

PRODUCE THE PODCAST: TELL US HISTORY

Lesson Plan

Module 1: Lesson 2

WEEKLY WORK:

Length: One or two approximately 5-10 -minute asynchronous video with virtual instructor each week, homework will be assigned for the rest of the week. The video will drop on Sunday nights.

MODULE 1: Early Exploration and Colonization (1400's – 1600's).

LESSON 1: 1400-1492: Pre-Columbian America and Early Exploration (REPEAT)

Weekly Homework:

- Watch the videos
- Look over the materials
- Check your email for info to join your class group in Soundtrap. If you don't have an email with directions, email Jennifer@logcabinschoolhouse.com and ask for one.
- Create your own ringtone assignment.
- Read something about this historical period. This topic has been repeated from last week since we're just getting started.

Watch the Weekly Video:

- <https://logcabinschoolhouse.com/course-catalog>

Task List for Creating Your First Podcast

- Get into the "MARS Winnie" group in Soundtrap. See your email inbox for an invite.
- Look in your Podcasting Team for an assignment to create a ring tone. Try it out if you want! [Here's an example of another student's ringtone project!](#)

Materials:

- Lesson Plan Week 2

Transcript for Lesson 1: Pre-Columbian America and Early Exploration (1400-1492)

[Opening Scene: The instructor standing in front of a digital whiteboard displaying a timeline starting at 1400, with images of early indigenous civilizations and European explorers.]

Instructor: "Welcome to the first lesson of our US History course, where we'll explore the roots of what would eventually become the United States, starting well before European contact in 1492. This week, we're focusing on Pre-Columbian America and the early exploration period, roughly spanning the years 1400 to 1492.

[Cut to close-up of a map of the Americas, highlighting different regions.]

Instructor: "Before Europeans arrived, the Americas were home to a rich tapestry of civilizations, each with its own unique culture, economy, and way of life. In the North, we had the Iroquois Confederacy, a powerful alliance of tribes in what is now the Northeastern United States. The Mississippi River Valley was dominated by mound-building societies like the Cahokia, who constructed massive earthworks and traded extensively across the continent. In the Southwest, the Ancestral Puebloans were known for their cliff dwellings and complex society."

[Cut to images of European explorers and ships.]

Instructor: "On the other side of the Atlantic, European nations were beginning to look outward. Motivated by a desire for wealth, new trade routes, and religious expansion, explorers like Christopher Columbus were preparing to set sail across uncharted waters. These early voyages would soon bring profound and lasting changes to the world.

[The screen shifts to display the three questions for the week.]

Instructor: "As you dive into this week's lesson, I want you to consider these three major questions:

1. **What were the major civilizations in the Americas before European contact, and how did they compare to European societies of the time?**
2. **How did the motivations for exploration differ between Spain, Portugal, and other European nations?**
3. **How did early encounters between Europeans and Native Americans set the stage for future relationships?**

[The screen displays a list of suggested study topics with related images.]

Instructor: "To fully understand this period and prepare for your blog posts, videos, or images on your website, I suggest exploring the following topics:

- **Indigenous Civilizations:** Study the Iroquois Confederacy, the Cahokia, and the Ancestral Puebloans. Consider how their societies were organized, what their economies were based on, and what kind of art and architecture they created. Think about how these societies might have viewed the world compared to Europeans.

- **European Explorers:** Research key figures like Christopher Columbus, Prince Henry the Navigator, and other explorers from Spain, Portugal, and beyond. Look into what motivated these men—was it wealth, religious fervor, or the desire for adventure? How did their actions pave the way for future colonization?
- **Early Encounters:** Investigate the first meetings between Native Americans and Europeans. How did these initial encounters unfold? What misunderstandings or conflicts arose? How did these early interactions influence the future of both groups?

[The screen returns to the instructor.]

Instructor: "As you gather information, think about how you can present it in a way that's engaging and informative. Whether you're writing a blog post, creating a video, or designing images, aim to tell the story of this fascinating time in a way that highlights the complexity and diversity of the pre-Columbian Americas, as well as the monumental shifts brought about by European exploration.

Remember, history isn't just about dates and events—it's about people, ideas, and how they shape the world we live in today. I can't wait to see how you bring this story to life. Good luck, and I'll see you in the next lesson!"

[Closing Scene: The instructor smiles and waves as the screen fades out to the course logo and website information.]

CCSS:

The Common Core State Standards (CCSS) do not have specific standards for U.S. History alone. However, U.S. History can be taught within the framework of the **Common Core Standards for Literacy in History/Social Studies** for grades 6-12. These standards focus on developing students' abilities to read, analyze, and write about historical texts.

Here's a breakdown of the relevant Common Core Literacy Standards for History/Social Studies for grades 6-12:

Grades 6-8:

1. Key Ideas and Details

- **RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6-8.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

2. Craft and Structure

- **RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6-8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

3. Integration of Knowledge and Ideas

- **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RH.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic.

4. Range of Reading and Level of Text Complexity

- **RH.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Grades 9-10:

1. Key Ideas and Details

- **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.

- **RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 - **RH.9-10.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 2. Craft and Structure**
- **RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
 - **RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
 - **RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 3. Integration of Knowledge and Ideas**
- **RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
 - **RH.9-10.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.
 - **RH.9-10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 4. Range of Reading and Level of Text Complexity**
- **RH.9-10.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Grades 11-12:

- 1. Key Ideas and Details**
- **RH.11-12.1:** 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.
 - **RH.11-12.2:** 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.
 - **RH.11-12.3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 2. Craft and Structure**
- **RH.11-12.4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
 - **RH.11-12.5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
 - **RH.11-12.6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

3. **Integration of Knowledge and Ideas**

- **RH.11-12.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.8:** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- **RH.11-12.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

4. **Range of Reading and Level of Text Complexity**

- **RH.11-12.10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

These literacy standards help guide the integration of U.S. History content within the Common Core framework by ensuring students develop critical reading, writing, and analytical skills relevant to understanding historical texts and contexts.

AP US History by the College Board:

Yes, there are standards for Advanced Placement (AP) U.S. History (APUSH). However, these standards are developed by the College Board, not the Common Core State Standards. The AP U.S. History course framework outlines the skills and knowledge students should acquire to be successful on the AP exam and in future college-level history courses.

AP U.S. History Course Framework:

The APUSH framework is organized into nine historical periods, each with key concepts, themes, and historical thinking skills:

1. **Historical Thinking Skills:**

- **Analyzing Evidence:** Ability to analyze and interpret primary and secondary sources.
- **Argument Development:** Crafting coherent historical arguments using evidence.
- **Contextualization:** Placing historical events within a broader context to understand their significance.
- **Comparison:** Comparing historical developments across time, geography, and cultures.
- **Causation:** Understanding cause-and-effect relationships in history.
- **Continuity and Change Over Time:** Identifying patterns of continuity and change over time.
- **Synthesis:** Connecting insights from different historical events or processes to develop new understandings.

2. **Thematic Learning Objectives:** APUSH is structured around seven themes that help students make connections between different historical periods:

- **American and National Identity (NAT)**
- **Work, Exchange, and Technology (WXT)**

- **Geography and the Environment (GEO)**
 - **Migration and Settlement (MIG)**
 - **Politics and Power (PCE)**
 - **America in the World (WOR)**
 - **American and Regional Culture (ARC)**
 - **Social Structures (SOC)**
3. **Key Concepts by Period:**
- **Period 1 (1491-1607):** The development of indigenous societies in North America before European contact and early European exploration and colonization.
 - **Period 2 (1607-1754):** European colonization, regional differences, and conflicts with indigenous peoples.
 - **Period 3 (1754-1800):** The American Revolution, the creation of the U.S. Constitution, and the early Republic.
 - **Period 4 (1800-1848):** The rise of American democracy, market economy, and social reforms.
 - **Period 5 (1844-1877):** Manifest Destiny, the Civil War, and Reconstruction.
 - **Period 6 (1865-1898):** Industrialization, urbanization, and the Gilded Age.
 - **Period 7 (1890-1945):** The Progressive Era, World Wars, and the Great Depression.
 - **Period 8 (1945-1980):** The Cold War, civil rights movements, and postwar prosperity.
 - **Period 9 (1980-present):** Contemporary U.S. history, including globalization, technological change, and shifts in social and political dynamics.

AP U.S. History Exam Format:

The APUSH exam assesses students' understanding of these periods, their ability to think critically, and their skills in analyzing historical evidence. The exam includes multiple-choice questions, short-answer questions, a document-based question (DBQ), and a long essay question (LEQ).

APUSH Skills and Practices:

- **Practice 1:** Analyzing and interpreting primary and secondary sources.
- **Practice 2:** Making historical arguments.
- **Practice 3:** Using historical evidence.
- **Practice 4:** Contextualization.
- **Practice 5:** Making connections across periods, regions, and themes.

These standards ensure that AP U.S. History students are prepared to engage in college-level historical analysis and develop a deep understanding of U.S. history across different periods and themes.