the lasting effects of the New Deal? 	<ul style="list-style-type: none"> The ability to synthesize information from primary source documents helps us think analytically about the world around us. The ability to make connections between major events that at first seem disconnected deepens our understanding of how social, economic and political systems interact. 	<ul style="list-style-type: none"> Argumentative Claim Contextualizing Sources Discussion / Contribution Explanation of Evidence Integration of Evidence Introduction and Conclusion Norms / Active Listening Preparation Selection of Evidence Synthesizing Multiple Sources 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RI.11-12.8 CCSS.ELA-LITERACY.RI.11-12.9 CCSS.ELA-LITERACY.W.11-12.2 	<ul style="list-style-type: none"> Socratic Seminar DBQ Essay
<p>Civil Rights and the Anti-War Movements Essay</p>	<ul style="list-style-type: none"> How did marginalized groups in the United States work toward and fight for justice before and during the civil rights era? 	<ul style="list-style-type: none"> African-Americans were not the only group demanding justice and pushing for progress during the 1960's civil rights era. Many other groups were inspired to work toward and demand justice, made significant gains and encountered obstacles during this era. These groups have differences, but also many similarities in their stories and struggle. 	<ul style="list-style-type: none"> Argumentative Claim Conventions Explanation of Evidence Identifying Patterns and Relationships Introduction and Conclusion 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RI.11-12.8 CCSS.ELA-LITERACY.RI.11-12.9 CCSS.ELA-LITERACY.W.11-12.1 	<ul style="list-style-type: none"> Civil Rights Essay
<p>Humanities Research Paper</p>	<ul style="list-style-type: none"> How can I use my research, communication and critical thinking skills to inform and influence others about a specific aspect of an APUSH historical era? 	<ul style="list-style-type: none"> Informational and argumentative writing is an important tool to spread knowledge and effect change; a strong grounding in credible, reliable and relevant research makes our ideas and arguments stronger, more effective and more influential. 	<ul style="list-style-type: none"> Asking questions Counterclaims Explanation of Evidence Informational/Explanatory Thesis Integration of Evidence Multimedia in Oral Presentation Oral Presentation Organization (Transitions, Cohesion, Structure) Selecting Relevant Sources 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.RI.11-12.2 CCSS.ELA-LITERACY.RI.11-12.3 CCSS.ELA-LITERACY.RI.11-12.4 CCSS.ELA-LITERACY.RI.11-12.5 CCSS.ELA-LITERACY.RI.11-12.6 CCSS.ELA-LITERACY.RI.11-12.8 CCSS.ELA-LITERACY.SL.11-12.2 CCSS.ELA-LITERACY.SL.11-12.4 CCSS.ELA-LITERACY.SL.11-12.5 	<ul style="list-style-type: none"> Oral Presentation Research Paper

			<ul style="list-style-type: none"> • Style and Language (Tone, Academic Language, Syntax) 		
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ARTS IN MOTION CHARTER SCHOOL 11th Grade APUSH UNIT PLAN	
Project	American Identity Project
Suggested Time	<ul style="list-style-type: none"> • 4 Weeks
Essential Questions	<ul style="list-style-type: none"> • What does “American” and “American history” mean to me and my family?
Enduring Understandings	<ul style="list-style-type: none"> • The "American Identity" is a complex social construct that is informed by various historical (economic, social, political, cultural) factors. • AP U.S. History or “American history” is also a social construct that caters to a “dominant narrative” and often leaves out the histories of those who have been marginalized (women, people of color, etc.). • Studying one’s specific family history and experiences in the United States can help one “reclaim” and work to redefine “American history.”
Cognitive Skills	<ul style="list-style-type: none"> • Asking questions • Critiquing the Reasoning of Others • Multimedia in Oral Presentation • Oral Presentation

	<ul style="list-style-type: none"> ● Structure ● Style and Language (Tone, Academic Language, Syntax)
Focus Areas	<ul style="list-style-type: none"> ● Pre-Columbian Societies
CCSS	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RI.11-12.1 ● CCSS.ELA-LITERACY.RI.11-12.2 ● CCSS.ELA-LITERACY.RI.11-12.8 ● CCSS.ELA-LITERACY.RI.11-12.9 ● CCSS.ELA-LITERACY.SL.11-12.3 ● CCSS.ELA-LITERACY.SL.11-12.4
Checkpoints	<ul style="list-style-type: none"> ● Complete American Identity Graphic Organizer ● Create Presentation Visual ● Oral Presentation Visual Draft ● American Identity Graphic Organizer Draft
Final Product	<ul style="list-style-type: none"> ● Oral Presentation ● American Identity Graphic Organizer

ARTS IN MOTION CHARTER SCHOOL | 11th Grade APUSH LESSON PLAN

Project	American Identity Project	Essential Questions	<ul style="list-style-type: none"> ● What does “American” and “American history” mean to me and my family? 	Final Product	<ul style="list-style-type: none"> ● Oral Presentation ● American Identity Graphic Organizer
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Checkpoint	<ul style="list-style-type: none"> ● Complete American Identity Graphic Organizer
Cognitive Skills	<ul style="list-style-type: none"> ● Asking questions ● Critiquing the Reasoning of Others ● Structure

Objective	<ul style="list-style-type: none">● Students will complete American Identity Graphic Organizer
Activities	<ul style="list-style-type: none">● Checkpoint
Resources	<ul style="list-style-type: none">● Howard Zinn on the Limitations of American History Books (Linked)● What Does Being an American Mean?● Cognitive Skills Power Point● The Power of Oral History
Assessment	<ul style="list-style-type: none">● Performance task assessment using cognitive skills (See attached Sample)

American Identity Project

Name

Who I Interviewed

Historical or Current Event

My Interviewee's experience and perspective on the event

What does it mean to be American?

My Perspective on American History

Resources on American Identity

[What does it mean to be an American? \[Interview Responses from Kids\]](#)

[What does it mean to be an American citizen? \[History Channel Video\]](#)

[What does it mean to be be American? \[Bill of Rights Institute Video\]](#)

[Let America be America Again \[Poem by Langston Hughes\]](#)

Resources on American History

[Howard Zinn on the Limitations of American History Books \[Short Video\]](#)

["Cutting AP U.S. History is a sign of U.S. exceptionalism" Article](#)

["Mass. activists want high school history to stress political activism over founding principles"](#)

["Is Oklahoma scared of AP history?" Article](#)

Resources on Oral History

[The Power of Oral History \[Interview Article\]](#)

[A Step-by-Step Guide to Oral History](#)

AMERICAN IDENTITY PRESENTATION PREP

Directions: Complete the questions below to prepare for your American Identity Project.

1. In your opinion, what does it mean to be "American?" Provide at least one piece of evidence to support your claim.
2. In your opinion, what is "American History?" Is American history biased? Provide at least one piece of evidence to support your claim.

COG SKILL: CRITIQUING THE REASONING OF OTHERS

Directions: Pick one of the resources above to study in depth, or find a resource online that is related to American identity or American history. Then, answer the questions below.

1. Name of article or video you read/watched:
2. Explain the main claim(s) of the article or video. Do you agree with the claim? Why or why not?
3. What evidence is provided to support the claim? Is the evidence relevant, sufficient, and valid? Explain your reasoning.

4. How could the claim be improved?

COG SKILL: STRUCTURE

Directions: Pick one of the resources above to study in depth, or find a resource online that is related to American identity or American history (it's okay if you use the same resource that you used for "Critiquing the Reasoning of Others"). Then, answer the questions below.

1. How is the information in the article or video organized?
2. What is the main idea of the article or video?
3. How does the way in which the information is structured support the main idea of the article or video?
4. What patterns do you observe in the text?

COG SKILL: ASKING QUESTIONS

Directions:

First, write a short paragraph and explain:

1. What you've learned about "American Identity" and "American History"
2. What you hope to learn about in your interview.
3. A brief description of the historical event or current event that you plan to ask your interviewee about.

[Click Here](#) for a helpful historical timeline website. You are welcome to use other online timelines to help you decide upon a historical event.

Write your paragraph here:

Next, write your interview questions here. Make sure that one of your questions involves asking your family member about their experience and perspective on the

historical or current event.

Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

Question 7

Question 8

Question 9

Question 10