

Teacher(s)	Julia Wey-Burgoyne	Subject group and discipline	U.S. History & Government/ Individuals & Societies		
Unit title	A New Nation	MYP year	Year 5 & 11 th grade	Unit duration (hrs)	24

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Time, Place and Space	Leadership Power	Fairness and development
Statement of inquiry		
Early presidents used power and leadership to shape the new nation through time, in place and space.		
Inquiry questions		
Factual — How did presidents Washington, Jefferson and Jackson shape the nation in time, place and space?		
Conceptual — How does the power and leadership of the president impact the nation?		
Debatable — Does respecting fairness impede development?		
Objectives	Summative assessment	
<p>MYP Objectives-</p> <p>Thinking Critically:</p> <ul style="list-style-type: none"> → completes a detailed discussion of concepts and issues. → synthesizes information to make valid, well-supported arguments. → thoroughly interprets a range of different perspectives and their implications. 	<p>Outline of summative task / GRASPS</p> <p>There is a new museum being built in Brooklyn called The Presidential Hall of Fame. The curators of the museum are working to determine which presidents should be included in the Hall of Fame. As historians, we've been asked to research the presidencies of George Washington, Thomas Jefferson and Andrew Jackson to determine if any of them belong in the Hall of Fame. We will present our professional opinion to the curators of the museum in writing, using evidence from our investigation to support our choices.</p> <p>Additional Summative Assessments:</p> <p>Regents style multiple choice test Regents Thematic Essay Two Day Socratic Seminar</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Through creating arguments that evaluate the legacies of early presidents, students will discover the ways the leaders harnessed and defined the power of the executive branch to shape the new nation in time, place and space. Students will also consider the expansion of the nation, the executive power grabs, and determine how the actions relate to fairness and/or development, while considering if development can be fair.</p>

Approaches to learning (ATL)		
Gather and organize relevant information to formulate an argument.		

Action: Teaching and learning through inquiry

Content	Learning process
<p>Week 1: 10/29- Role of President 10/30- Qualities of Great President 10/31- Washington Investigation</p> <p>Week 2: 11/3-Washington Investigation (Whiskey Rebellion) 11/5- (half day)- <i>The Presidents</i> from History Channel 11/6- Washington Investigation 11/7- Washington Written Conversation</p> <p>Week 3: 11/10-Jefferson Investigation 11/12- Jefferson Investigation 11/13- Jefferson Activity- Human Continuum 11/14- Jefferson Report Card formative assessment (due 11/17)</p> <p>Week 5: 11/17-Jackson Investigation 11/18- Jackson Investigation 11/19- Jackson SAC 11/20- Jackson SAC 11/21- Create a Claim (final claim due 11/24)</p> <p>Week 6: 11/24-Outline 11/25-Draft (Draft due 12/1)</p>	<p>Learning experiences and teaching strategies Close Reading Text Annotation Silent Conversation Small group discussion Human Continuum- Was Thomas Jefferson a hypocrite? Structured Academic Controversy Discussion Socratic Seminar</p> <p>Formative assessments</p> <ul style="list-style-type: none"> → Admit Slips and Exit Slips → 2- 3 multiple choice quizzes → Written Discussion- Does George Washington belong in the Hall of Fame? → IB Learner Profile Report Card for Thomas Jefferson (Determine Jefferson's grade for each of the traits in the IB Learner Profile, using textual evidence to support each grade.) → Structured Academic Controversy- Was Andrew Jackson and Hero of the common man or a destroyer of democracy? <p>Differentiation Levelled texts Key terms and challenging vocabulary defined Small group instruction Heterogeneously mixed groups Flexible groups and pairings based on formative assessments Material presented in multiple formats Explicit instructions Modelling Text translations</p>

<p>11/26-MC Test</p> <p>Week 7: 12/1-Thematic Essay prep 12/2-Thematic Essay test 12/3-Prepare for Seminar 12/4-Socratic Seminar 12/5-Socratic Seminar</p> <p>CCSS Focus Standards – CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1 .B Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p>	
<p>Resources</p>	

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
		<p>This is my second time teaching this unit, and this time around, my reflection from last year was a tremendous help in revising the unit. To further develop this unit, each formative can be used to more explicitly teach each step in an argumentative essay. While these skills were implicitly included in the formatives, they should be more apparent to students and time should be built in for reflection, clearer assessment and actionable feedback for all students. The Washington written conversation will show students how to create a claim. A lesson should then follow that activity, assessing the strength of claims. The Jefferson formative should be followed by a lesson that rates evidence, and how closely it connects to claims. The Andrew Jackson SAC should be preceded and followed by lessons demonstrating counter-claims. The Andrew Jackson texts should also be revised and more properly levelled, and students should be given more time to read and annotate. There should also be a clearer lesson on how to use annotation to help arguments, and a demonstration of effective small group debates.</p> <p>In unit 1, since this course will now be a 10th grade course, and since students have limited exposure to and experience with DBQ essays, the summative should be a DBQ. In going through the process of a DBQ first, the argumentative essay for a social studies class may be better understood by students. Covering the DBQ in unit 1 will also provide the opportunity to teach in text citations to students that will then be used in unit 2's argumentative, and will help unit 3, when students create a works cited page.</p>