



Benjamin Banneker

Standards & Learning Objectives

AP US History

(WXT) Work, Exchange, and Technology

Geography and the Environment (GEO)

American and National Identity (NAT)

Culture and Society (CUL)

NAT-1.0 Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity. NAT-2.0 Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

NAT-4.0 Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

WXT-3.0 Analyze how technological innovation has affected economic development and society.

CUL-1.0 Explain how religious groups and ideas have affected American society and political life.

CUL-2.0 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

CUL-4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

National Council for the Social Studies Themes

3 PEOPLE, PLACES, AND ENVIRONMENTS

8 SCIENCE, TECHNOLOGY, AND SOCIETY

Common Core Physics Learning Standards

CCSS.ELA-LITERACY.RST.9-10.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.



CCSS.ELA-LITERACY.RST.9-10.5

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

CCSS.ELA-LITERACY.RST.9-10.7

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.RST.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

CCSS.ELA-LITERACY.RST.11-12.2

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-LITERACY.RST.11-12.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

CCSS.ELA-LITERACY.RST.11-12.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RST.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.8

Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CCSS.ELA-LITERACY.RST.11-12.9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RST.11-12.10

By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.



Learning Objectives:

After completing this lesson, students will:

List 2 achievements of the historical African-American figure Benjamin Banneker.

Explain what an “almanac” is and what it contains.

Describe the original surveying of the District of Columbia.

Explain what a “free Black” was, and how this occurred during the colonial period.

Explain what it means to be “self-taught” in a subject and give an example.

Define the following words: Farmstead, Surveying, Transit, Astronomy, Satellite, Polemics, Celestial, Navigation, Ephemeris, Eclipse, Perimeter, Almanac, Abolition, Repute, Polymath, Denigrated, Definitive, Unequivocal