

Subject: USHG Grade: 8/11 Unit #:1 Title: Compromise is/is not always Just (Simmons/Harter/Wilson)

**UNIT OVERVIEW**

| STAGE ONE: Identify Desired Results  |  |   |   |
|--|--|---|---|
| E<br>s<br>t<br>a<br>b<br>l<br>i<br>s<br>h<br>e<br>d<br>G<br>o<br>a<br>l<br>s<br>/<br>S<br>t<br>a<br>n<br>d<br>a<br>r<br>d<br>s | <p><b>Interaction among groups can bring positives and negatives</b><br/>11.1- Colonial Foundations</p>  | Long-Term Transfer Goal   |   |
|  |  | <p><i>At the end of this unit, students will use what they have learned to independently...</i><br/>SS #3 Solve a problem (question, challenge the status quo, develop an opinion, and take action) by integrating and evaluating multiple perspectives from diverse media.</p> |   |
|  | <p><b>Freedom comes at high cost</b><br/>11.2- Constitutional Foundations</p>  | Meaning   |   |
|  |  | <p><b>Enduring Understandings</b><br/><i>Students will understand that...</i></p>   | <p><b>Essential Questions</b><br/><i>Students will consider such questions as...</i></p>                      |
|  |  | <p><b>U1:</b> When two or more groups with differing norms and beliefs interact, compromise or conflict may result.</p>   | <p><b>EQ1:</b> What is compromise? Who is it beneficial for? If compromise cannot be achieved, then what?</p> |
|  |  | <p><b>U2:</b> Social, political, and economic conflicts can lead to an imbalance of power.</p>  | <p><b>EQ2:</b> How does one group establish power over another group?</p>                                     |
| <p><b>U3:</b> Tenacity drives collaboration for a common goal</p>  | <p><b>EQ3:</b> What are the consequences of social, political, and economic injustices?</p>  |   |   |
| <p><b>U4:</b> Corroboration of sources is necessary when trying to make sense of history</p>                                   | <p><b>EQ4:</b> Why do societies establish social structures that do not treat people equally and benefit all?</p>  |   |   |
| <p><b>What brings us together may also break us apart</b><br/>11.3-Expansion, Nationalism, and Sectionalism</p>                | Acquisition  |   |   |
|  | <p><i>What knowledge will students learn as part of this unit?</i></p> <p><b>K1:</b> Constitutional compromises related to slavery<br/><b>K2:</b> Power of the federal government was unbalanced during westward expansion<br/><b>K3:</b> The inability to compromise led to the Civil War<br/><b>K4:</b> The process of changing laws or government</p> | <p><i>What skills will students learn as part of this unit?</i></p> <p><b>S1:</b> Gathering, Interpreting, and Using Evidence<br/><b>S2:</b> Chronological Reason and Causation<br/><b>S3:</b> Comparison and Contextualization<br/><b>S4:</b> Civic Participation</p>          |   |

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| <b>STAGE TWO: Determine Acceptable Evidence</b>  |   |
|--|---|
|  | Assessment Evidence   |
| <p>Criteria for to assess understanding: <i>(This is used to build the scoring tool.)</i></p> <p>*Curriculum Embedded Performance Task</p> <p>*Self-Assessment Checklist (perspective/point of view)</p> <p>*Peer Review Assessment-Claim and Evidence</p> <p>*CEI Rubric with organization and mechanics</p> <p>*Sourcing and Contextualization Graphic Organizer</p> | <p>Performance Task focused on Transfer:</p> <p>*Curriculum Embedded Performance Task</p> <p>Letter to send to the editor (or self) regarding the importance and implications of compromise</p> <ul style="list-style-type: none"> <li>● Examining 4 different perspectives from sections of a news article               <ul style="list-style-type: none"> <li>○ D&amp;C “Rochester Reacts to Violence with Rally, Reflection, Resolve”                   <ul style="list-style-type: none"> <li>■ “Overview”</li> <li>■ “RPD: 74 arrested during Black Lives Matter” protest (Protester perception)</li> <li>■ “City Hall Remembrance and Prayer Event” (Public perception)</li> <li>■ “Dallas Shooting” (Police Officer perspective)</li> </ul> </li> </ul> </li> <li>● Perspective graphic organizer (what was said) <b>self-assessment checklist</b></li> <li>● Writing task 1-Reflection: What role should compromise play? What are the consequences if we don't?</li> <li>● Create a Claim about the importance/implications about compromise</li> <li>● Historical evidence that backs up your claim</li> <li>● <b>Peer Review (checklist)</b> of Claim and Evidence</li> <li>● Writing task 2- letter to the editor/or self: importance and implications of compromise (Connection to compromise in history) <b>CEI with organization and mechanics Rubric</b></li> </ul> <p>Other Assessment Evidence:</p> <ul style="list-style-type: none"> <li>● Interpreting text</li> <li>● Analysis and reflection</li> <li>● Corroboration</li> <li>● Contextualization</li> <li>● Claim/Evidence/Interpretation</li> <li>● Self Assessment Checklist</li> </ul> |

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| T, M, A<br>(Code for Transfer,<br>Meaning Making<br>and Acquisition) | <b>STAGE THREE: Plan Learning Experiences</b>  |  |
|--|--|--|
|  | <p>Learning Events:</p>  | <p>Evidence of learning:<br/><i>(formative assessment)</i></p> |
| A  | Compromise in different lenses   |  |
| M  | (Case 1)Constitutional Compromises- Assess and Evaluate the outcome of each compromise (Graphic organizer) (+/-)   | Analysis and Reflection graphic organizer                      |
| M  | Short Answer using stimulus (The Great Compromise)- Why is compromise not always just? (MEAL)  | MEAL checklist   |
| A  | (Case 2)Station Activity- How did government leaders use and/or abuse their power<br>Branches of Government-Checks and Balances<br>Jefferson-Louisiana Purchase<br>Jackson Indian Removal Act<br>Land Acquisition/treaties | Station graphic organizer                                      |
| M  | <b>EL Protocol:</b> Chalk Talk Activity- Agree or Disagree with (Government leader) scenarios (cast ballot as guilty or not guilty)  | Participation with ballot activity                             |

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|   |   |  |
|---|---|--|
| M | <b>CFA#1</b> Sourcing and Contextualization- Andrew Jackson Congressional Speech on Indian Removal  | Sourcing and Analysis CFA  |
| M | (Case 3)<br>Sorting people, places, and events to a relevant theme  | Sorting activity   |
| M | Reading activity- Examining the consequences of social, political, and economic injustices- how were these injustices dealt with by leaders and the people...How was the plan effective or ineffective...develop a “plan of action”   | Planning and Organization-Problem Solving checklist  |
| T | Performance Task focused on Transfer:<br>Letter to send to the editor (or self) regarding the importance and implications of compromise <ul style="list-style-type: none"> <li>● Examining 4 sections of a news article <ul style="list-style-type: none"> <li>○ D&amp;C “Rochester Reacts to Violence with Rally, Reflection, Resolve” <ul style="list-style-type: none"> <li>■ “Overview”</li> <li>■ “RPD: 74 arrested during Black Lives Matter” protest (Protester perception))</li> <li>■ “City Hall Remembrance and Prayer Event” (Public perception)</li> <li>■ “Dallas Shooting” (Police Officer perspective)</li> </ul> </li> </ul> </li> <li>● Perspective graphic organizer (what was said) self-assessment checklist</li> </ul> | Self-Assessment checklist<br>Peer Assessment checklist<br>CEI Rubric with organization and mechanics |

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|  | <ul style="list-style-type: none"><li>● Writing task 1-Reflection: What role should compromise play? What are the consequences if we don't?</li><li>● Create a Claim about the importance/implications about compromise</li><li>● Historical evidence that backs up your claim</li><li>● Peer Review (checklist) of Claim and evidence</li><li>● Writing task 2- letter to the editor/or self: importance and implications of compromise (Connection to compromise in history) CEI Rubric with organization and mechanics</li></ul> |  |
|--|---|--|