

FOR ADMINISTRATIVE USE ONLY

Course Number _____

Advisor Signature: _____
Approval Date: _____

WORK PLAN PROPOSAL

I. BACKGROUND:

Name:	Jay J. Solomon 112 Cranberry Rd NW Bainbridge Island, WA 98110	School District:	Bainbridge Island
		Grade Level:	High School
		Subject Taught:	Social Studies
Phone:	206/555-4567		
Email:	jjsolomon@pacificbest.net	Faculty Advisor:	M.A. Johnson
SS#:	511-2234-567		

Course Title: Impact of Manifest Destiny on Western Indigenous Cultures

No. of Qtr Credits: 5 **Credit Level:** 500 **Discipline:** Social Studies

II. COURSE DESCRIPTION:

These lessons will provide students with opportunities to explore how the beliefs embodied by Manifest Destiny and Western Expansion ultimately led to forced assimilation of Native Americans, the reservation system, and conflict between settlers and native peoples. Additionally students will be able to see the lasting legacy of this period on our state, including various interpretations by historians, Native Americans, and others. Students will evaluate varied, and, at times, conflicting analyses, resulting in skills that they can apply to other aspects of their academic and personal lives.

III. GENERAL GOALS:

In doing this work I will:

1. Make real connections between a major historical phenomena and current Native American issues.
2. Build civic participation skills via Socratic Seminars.
3. Model use of Essential Questions and awareness of one's thinking skills (meta-cognition skills)
4. Develop interdisciplinary lessons for Social Studies with links to reflective writings in Language Arts
5. Align instruction with guidelines of National Council for Social Studies and WA State EALRs

IV. DETAILS OF LEARNING PLAN

A. INFORMATION ACQUISITION_ (70 hours)

I will read the following books, articles, treaties and historical documents and write a 3-4 page summary that includes how the learned material will be used.

- *The Treaty of Point Elliott* and *The General Allotment Act*
- Alexie, Sherman, *What Sacagawea Means to Me, Hated Tonto and Still Do.*
- Black Elk, Nicholas, *Black Elk Speaks*
- Churchill, Ward, *Like Sands in the Wind: Making an American Indian Diaspora in the US*
- O'Sullivan, John, *Whose Land is This? Editorial on Manifest Destiny*
- Zinn, Howard, *A People's History of the United States*

B. Learning Application (70 hours)

I will create a 2-week unit from my Information Acquisition. Specific assignments will include:

1. Creation of Essential Questions to guide student learning (using Understanding by Design for information about Essential Questions)
2. A lecture on the Western Expansion of the 1800's
3. A Power Point presentation on Archetypes of the West
4. Seminar Guidelines and Questions on Western Expansion
5. Quizzes or reading guides for each assigned reading
6. A timeline demonstrating US Policy toward Native Americans
7. Web based calendar for students to access readings, assignments and due dates.

500 LEVEL ASSIGNMENT

1. I will visit Native American sites in the area including, including Chief Seattle Grave
2. Mukilteo Light Station exhibit created for Point Elliott Treaty, Point No Point.
3. Create a Power Point presentation of pictures and text based on field trip insights.

C. SELF REFLECTION (5 hours)

1. I will write an assessment of my learnings about the best strategies to convey the information I learned from my readings and from class discussions.
2. I will discuss my unit with at least one colleague for further insights and possible blind spots in the materials.
3. I will summarize the results of that peer review in a 1-2 page paper.

D. INTEGRATION PAPER (3 hours)

I will write a 2-3 page paper responding to the following five statements:

1. Summarize what I learned versus what I set out to achieve.
2. Explain which aspects of this course were most helpful and why.
3. Comment on what I would do differently in another similar course.
4. State how I plan to use the learning from this course.
5. Evaluate communication with my advisor.

V. ASSIGNMENTS TO BE SUBMITTED TO MY FACULTY ADVISOR:

Descriptions of each of the readings	2/15
List of focuses aligning with Natl Council for Social Studies and EALR's	3/15
Overall design of unit, including Essential Questions, Lecture,	4/15
Reading Guides for Assigned Readings, and Seminar Guidelines and Questions	5/15
Power Point on Archetypes of the West	6/25
500 Level Power Point on Field Trip Visits	7/05
Quizzes and Web Based Calendar	7/10
Summary of Self Reflection	7/15
Integration Paper	7/15

VI. SUMMARY OF WORK HOURS

Work Plan Proposal	(automatic)	5 hours
Information Acquisition		70 hours
Learning Application		60 hours
500 Level Assignment		10 hours
Self Reflection		5 hours
Integration Paper	(automatic)	3 hours

TOTAL: 153 hours
(153/30 hours/credit = 5 qtr credits)

VII. DISCLAIMER

This document represents original work that I have never received either university credit or WA Clock Hours.