

Name: Jill Pierson

Lesson: Theodore Roosevelt and Panama Canal

Grade Level: 11th/12th Grade U.S. History II

Date: May 27, 2017

Stage 1—Desired Results

Established Goals:

COMMON CORE STANDARDS

CCSS.ELA-Literacy.RH.11-1

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.

CCSS.ELA-Literacy.RH.11-1

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

NEW JERSEY STATE STANDARDS

SOCIAL STUDIES

6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.B.6.b Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.

6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

6.1.12.D.6.b Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.

Overarching Concept/Big Idea:

The purpose of this lesson is to educate students on Theodore Roosevelt's use of presidential power to influence American foreign policy. In addition, they will understand the global impact and legacy of the Panama Canal.

Prior Knowledge:

Students will have a prior knowledge of Theodore Roosevelt's rise to the presidency. They will also have a basic understanding of the Spanish

Essential Questions:

- What impact would a canal through Panama have on America and the world at the turn of the century?
- How did the U.S. acquire the land and the right to build the Canal?
- To what extent did construction of the canal illustrate America's global power?
- What impact has the Panama Canal had on global affairs in the 20th century?

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American War and the role of Theodore Roosevelt.	
<i>Students will understand...</i> <ul style="list-style-type: none">- the logistical process and difficulties involved in the construction of the Panama Canal- the process by which the Panama Canal was returned to Panama	
<i>Students will know ...</i> <ul style="list-style-type: none">- the two main reasons why the U.S. wanted to build the Panama Canal- how Theodore Roosevelt used his power to acquire the land and the right to build the canal- the different conditions that workers faced- the impact that the Panama Canal has had on key global affairs since its construction	
<i>Students will be able to</i> <ul style="list-style-type: none">- locate the Panama Canal on map- explain how the canal was built and the challenges that faced the engineers who designed it- explain how the canal lock system works	
Stage 2--Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none">- Political Cartoon Assignment- Panama Canal Travel Blog Assignment	Other Evidence: <ul style="list-style-type: none">- Answer any questions left on Google Drive- Independent work/progress monitored on Google Drive- Travel Blog on Edublog
Stage 3—Learning Plan	
Learning Activities: <p>Materials/Technology: Google Drive account, Edublog, computer, and internet access</p> <ul style="list-style-type: none">- Students will begin by logging onto their Google Drive accounts and finding the information that will explain the virtual lesson for the day. The students will click on the labeled links (lesson, activity, enrichment) to determine the start of the lesson. They will listen to the teacher's PowerPoint lesson. In this lesson, they will learn about American foreign policy and the building of the Panama and economic importance to date. The students will have the option to take notes or go back to the PowerPoint to review.- The students will then explore a political cartoon of the ear by clicking on the link located on the Google Drive. The activity corresponds to the virtual lesson. The students will	

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<p>complete a question and answer assignment to learn more about the politics of the era. Once completed, they will share the document with their responses with the teacher.</p> <p>- As an Enrichment activity, the students will continue studying the Panama Canal. They will blog about their trip and adventures in depth. Students will receive their directions from a Google Docs posting. They will use their knowledge of history and geography of canal to discuss their adventures. This blog will be posted and shared with fellow classmates on course Edublog.</p>
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Grading Rubric for Cartoon

	Good (5-4)	Fair (3-2)	Poor (1-0)
Facts	Student uses a variety of facts, all correct. The facts are based on lessons taught and the information. the student also draws from outside sources. The facts are excellently tied in with the analysis.	Students cites facts, mostly correct. The facts are based on lessons taught and information in the textbook. The facts are tied in with the analysis.	Student uses no facts, or mostly incorrect facts.
Analysis	Student provides in-depth analysis and correlates it with the facts he or she provided. Insight shows understanding beyond the lesson and illustrates a clear grasp on the subject matter.	Student has little analysis and does not correlate it with the facts. Insight is weak and lacks accuracy	Students has no analysis. Student demonstrates little understanding, or none at all.
Writing	Student has no punctuation or spelling errors. Writing style excellently aids the understanding of the analysis.	Student has some punctuation and correct spelling. Writing style is unclear and does not further assessment.	Student has no or little punctuation and shows poor spelling abilities.

Total: _____

Grading Rubric for Travel Blog

	Good (5-4)	Fair (3-2)	Poor (1-0)
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Analysis	Student provides in-depth analysis and correlates it with the facts he or she provided. Insight shows understanding beyond the lesson and illustrates a clear grasp on the subject matter.	Student has little analysis and does not correlate it with the facts. Insight is weak and lacks accuracy	Students has no analysis. Student demonstrates little understanding, or none at all.
Writing/Creativity	Student has no punctuation or spelling errors. Writing style excellently aids the understanding of the analysis.	Student has some punctuation and correct spelling. Writing style is unclear and does not further assessment.	Student has no or little punctuation and shows poor spelling abilities.

Total: _____