

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
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Email:	jjsolomon@pacificbest.net	Faculty Advisor:	M.A. Johnson

**Course Title:** Impact of Manifest Destiny on Western Indigenous Cultures

**No Quarter Cr:** 6

**Semester Equivalent:** 4 credits

**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

60 hours

1. I will read the following books, articles, treaties and historical documents.
2. I will 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*
3. I will create a 2-week unit from the above material. Specific assignments will be Creation of Essential Questions to guide student learning (using *Understanding by Design* for information about Essential Questions)

**B. LEARNING APPLICATION**

97 hours

4. I will create a 15-minute talk on the Western Expansion of the 1800's
5. I will create a 20-minute Power Point presentation on Archetypes of the West
6. I will write Seminar Guidelines and Questions on Western Expansion
7. I will prepare quizzes or reading guides for each assigned reading
8. I will create a timeline demonstrating US Policy toward Native Americans
9. I will create a web-based calendar for students to access the readings, their assignments and due dates.

**500 LEVEL ASSIGNMENT**

1. I will visit Native American sites in the area including, including Chief Seattle Grave, Mukilteo Light Station exhibit created for Point Elliott Treaty, Point No Point.
2. Create a 20-minute Power Point presentation of pictures and text based on field trip insights.

**C. SELF REFLECTION**

15 hours

11. 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.
12. I will discuss my unit with at least one colleague for further insights and possible blind spots in the materials.
13. I will summarize the results of that peer review in a 2-3 page paper.

**D. INTEGRATION PAPER**

3 hours

14. I will write a 2-3 page paper responding to the following five statements:
  - Summarize what I learned versus what I set out to achieve.
  - Explain which aspects of this course were most helpful and why.
  - Comment on what I would do differently in another similar course.
  - State how I plan to use the learning from this course.
  - Evaluate communication with my advisor.

**V. LIST OF ASSIGNMENTS & ANTICIPATED DATES OF COMPLETION**

Descriptions of each of the readings	2/15
List of focuses aligning with National 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		60 hours
Learning Application and 500 Level Assignment		97 hours
Self Reflection		15 hours
Integration Paper	(automatic)	3 hours

**TOTAL: 180 hours**  
**(180/30 hours/credit = 6 quarter credits)**

**VII. DISCLAIMER**

This document represents original work for which I have never received either university credit or hours.