

FOR ADMINISTRATIVE USE ONLY

Course Number _____

Advisor Signature: _____
Approval Date: _____

WORK PLAN PROPOSAL

I. BACKGROUND:

Name: Jay J. Solomon School District: Bainbridge Island
112 Cranberry Rd NW Grade Level: High School
Bainbridge Island, WA 98110 Subject Taught: Social Studies

Phone: 206/555-4567
Email: jjsolomon@pacificbest.net Faculty Advisor: M.A. Johnson

Course Title: Impact of Manifest Destiny on Western Indigenous Cultures

No. Hours: 60

Level: WA Clock Hours **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 led to forced assimilation of Native Americans, the reservation system, and conflict between settlers and native peoples. Additionally students will see the lasting legacy of this period on our state, including various interpretations by historians, Native Americans, and others.

III. GENERAL GOALS:

In doing this work I will:

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

IV. DETAILS OF LEARNING PLAN

A. INFORMATION ACQUISITION (57 hours)

1. I will read or skim the following books, articles, treaties and historical documents.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 interdisciplinary unit aligned with NCSS and WA State EALRs 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).

V. ASSIGNMENTS TO BE SUBMITTED TO MY FACULTY ADVISOR:

Descriptions of the readings	2/15
List of focuses aligning with National Council for Social Studies and WA EALR's	3/15
Overall design plan of the unit, including Essential Questions, Lecture,	4/15
2-Week Unit with Assigned Readings, and Seminar Guidelines and Questions	5/15

VI. SUMMARY OF WORK HOURS

Work Plan Proposal	(automatic)	3 hours
Information Acquisition		57 hours

TOTAL: 60 hours

VII. DISCLAIMER

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