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|  | 2019-2020  Iowa History Guide |

<http://socialstudies.dmschools.org>

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Iowa History: Semester at a Glance 2019-2020

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| Topic Scales | **Topic 1: Geography**  Approximate pacing per target | **Topic 2: Political**  Approximate pacing per target | **Topic 3:**  **Economics**  Approximate pacing per target |
| **3A** | **2 weeks** | **2 weeks** | **2 weeks** |
| **3B** | **2 weeks** | **2 weeks** | **2 weeks** |
| **3C** | **2 weeks** |  | **2 weeks** |
| **3D** |  |  |  |

**Guiding Question:**

**Primary Resource:**

1. [**Prairie Voices Curriculum**](https://iowaonline.uni.edu/prairievoices/index.htm#II.%20Native%20People) **(specific lessons are linked below by target)**

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| Unit 1: Geography |
| Scales |
| |  |  |  |  | | --- | --- | --- | --- | | **Topic** | **4 (ET)**  **Exceeding Grade Level Learning** | **3 (AT)**  **Grade Level Learning** | **2 (PT)**  **Progressing Towards Grade Level** | | These are the grading categories in Infinite Campus.  When collecting evidence related to the 3, it will be recorded in these topics. |  | The Level 3 targets are the grade level expectation for students in any class. These are directly related to State of Iowa standards in the courses provided.  \*\*\***This is where your instruction should live and what should be assessed.** \*\*\* | Level 2 knowledge should be clarified/revised at the building level to unpack the Level 3 targets.  **Guiding Question to complete this process:**  *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?* | | **Iowa Geography** | In addition to meeting the learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.  **Possible Task:**  \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **3A: Associate** the history of Westward migration and the creation of the state of Iowa **(Geo.9-12.24).**  **3B: Compare and contrast** the Meskwaki, and their land ownership, with other indigenous groups in Iowa. (**Geo.9-12.24 & Gov.9-12-27**).  **3C: Describe how** changing immigration and migration patterns have changed the demographic makeup of Iowa over time. | **Agreed upon content to meet target 3A:**   * Describe the effects of: Black Hawk’s War and purchases, the War of 1812, 1st US Dragoons, Honey War, and the Louisiana Purchase.   **Agreed upon content to meet target 3B:**   * Describe the rich cultural history of indigenous groups in Iowa prior to European colonization. * Describe how westward migration affected indigenous groups in Iowa. * Sequence the development of tribal governments for sovereign nations.   **Agreed upon content to meet target 3C:**   * Examine patterns of the average age of rural and urban counties. * Examine population changes in rural and urban counties. * Describe how these changes have affected the cultural landscape of Iowa over time. | |

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| **Item Bank: Iowa Geography**  (Standards aligned: ) | | |
| ***Target:* Associate** the history of Westward migration and the creation of the state of Iowa.  **Teacher materials:**  **Student materials:** | ***Target:* Compare and contrast** the Meskwaki, and their land ownership, with other indigenous groups in Iowa.  **Teacher materials:**  [**National Museum of the American Indian Essentials**](https://americanindian.si.edu/nk360/understandings.cshtml#eublock6)  **Student materials:** | ***Target:* Describe how** changing immigration and migration patterns have changed the demographic makeup of Iowa over time.  **Teacher materials:**  **Student materials:** |
| **Guiding Questions, Ideas, and/or Concepts** | | |
|  | * **Different American Indian groups in Iowa:** [Meskwaki](https://drive.google.com/open?id=1wgqK0C5uG9YBq36zz8ye5Odxx5-9Hq-d), Sac and Fox Nation, Missouria, Ioway People, [Ho-chunk](http://www.mpm.edu/content/wirp/ICW-150.html), [Omaha People](https://drive.google.com/open?id=1DPt3NDF7yAW8xddIh933TxkVpdsPuySw), Sauk People, Otoe**.** * Use [THIS LINK](https://www.legendsofamerica.com/native-american-tribes/) to find articles about the different groups. * The [Meskwaki Nation History](https://meskwaki.org/about-us/history/) * Explore Iowa’s American Indian cultures and the similarities and differences in their way of life. ONLY THE READINGS ARE GRADE APPROPRIATE **(**[**Prairie Voices: People for the Land**](https://iowaonline.uni.edu/prairievoices/images/People_for_the_Land.pdf)**)** |  |

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| Unit 2: Political Change |
| Scales |
| |  |  |  |  | | --- | --- | --- | --- | | **Topic** | **4 (ET)**  **Exceeding Grade Level Learning** | **3 (AT)**  **Grade Level Learning** | **2 (PT)**  **Progressing Towards Grade Level** | | These are the grading categories in Infinite Campus.  When collecting evidence related to the 3, it will be recorded in these topics. |  | The Level 3 targets are the grade level expectation for students in any class. These are directly related to State of Iowa standards in the courses provided.  \*\*\***This is where your instruction should live and what should be assessed.** \*\*\* | Level 2 knowledge should be clarified/revised at the building level to unpack the Level 3 targets.  **Guiding Question to complete this process:**  *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?* | | **Political Change** | In addition to meeting the learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.  **Possible Task:**  \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **3A: Evaluate how** Iowa influences the outcome of presidential elections **(Gov.9-12.27)**.  **3B:** **Compare and contrast** how individuals and groups promoted change **(SS-US.9-12.27**). | **Agreed upon content to meet target 3A:**   * Critique the role of Iowa’s primary as related to national candidate selection. * Form conclusions about how money spent during a candidate’s campaign effects the outcome in Iowa. * Make connections between Iowa’s changing constituency and electoral outcomes (i.e. are we a “red” or “blue” state?).   **Agreed upon content to meet target 3B:**   * Identify Iowans who have fought for change at the state or national level. * Describe how the actions of those Iowans have improved the United States for others. * Compare and contrast the efforts of Iowans to improve equality for all. | |

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| **Item Bank: Political Change**  (Standards aligned: ) | |
| **Level 3** | |
| **Topic: Political Change** | |
| ***Target:* Evaluate how** Iowa influences the outcome of presidential elections  **Resources to teach:**  **Student materials:** | ***Target:* Compare and contrast** how individuals and groups promoted change  **Resources to teach:**  **Student materials:** |
| **Guiding Questions, Ideas, and/or Concepts** | |
|  | * **Clark v Board of Directors (1868)** * **[The Mother Mosque of America Cedar Rapids (1934)](https://www.desmoinesregister.com/story/opinion/columnists/iowa-view/2016/08/03/iowa-played-role-honoring-muslims-military/87998064/)** * **[Abdullah Igram](https://www.desmoinesregister.com/story/opinion/columnists/iowa-view/2016/08/03/iowa-played-role-honoring-muslims-military/87998064/)** * **State v. Katz (1942)** * **Edna Griffin** * **Amos v Prom, Inc (1954)** * **Tinker v. Des Moines** * **Governor Ray and SE Asian Refugees** * **Varnam v. Brien (2009)** |

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| Unit 3: Economics |
| Scales |
| |  |  |  |  | | --- | --- | --- | --- | | **Topic** | **4 (ET)**  **Exceeding Grade Level Learning** | **3 (AT)**  **Grade Level Learning** | **2 (PT)**  **Progressing Towards Grade Level** | | These are the grading categories in Infinite Campus.  When collecting evidence related to the 3, it will be recorded in these topics. |  | The Level 3 targets are the grade level expectation for students in any class. These are directly related to State of Iowa standards in the courses provided.  \*\*\***This is where your instruction should live and what should be assessed.** \*\*\* | Level 2 knowledge should be clarified/revised at the building level to unpack the Level 3 targets.  **Guiding Question to complete this process:**  *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?* | | **Iowa’s Economy** | In addition to meeting the learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.  **Possible Task:**  \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **3A:** **Make and defend a claim** about how shifts in economic activity have impacted urban and rural Iowa (**Econ.9-12.24**).  **3B: Evaluate how** Iowans have influenced Iowa’s environmental geography **(Geo.9-12.24).**  **3C: Investigate** the global significance of innovation and technology on the history of Iowa **(WH.9-12.26).** | **Agreed upon content to meet target 3A:**   * Relate the growth and decline of different economic activities in rural and urban counties of Iowa to Globalization. * Form conclusions about the long term effect of these changes on rural and urban Iowa.   **Agreed upon content to meet target 3B:**   * Describe an event that led Iowans to take action (ex. Dust Bowl). * Explain how Iowan’s helped and hurt the situation. * Describe the effect of the event on America as a whole.   **Agreed upon content to meet target 3C:**   * Identify an Iowa and their innovation that has improved the lives of people around the world. * Describe how and why the innovation improves lives. | |

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| **Item Bank: Iowa’s Economy**  (Standards aligned: ) | | |
| **Level 3** | | |
| **Topic: Iowa’s Economy** | | |
| ***Target:* Make and defend a claim** about how shifts in economic activity have impacted urban and rural Iowa  **Resources to teach:**  **Student materials:** | ***Target:* Evaluate how** Iowans have influenced Iowa’s environmental geography  **Resources to teach:**  State Historical Society – [Dust Bowl Text Set](https://iowaculture.gov/history/education/educator-resources/primary-source-sets/dust-bowl)  **Student materials:** | ***Target:* Investigate** the global significance of innovation and technology on the history of Iowa  **Resources to teach:**  **Student materials:** |
| **Guiding Questions, Ideas, and/or Concepts** | | |
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