

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

_____ **Honors Social Studies** _____

**Curriculum writing committee:
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Grade Level: 8

Date of Board Approval: _____ 2020 _____

Course Grading Scale for Honors Social Studies 8

Total Points earned:

Tests	100 points
Classwork/homework	10-20 points
Participation	10-15 points
Quizzes	20-25 points
Projects/Essays	50-100 points

Curriculum Map

Overview:

This is a Pre-Advanced Placement course designed to expose honors level students to American history from the British settlement of North America through the Civil War. The learning focus will be on major periods, leaders, and developmental stages in American history. The curriculum has been designed to utilize available technology and cross-curricular activities.

This course will prepare the students for the demands of Honors High School and AP Social Studies classes. It will challenge them to develop critical thinking and problem-solving skills. Students will use specific reading strategies to analyze and critique both primary and secondary historical sources. Students will compare individuals and groups that heavily contributed to American exceptionalism on the themes of government, religion, economics, arts and literature, science, technology, education and resources. They will collaborate with their peers, interact with historical text, receive direct instruction, conduct research and utilize technology whenever it benefits their learning.

Goals:

Students will have an understanding of:

Marking Period One: European settlement and colonization of North America

- Competition for North America
 - Swedish
 - Dutch
 - England
 - France
 - Spain
 - Native American
- Early attempts at colonization
 - Sir Humphrey Gilbert Expedition
 - Northwest Passage
 - Roanoke
 - Joint Stock, Proprietary, Royal
 - Jamestown
 - Plymouth
- Development of the 13 Colonies
 - 3 regions
 - Colonial Life
 - Theocratic Rule
 - Puritanism
 - The Trial of Anne Hutchinson
 - Salem Witch Trials
 - Religion
 - Materialism
 - Pennsylvania History
 - Pennsylvania Dutch and German influence
- Early Tension
 - Mercantilism
 - Navigation Acts
 - Smuggling
 - Salutary Neglect
- The Roots of Democracy
 - English Law
 - Enlightenment
 - Great Awakening
 - Democratization of America
- French and Indian War
 - Economy of the Ohio River Valley
 - George Washington
 - William Pitt
 - Alliances

- Treaty of Paris, 1763
- Pontiac's Rebellion
- Proclamation of 1763
- Results

Marking Period Two: Breaking from England/ Revolution to the Constitution

- British control in the Colonies and Colonial resistance
- Coercive Acts / Intolerable Acts
- Boston Tea Party
- Sons of Liberty
- Boston Massacre
- Crispus Attucks
- John Adams
- Samuel Adams
- Midnight Riders
- Declaratory Acts
- Military Rule
- First Continental Congress
- Civil Disobedience
- Committees of Correspondence
- Boycotts
- Revolution
 - Sons of Liberty
 - Correspondence Committees
 - Minutemen
 - The Battle of Lexington
 - The Battle of Concord
 - Declaration of Independence
 - Second Continental Congress
 - Thomas Paine
 - Common Sense
 - The Age of Reason
 - WAR
 - George Washington
 - France and Spain
 - Ethan Allen and the Green Mountain Boys
 - Fort Ticonderoga
 - Henry Knox
 - Bunker Hill
 - Continental Army
 - Trenton
 - Saratoga
 - Valley Forge
 - Martha Washington

- Marquis de Lafayette
 - Baron Von Steuben
- Benedict Arnold
- Yorktown
- Lord Cornwallis
- French Involvement
- Results/Effects
- Articles of Confederation
 - Strengths/Weaknesses
 - Shay's Rebellion
- U.S. Constitution
 - Constitutional Convention
 - Patrick Henry
 - Rhode Island
 - The Constitution/Bill of Rights
 - James Madison
 - Whiskey Rebellion
 - Alexander Hamilton
 - Rule of Law

Marking Period Three: The Country Expands/ George Washington to 1850

- George Washington
- Federalists and Anti-Federalists
- Early Political Parties
- French Revolution
 - Thomas Paine
- Thomas Jefferson
 - Louisiana Purchase
 - First War on Terror
 - Lewis and Clark Expedition
- War of 1812
 - Hawks v. Doves
 - Politicization
 - Invasion of Capital
 - Dolly Madison
 - National Anthem
 - Battle of New Orleans
 - General Andrew "Old Hickory" Jackson
- Industrial Growth
 - Domestic manufacturing
 - Protective tariffs
- New America
 - Monroe Doctrine

- Urbanization
- American System
- Labor
- Political Compromise
- Andrew Jackson
 - National Bank
 - Trail of Tears
 - Growth of Executive Branch
- Manifest Destiny

Marking Period Four: Challenges of a new nation to the Civil War/Lincoln's Assassination

- Rising tensions over slavery
- West Point Graduates
- Henry Ward Beecher
- The Caning of Charles Sumner
- Technological changes
- Slug vs. Minie Ball
- Lincoln – Douglas Debates
- Uncle Tom's Cabin
- President Lincoln
- Southern Secession
- Nullification
- Culture of the South
- States' Rights
- Civil War
 - Fort Sumter
 - Commanders of the Union Army
 - Jefferson Davis
 - George B. McClellan
 - Ulysses S. Grant
 - Robert E. Lee
 - Emancipation Proclamation
 - 54th Massachusetts
 - Sherman's March to the Sea
 - Role of Women
 - Gettysburg Address
- Lincoln's assassination
 - John Wilkes Booth
 - The Presidency of Andrew Johnson

Big Ideas:

UNIT: 1 – Settlement and Colonization

Big Idea # 1: Historical context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?
- Why do we study history?
- How do we know what happened in history?
 - What are primary sources?
 - What are secondary sources?
- What are generalizations?
 - What are their strengths?
 - What are their weaknesses?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- History is known through primary and secondary sources.
- Historical thinking skills teach how to respond to sociological patterns.
- If historical patterns are not recognized then America cannot make informed decisions about the present.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.
- Construct historical generalizations allowing for counterfactual arguments or outliers.
- Compare counterfactual arguments with failure to find counterfactual arguments.

Big Idea #2: Historical interpretation involves an analysis of cause and result.

Essential Questions:

- How is it possible for different people to interpret an event differently?
- Why is time and space important to the study of history?
- What role do multiple causations play in describing a historic event?
- How is causation different from correlation?
- How is correlation different from conditional?

Concepts:

- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion. Students will distinguish between what might be true and what must be true.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

- Analyze the interaction of Governments, Religions, Economics, Arts/Literature, Science/Technology, Education and Resources. (GREASER) for a specific time and place.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

UNIT: 2 – Breaking from England/Revolution to Constitution

Big Idea # 1: The history of the United States continues to influence its citizens, and has impacted the rest of the world.

Essential Questions:

- What does it mean to be a United States citizen, and what is your role in the history of the world?
- How has social disagreement and collaboration been beneficial to American society?
- How is America characterized by “E Pluribus Unum” “Liberty” and “In God We Trust”?

Concepts:

- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding United States history.
- Long-term continuities and discontinuities in the structures of United States culture provide vital contributions to contemporary issues.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending the American society.
- Aspects of societies can be generalized into the G.R.E.A.S.E.R. categories.

Competencies:

- Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.
- Appraise the document using the S.O.A.P.S.T.O.N.E. method of source evaluation.
- Apply the theme of continuity and change in United States history and relate the benefits and drawbacks of your example.
- Contrast how a historically important issue in the United States was resolved and compare what techniques and decisions may be applied today.

Big Idea #2: Historical interpretation involves an analysis of cause and result.

Essential Questions:

- How is it possible for different people to interpret an event differently?
- Why is time and space important to the study of history?
- What role do multiple causations play in describing a historic event?
- Under what circumstances can the truthfulness of the record of an event be questioned?

Concepts:

- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.
- The basic skill of historical critical thinking is the ability to analyze a concept so that it is reduced to a simple complete thought. Once individual ideas are isolated, the historian synthesizes the ideas to discover new paradigms.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.
- Formulations of how to answer historical based questions using primary sources.
- Recognizing biases in author's points of view and recognizing biases when students are in the role of author.

UNIT: 3 – The Country Expands

Big Idea #1: The history of the United States continues to influence its citizens, and has impacted the rest of the world.

Essential Questions:

- How can the story of another American, past or present, influence your life?
- How does the way the United States expanded contribute to modern attitudes, politics, or geopolitical concerns?

Concepts:

- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on the United States society.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding United States history.

Competencies:

- Construct a biography of an American settler, inventor, slave, slave owner, politician, or Native American and generate conclusions regarding his/her qualities and limitations.
- Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.

Big Idea #2: Historical interpretation involves an analysis of cause and result.

Essential Questions:

- How is it possible for different people to interpret an event differently?
- What role do multiple causations play in describing a historic event?
- Why is time and space important to the study of history?

Concepts:

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.

Competencies:

- Articulate the context of a historical event or action.
- Evaluate cause-and-result relationships bearing in mind multiple causations.

UNIT: 4 – The New Nation in Turmoil

Big Idea #1: Historical interpretation involves an analysis of cause and result.

Essential Questions:

- How is it possible for different people to interpret an event differently?
- What role do multiple causations play in describing a historic event?

Concepts:

- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.

Competencies:

- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and places.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.

Big Idea #2: Perspective helps to define the attributes of historical comprehension.

Essential Questions:

- How is it possible for different people to interpret an event differently?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and places.

Textbook and Supplemental Resources:

- **PRINT TEXTS:** Textbook- National Geographic *U.S. History: American Stories*; readings from *Sounding Forth the Trumpet*, *readings from Co. Aytch*, letters and battle descriptions, court records (John Brown); readings from *Killer Angels*; readings from *Killing Lincoln*; readings from *Our Country's Founders*; *The Notorious Benedict Arnold* by Steve Sheinkin; *For Liberty: The Story of the Boston Massacre* by Timothy Decker; *Narrative of the Life of Frederick Douglass* by Frederick Douglass
- **NON-PRINT TEXTS:** PBS *Liberty! The American Revolution*; PBS *Liberty's Kids*; *The Mystery of Robert E. Lee* by Professor Elliot Engel; *The Last Days of the Civil War: The Days that Changed a Nation*; *Gettysburg*; *The General*; *The Civil War: A Film by Ken Burns*; *Civil War Journal*; YouTube; *Glory*; *The War that Made America* (Documentary), *Founding Brothers* (Documentary); *The Crossing*; HBO series *John Adams*
- **OTHER RESOURCES:** Teacher developed graphic organizers, teacher developed rubrics and scoring guides, Smart Board files and activities, teacher developed web quests and worksheets, teacher developed reading or viewing guides.
- In most cases, selected clips from films rather than full screening will be used. A variety of films are provided from which teachers may choose to illustrate the Big Idea.

Curriculum Plan

Unit: 1 Settlement and Colonization

Approx. 45 days – Marking Period 1

Standards (by number):

PACS: CC.8.6.6-8A, CC.8.6.6-8B, CC. 8.6.6-8 C, CC 8.6.6-8 D, CC.8.6.6.-8 E, CC.8.6.6-8.F, CC.8.6.-8. G, CC.8.6.8-6. H, CC.8.6.6.-8. I, CC.8.5.6-8 A, CC.8.5.6-8. B, CC.8.5.6-8. C, CC 8.5.6-8. D, CC.8.5.6-8. E, CC.8.5.6-8. F, CC. 8.5.6-8. G, CC.8.5.6-8. H, CC.8.5.6-8. I,

PA Academic Standards: 8.2.6.A, 8.2.6.C, 8.2.6.D, 8.3.6.B, 8.3.6.C, 8.3.6.D,

Anchors:

R8.A.2, R8.B.1, R8B.3

Eligible Content:

Competition for North America

Early attempts at colonization

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Students will be able to employ strategies to identify and interpret primary documents and historical sites important in United States history. (DOK- Level One, Level Two)
- Students will be able to use graphic organizers and other reading strategies to analyze key concepts in both fiction and non-fiction texts. (DOK – Level Four)
- Students will be able to site specific evidence from primary and secondary sources to defend a specific position. (DOK- Level Three)
- Students will be able to label the 13 colonies on a blank map of North America. (DOK – Level One)
- Students will be able to distinguish characteristics of the particular regions of the United States. (DOK- Levels One and Two)
- Students will be able to articulate reasons for migration to the thirteen colonies (push and pull factors). (DOK- Level Two)
- Students will utilize technology to investigate topics in American history. (DOK- Level Three)
- Students will be able to use logic and reasoning to defend specific positions.
- Students will be able to utilize the 5W method for identifying historically significant people and events.
- Students will be able to categorize aspects of culture into the GREASER method of identifying cultural universals.

Core Activities and Corresponding Instructional Methods:

- Academic and Content vocabulary
 - Direct instruction and practice, small group/collaborative learning: graphic organizer (Give One, Get One)
- Build background knowledge utilizing technology
 - Research project: The Founding of the 13 Colonies, Informational Web Quest: The Salem Witchcraft Trials, Virtual Tours: Jamestown, Wampanoag Village, Pilgrim Village, Primary Source Readings concerning John Smith, William Penn
- Build background knowledge using visual and text sources
 - Independent readings, talking to the text, golden line, summarizing: William Penn's biography, The Salem Witch Trials, 1692, SOAPS: Mayflower Compact, Venn Diagrams: comparing colonial regions, A.P. U.S. History Flashcards, Biographies on individual explorers
 - Label the colonies/regions on a blank map
- Interpret and organize content material
 - Informative writing: Jamestown Survival Plan, Personalized Mayflower Compact
 - Persuasive writing: Invitation to the colonies, Columbus: Prove Me Wrong, Hero or Villain constructed response - Columbus
 - GREASER strategy applied to new settlements

Unit 1: Part 1 - Competition for North America

Outline / graphic organizer focusing on corresponding curriculum map topics, may or may not incorporate textbook.

Pages 50-51 in textbook - Discuss image and captions

Pages 52-53 - Ask students guided discussion questions 1 and 2 in the TEACH section.

Extension/Critical Thinking: "Should celebrations of Columbus's "achievements" be stopped altogether? (This could be formed in a Prove Me Wrong format.)

Pages 54-55 - Read/lecture on backstory of Columbus and voyages to establish Spain's early dominance. (Do the "Active Options" [page 55] activity with students working in pairs.)

Key Terms Comparison Activity - Student generated learning materials, (index cards with terms (Swedish, Dutch, French, Spain, English, Native American, etc.)) large font on one side and definitions on the back. Students pair up and present a mini presentation on the relationship between their term and their partner's term.

Swedish - Students will research Swedish settlements in North America and briefly report on their challenges and successes. Ask: What did this group want? [America's Forgotten Swedish Colony](#)

Dutch - Teach the Dutch model of colonization using either lecture format, notes on screen, or articles to annotate. P. 64 in textbook. Lay the foundation to make clear the approach England used. Brief bio of Hudson [Lesson summary: French and Dutch colonization \(article\)](#) Ask: What did this group want?

France -P. 64 in textbook. Brief biographies and achievement of Cartier and Champlain. [Jacques Cartier; Samuel de Champlain - Explorer | Mini Bio | BIO](#)

Lecture on or provide articles to annotate or video clips that emphasize France's low-population, fur-trading settlements. (This contributes to the direction of the French and Indian War.) <http://international.loc.gov/intldl/fiahtml/fiatheme2.html#track1> Ask: What did this group want?

Spain - Teach the Spanish model of colonization as compared to Dutch model. [Digital History](#)

Choose biographies from several famous explorers: Pizarro, de Soto, Cortes, de Leon... Activity: have students create social media profiles for one of more of these. Ask: What did this group want?

England - Covered in depth in the next unit. Ask: What did this group want?

Native American - Watch short clips of Westerns [The Searchers \(1956\) - Cowboys vs. Indians Scene \(4/10\) | Movieclips](#) and discuss stereotyped portrayals of natives (Search "Native American" on Amazon.com, for example.) Read and annotate the article called "Grisly Discovery Suggests the Inca Ritually Mounted 'Trophy Heads' as Display of Power." [Grisly Discovery Suggests The Inca Ritually Mounted 'Trophy Heads' as Display of Power](#)

Read the textbook about various tribes to create a foundation for synthesizing this content. Students write a short essay in which they provide a nuanced view of native cultures and the competition for land in North America. Ask: What did this group want?

Use the "Guided Discussion" questions on page 71 of the teacher text book to wrap up the unit after teaching about Columbian Exchange (70-71) (The world is changed forever...)

Unit 1: Part 2- Early attempts at colonization

Key Terms Comparison Activity - Student generated learning materials, (index cards with terms (Sir Humphrey Gilbert Expedition, Northwest Passage, Roanoke, Types of Colonies, Jamestown, John Smith, etc.) large font on one side and definitions on the back. Students pair up and present a mini presentation on the relationship between their term and their partner's term.

Sir Humphrey Gilbert Expedition - Assign “Sir Humphrey Gilbert” by Henry W. Longfellow. [Sir Humphrey Gilbert by Henry Wadsworth Longfellow](#)

Students will read, annotate, and discuss ideas from this poem as a way to start this unit.

Northwest Passage - Assign pages 60-61 in the textbook. Use the “Guided Discussion” questions in teacher edition. Ask students to make clear how the Reformation contributes to colonization. Ask: Are there any “Northwest Passages” today? (Metaphorical...) Extension: [Stan Rogers - Northwest Passage](#) Research the names mentioned in this song.

Roanoke - Assign pages 86-91 of the textbook. Students should annotate with post-it notes as they read and look at the images. Extension: Students should write a critique or review of John White’s artwork. (Find an example online for students to mimic.) [How to Write an Art Review – What You Need to Know](#)

Joint Stock, Proprietary, Royal - [Joint-Stock Companies \[ushistory.org\]](#)

English Administration of the Colonies | Boundless US History

Jamestown - Students will read pages 92-93. Use the “Guided Discussion” Questions.

Captain John Smith (Long read). Have students evaluate this text to determine the trustworthiness/reliability of an author (Smith). Examine motives for telling a story.

Pocahontas saves John Smith Complete a Double-Entry Journal [Double-Entry Journal.psd](#) while watching this clip.

Plymouth - Have students “annotate” with post-it notes the picture on page 84 of the textbook and discuss the quotation from John Winthrop.

<https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Winthrop's%20City%20upon%20a%20Hill.pdf> Students will read the original text of John Winthrop's City on a Hill purpose statement.

Students will read and annotate pages 100-103 in the textbook.

Students will read the Mayflower Compact [The Mayflower Compact](#)

Constitutional Rights Foundation (this has questions about what must be decided before a government is established.)

Mercantilism - <https://medium.com/@the1mills/mercantilism-capitalism-and-imperialism-3fefdf3b8edb> Use this cartoon to start the unit. Connect the ideas that this generates with the European Nations competing with each other.

Navigation Acts - Page 125 [Digital History](#) In groups, students will read and annotate different sections of the act and then point out key ideas to the rest of the group.

Smuggling - Page 125

Salutary Neglect - [A Patriot's History of the United States A Patriot's History of the United States FROM COLUMBUS'S GREAT DISCOVERY TO THE W](#) (Pages 53-55 discusses Benign Neglect and smuggling. This is at a higher level of reading)

Read aloud Jane Yolen's "Encounter".

French and Indian War The documentary called *The War that Made America* can be shown. Students should use graphic organizers to "annotate" the video's content and provide a foundation for class discussions.

Assessments:

Diagnostic:

Pre-test, KWL graphic organizer, brainstorming, question and answer, class discussion

Example: Before teaching, ask students to write everything they know about North American exploration on an index card. Read some to the class to gauge knowledge base.

Formative:

Section quizzes, teacher observation, graphic organizers, guided reading questions, class discussion, question and answer

Examples: Out loud quizzing of comprehension. Collect/check student work. Quiz on the different approaches to colonization. Questions that correspond with reading passages in the textbook. Almost Anything Goes Game - Students will create questions from the materials they think could appear on an assessment in the future. Questions should be true or false, multiple choice or short answer. It is helpful if questions are placed on an index card. Questions must be accompanied with answers. Then play a game using the questions, almost anything goes. Games could be trashketball, shuffleboard (using an eraser and the chalk tray) or a buzz-in style game using a noisemaker.

Summative:

Unit test, Informational Essay, Research Projects, Presentations, Quizzes

Example: Students will write a comprehensive essay in which they evaluate the groups' motivations for colonization and/or desire for land. In the essay they must demonstrate the

ability to describe the goals of each group, the relative successes of each group, the longevity of the colonies, and the reason why they support or oppose various nations' efforts and/or multiple choice test on the European Nations motivations, explorers, and effects/consequences of exploration and colonization.

Extensions:

- Reading and interpretation of primary source documents (see the McDougal Littell American History Unit Resource books)
- Document based questions (see the McDougal Littell American History Document Based Questions Practice workbook)
- Supplemental vocabulary terms
- Higher Order Thinking Skills practice
- Distinguishing between discussions, disagreements, arguments and fights.
- Commit to memory historically significant markers in the development of America.
- Students can be given excerpts from [BRADFORD'S HISTORY](#)
- [Pilgrims Beat 'Communism' With Free Market](#)
- To understand cause and effect and historical significance, students need to be familiarized with dates and events that are significant to the founding of the United States. The following dates can be displayed on a bulletin board and referenced throughout the year.

Unit 2: Breaking from England/Constitution to Revolution

Approx.

45 days – Marking Period 2

Standard(s):

PACS: CC.8.6.6-8A, CC.8.6.6-8B, CC.8.6.6-8C, CC.8.6.6-8D, CC.8.6.6-8E, CC.8.6.6-8F, CC.8.6.-8.G, CC.8.6.8-6.H, CC.8.6.6-8.I, CC.8.5.6-8.A, CC.8.5.6-8.B, CC.8.5.6-8.C, CC.8.5.6-8.D, CC.8.5.6-8.E, CC.8.5.6-8.F, CC.8.5.6-8.G, CC.8.5.6-8.H, CC.8.5.6-8.I

PA Academic Standards: 8.2.6.A, 8.2.6.C, 8.2.6.D, 8.3.6.B, 8.3.6.C, 8.3.6.D

Anchor(s): R8.A.2, R8.B.1, R8B.3

Eligible Content:

The colonies break from Great Britain
Articles of Confederation
The US Constitution
The American Revolution

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Students will be able to employ strategies to identify and interpret primary documents and historical sites important in United States history. (DOK- Level One, Level Two)
- Students will be able to use graphic organizers and other reading strategies to analyze key concepts in both fiction and non-fiction texts. (DOK – Level Four)
- Students will be able to site specific evidence from primary and secondary sources to defend a specific position. (DOK- Level Three)
- Students will utilize technology to investigate topics in American history. (DOK- Level 3)
- Students will be able to correlate fundamental principles between the Magna Charta, English Bill of Rights and the Petition of Right with the Declaration of Independence and the Bill of Rights
- Students will be able to demonstrate the fundamentals of writing a Document Based Question to prepare them for the A.P. test.

Core Activities and Corresponding Instructional Methods:

- Academic and Content vocabulary
 - Direct instruction and practice, small group/collaborative learning: graphic organizer (Give One, Get One), classroom word wall, Chapter note takers, KWL
 - Incorporation of vocabulary into general statements, counter examples and proof by failure to find counter examples.
 - Incorporation of vocabulary into dialogue differentiating between discussions, disagreements, arguments and fights.
- Build background knowledge utilizing technology
 - Research project: PowerPoint Presentation on the Revolutionary War, Revolutionary War timeline, video segments, *The Story of US* viewing questions, *The Crossing* viewing questions, recruiting poster, various appropriate video clips for the HBO series *John Adams*, *Johnny Tremain*
- Build background knowledge using visual and text sources
 - Independent readings, talking to the text, golden line, summarizing, SOAPStone: Road to Revolution DBQ documents, *My Brother Sam is Dead*, *The Notorious Benedict Arnold*
 - The Road to Revolution Mapping Activity, Colonial Economics Line Graph Activity, Articles of Confederation Poster, Shay's Rebellion article in *Cobblestone*, Speech on The Great Compromise, Federalist v. Anti-Federalist poster
- Interpret and organize content material
 - Informative writing: DBQ essay, The Cost of War essay or Compare and Contrast George Washington's Leadership at Long Island and at Trenton
 - Persuasive writing: Protest Tyrannous Acts letter
 - GREASER strategy applied to new settlements
 - Research Project: The Founding Documents of our English Heritage

Breaking from England/ Revolution to the Constitution

Students should periodically read chapters of *The Notorious Benedict Arnold* during this marking period. This allows the teaching of the Revolutionary War to have a connection to the life of one of the people heavily involved in the war.

British control in the Colonies and Colonial resistance

<https://www.youtube.com/watch?v=vjmAtgnEwCY&t=2s>

Boston Massacre Read the children's book *For Liberty: the story of the Boston Massacre* by Timothy Decker & watch the clip [John Adams Boston Massacre Courtroom HD Scene 2](#)

John Adams https://americainclass.org/citizen-leadership-in-the-young-republic/*

Boston Massacre <https://www.youtube.com/watch?v=WzCu2R0Zws0>

Sons of Liberty <https://www.history.com/news/sons-of-liberty-members-causes> ;
<https://www.history.com/shows/sons-of-liberty/season-1> (select scenes)

Boston Tea Party <https://www.nationalgeographic.org/video/boston-tea-party/>

Coercive Acts / Intolerable Acts https://www.youtube.com/watch?v=deU_9QzH5sQ

Samuel Adams <https://www.history.com/shows/sons-of-liberty/season-1> (select scenes)

Midnight Riders <https://www.youtube.com/watch?v=XYJV1aircTc>

Declaratory Acts <http://www.ouramericanrevolution.org/index.cfm/page/view/p0062>

First & Second Continental Congress <https://www.youtube.com/watch?v=GckRP2xRKNw>

Committees of Correspondence <https://www.bostontearpartyship.com/committees-of-correspondence>

Boycotts <https://www.historycentral.com/Revolt/Boycott.html>

The Battle of Lexington & Concord [April Morning - Conflict on Lexington Green](#)

Declaration of Independence https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/declaration-of-independence/?gclid=Cj0KCQjwwr32BRD4ARIsAAJNf_2x4b1NozVoMNvY21NfL8BO8B49CMQn4RfOW8Yko9bl5ZmAPpdwcAgSrEALw_wcB

Thomas Paine & Common Sense <https://www.battlefields.org/learn/videos/thomas-paine>

The Revolutionary War <https://www.battlefields.org/learn/maps/revolutionary-war-animated-map>

George Washington <https://www.youtube.com/watch?v=miyo2NzTong>

Ethan Allen and the Green Mountain Boys <https://www.youtube.com/watch?v=SfVSeLpK9oM>

Fort Ticonderoga <https://www.fortticonderoga.org/>;
<https://www.youtube.com/watch?v=bTLm6iQkG-4>

Henry Knox <https://america101.com/the-incredible-story-of-henry-knox-the-noble-train-of-artillery/>

Bunker Hill <https://www.battlefields.org/learn/revolutionary-war/battles/bunker-hill>

Trenton <https://www.youtube.com/watch?v=jGWySdd4AjI>

Saratoga <https://www.youtube.com/watch?v=cZNpbSP6Glo>

Valley Forge https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/valley-forge/?gclid=Cj0KCQjwwr32BRD4ARIsAAJNf_3voDyFW9OKD0wJ4KrYNdluzD9sigQ8v5yPnnsh6iKFbwSDhl_225YaAt88EALw_wcB

Benedict Arnold *The Notorious Benedict Arnold*

Yorktown <https://www.nps.gov/york/index.htm>;
<https://www.youtube.com/watch?v=lgx7QAQPs6Y>

Articles of Confederation <https://www.history.com/topics/early-us/articles-of-confederation>

Shays's Rebellion <https://www.metacritic.com/tv/10-days-that-unexpectedly-changed-america/season-1/episode-10-shays-rebellion-americas-first-civil-war>

Constitutional Convention <https://edsitement.neh.gov/lesson-plans/lesson-2-question-representation-1787-convention>

The Constitution/Bill of Rights

https://www.icivics.org/node/586/resource?gclid=Cj0KCQjwwr32BRD4ARIsAAJNf_16g-DeHkIKmgbPVNLnQX8_LYtQ3EEtV7WWKMn26abVKdes0s7nrzoAiddEALw_wcB ;
https://www.annenbergclassroom.org/resource/story-bill-rights/?gclid=Cj0KCQjwwr32BRD4ARIsAAJNf_1UV1VYi0T51E52oDqcRoZmHgwicexqidpWJYRVH6xPrJFkwDiiKBgaAu55EALw_wcB

Whiskey Rebellion [Washington and the Whiskey Rebellion](#)

Alexander Hamilton <https://www.youtube.com/watch?v=eMATHKiEsvE>

Assessments:

Diagnostic: Pre-test, KWL graphic organizer, brainstorming, question and answer, class discussion

Formative: Section quizzes, teacher observation, graphic organizers, guided reading questions, class discussion, question and answer

Summative: Unit test, Informational Essay, Research Projects, Presentations

Extensions:

- Curriculum based P.S.S.A. oriented warm up questions
- Reading and interpretation of primary source documents (see the McDougal Littell American History Unit Resource books)
- Document based questions (see the McDougal Littell American History Document Based Questions Practice workbook)
- Supplemental vocabulary terms
- Commit to memory historically significant markers in the development of America.

Unit 3: The Country Expands/ George Washington to 1850

Approx. 45 days – Marking Period 3

Standards:

PACS: CC.8.6.6-8A, CC.8.6.6-8B, CC. 8.6.6-8 C, CC 8.6.6-8 D, CC.8.6.6.-8 E, CC.8.6.6-8. F, CC.8.6.-8. G, CC.8.6.8-6. H, CC.8.6.6.-8. I, CC.8.5.6-8 A, CC.8.5.6-8. B, CC.8.5.6-8. C, CC 8.5.6-8. D, CC.8.5.6-8. E, CC.8.5.6-8. F, CC. 8.5.6-8. G, CC.8.5.6-8. H, CC.8.5.6-8. I,

PA Academic Standards: 8.2.6.A, 8.2.6.C, 8.2.6.D, 8.3.6.B, 8.3.6.C, 8.3.6.D,

Anchor(s): R8.A.2, R8.B.1, R8B.3

Eligible Content:

George Washington

Thomas Jefferson – The Louisiana Purchase & Lewis and Clark

War of 1812

Industrial Revolution

Andrew Jackson

Manifest Destiny

Objectives:

- Students will be able to employ strategies to identify and interpret primary documents and historical sites important in United States history. (DOK- Level One, Level Two)
- Students will be able to use graphic organizers and other reading strategies to analyze key concepts in both fiction and non-fiction texts. (DOK – Level Four)
- Students will be able to site specific evidence from primary and secondary sources to defend a specific position. (DOK- Level Three)
- Students will be able to label the all states in the Union as of 1850 on a blank map of North America. (DOK –Level One)
- Students will utilize technology to investigate topics in American history. (DOK- Level 3)

Core Activities and Corresponding Instructional Methods:

- Academic and Content vocabulary
 - Direct instruction and practice, small group/collaborative learning: graphic organizer (Give One, Get One), Think-Pair-Share
- Build background knowledge utilizing technology
 - Digital Library: Primary Source Readings from this time period
 - Archives.gov plus written document analysis (Federalist Papers, Washington's major speeches, letter from Jewish congregation in Providence to Washington, etc.)
 - Virtual Tours: National Archives, White House
 - Web Quest: Life on the frontier
 - YouTube videos: "Star-Spangled Banner," history of steam development, functioning cotton gin, Sacagawea, the Alamo, political party explanations
- Build background knowledge using visual and text sources
 - Independent reading, talking to the text, golden line, summarizing: selected entries from Lewis and Clark's Journals,
 - Venn Diagrams: Federalists and Anti-Federalists
 - Label the states on a blank map of 1850
 - Use scenes from *Frontier House* to show hardships of expansion
- Interpret and organize content material
 - Informative writing: Description of unsettled lands,
 - Persuasive writing: Pick-a-side – war hawks v. doves (decide if the US should go to war with Mexico), Convince a friend or relative to make the trip to California for the Gold Rush or stay home instead.
 - Regular discussion/written response: Battles over size and scope of national government at various points in US history

The Country Expands/ George Washington to 1850

George Washington *The Crossing*; <https://www.mountvernon.org/education/lesson-plans/>

Federalists and Anti-Federalists <https://www.icivics.org/teachers/lesson-plans/federalism-debate-mini-lesson>

French Revolution [The Dark Knight Rises, the French revolution and Dickens' A Tale of two Cities](#)

Thomas Paine <https://www.ushistory.org/paine/>

Thomas Jefferson [The Time a Free Black Man Challenged Thomas Jefferson](#)

Louisiana Purchase [Jefferson and the Louisiana Purchase](#)

Lewis and Clark Expedition [Lewis and Clark . Inside the Corps . Circa 1803 Cold and Hungry | History](#)

First War on Terror [Stephen Decatur and the Barbary Pirates; The Marines' Hymn](#)

War of 1812 [The War of 1812: The Movie; https://www.battlefields.org/learn/war-1812/battles/fort-mchenry](#)

Hawks v. Doves [War Hawks and the War of 1812](#)

Invasion of Capital <https://www.youtube.com/watch?v=0TV3VC5QjsA>

Dolly Madison https://www.battlefields.org/learn/biographies/dolley-madison?gclid=Cj0KCQjwwr32BRD4ARIsAAJNf_2tNrtcPmOoqUaS69iw2rod8l7qpZRB5M8nhk8nw6s4I3hUuqSQSKYaAge0EALw_wcB

National Anthem https://www.battlefields.org/learn/war-1812/battles/fort-mchenry?gclid=Cj0KCQjwwr32BRD4ARIsAAJNf_2ydXMJ7W0_5u2Wh-FNUKNqu24zcyX0c3BpP8-CTXTSjrrZO58FMIcaAtriEALw_wcB

General Andrew "Old Hickory" Jackson

https://www.battlefields.org/learn/biographies/andrew-jackson?gclid=Cj0KCQjwwr32BRD4ARIsAAJNf_0leCQMDxZbaGetFwEu-DujJIPCQ3FsLAEinQCB_d_N7x1d7uBP0QaAsTVEALw_wcB

Industrial Growth

<https://www.cusd80.com/cms/lib6/AZ01001175/Centricity/Domain/3898/1st%20American%20Industrial%20Revolution-%20WebQuest-2015-16.htm>

Monroe Doctrine <https://edsitement.neh.gov/lesson-plans/lesson-3-monroe-doctrine-close-reading>

Urbanization https://placesjournal.org/article/downtown-a-short-history-of-american-urban-exceptionalism/?gclid=Cj0KCQjwwr32BRD4ARIsAAJNf_1Bv4Xc2cd9H0mVcT5TWrxdN0GbpY5rGnhMdUlqJTpfQxkzoFzBSUaAm90EALw_wcB&cn-reloaded=1

Andrew Jackson <https://thehermitage.com/learn/andrew-jackson/>

National Bank <https://www.ushistory.org/us/24d.asp>

Trail of Tears <http://pnhs.psd202.org/documents/dforema1/1540820857.pdf>

Manifest Destiny <https://hti.osu.edu/history-lesson-plans/united-states-history/manifest-destiny-westward-expansion>

Assessments:

Diagnostic: Pre-test, KWL graphic organizer, brainstorming, question and answer, class discussion

Formative: Section quizzes, teacher observation, graphic organizers, guided reading questions, class discussion, question and answer

Summative: Unit test, Essays, Presentations

Extensions:

- Curriculum based PSSA-oriented warm up questions
- Reading and interpretation of primary source documents (see the McDougal Littell American History Unit Resource books)
- Document based questions (see the McDougal Littell American History Document Based Questions Practice workbook)
- Supplemental vocabulary terms
- Commit to memory historically significant markers in the development of America.

Unit 4: Challenges of new nation to the Civil War through Lincoln's Assassination

Approx. Time – 45 days Marking Period Four

Standards:

PACS: CC.8.6.6-8A, CC.8.6.6-8B, CC. 8.6.6-8 C, CC 8.6.6-8 D, CC.8.6.6.-8 E, CC.8.6.6-8. F, CC.8.6.-8. G, CC.8.6.8-6. H, CC.8.6.6.-8. I, CC.8.5.6-8 A, CC.8.5.6-8. B, CC.8.5.6-8. C, CC 8.5.6-8. D, CC. 8.5.6-8. E, CC.8.5.6-8. F, CC. 8.5.6-8. G, CC.8.5.6-8. H, CC.8.5.6-8. I,

PA Academic Standards: 8.2.6.A, 8.2.6.C, 8.2.6.D, 8.3.6.B, 8.3.6.C, 8.3.6.D,

Anchor(s): R8.A.2, R8.B.1, R8B.3

Eligible Content:

Rising tensions over slavery
Abraham Lincoln & his assassination
The Civil War

Objectives:

- Students will be able to employ strategies to identify and interpret primary documents and historical sites important in United States history. (DOK- Level One, Level Two)
- Students will be able to use graphic organizers and other reading strategies to analyze key concepts in both fiction and non-fiction texts. (DOK – Level Four)
- Students will be able to site specific evidence from primary and secondary sources to defend a specific position. (DOK- Level Three)
- Students will be able to label the all states in the Union (North) and Confederacy (South) on a blank map of North America. (DOK –Level One)
- Students will utilize technology to investigate topics in American history. (DOK- Level Three)
- Students will construct and posit arguments of historical relevance and significance. (DOK – Levels Two and Three)

Core Activities and Corresponding Instructional Methods:

- Academic and Content vocabulary
 - Direct instruction and practice, small group/collaborative learning: graphic organizer (Give One, Get One), Think-Pair-Share
- Build background knowledge utilizing technology
 - Digital Library: Primary source readings from this time period
 - Film Clips: Bleeding Kansas, John Brown, Fort Sumter, key battles from Civil War, Professor Elliot Engel's lesson on Robert E. Lee
 - Archives.gov plus written document analysis (Lincoln's speeches, Douglas's speeches)
 - YouTube Videos: Civil War, Lincoln, Female Spies
- Build background knowledge using visual and text sources
 - Independent readings, talking to the text, golden line, summarizing: arguments for and against popular sovereignty, analyze quotations from time period
 - Handouts: Searching for relevant details and themes in stories of females involved in war, heroism among black regiments, and of the plot to assassinate Lincoln.
 - Venn Diagrams: Northern economy v. Southern economy
 - Label the states on a blank map of the U.S. in 1863 - marking Union, Confederate, and Neutral States as well as labeling industrial centers

- Apply GREASER strategy to Confederate States of America in 1861 and also in 1865
- Interpret and organize content material
 - Informative writing: Students can choose to write about the role of cotton or the role of technology in shaping the culture and events of that time period.
 - Persuasive writing: Choose from one of the following perspectives and write a letter to Jefferson Davis, Abraham Lincoln, Eli Whitney, or a spouse requesting his or her help in some concern of yours: a slave, a soldier for the North or South, a wife of a soldier for the North or South
 - Regular discussion/written response: Battles over size and scope of national government at various points in US history (again); What conflict between states means constitutionally; Legitimacy of secession and any related modern-day connections

Challenges of new nation to the Civil War through Lincoln's Assassination

- **Rising tensions over slavery** <https://www.khanacademy.org/humanities/us-history/civil-war-era/sectional-tension-1850s/v/sectional-conflict-regional-differences>
- **Technological changes** <https://www.pbs.org/opb/historydetectives/feature/civil-war-innovations/>
- **Slug vs. Minnie Ball** <https://www.history.com/topics/american-civil-war/minie-ball>
- **Lincoln – Douglas Debates** <https://www.gilderlehrman.org/history-resources/online-exhibitions/lincoln-douglas-and-their-historic-debates>
- **Uncle Tom's Cabin**
<https://wvia.pbslearningmedia.org/resource/amex25.socst.ush.hbstowe/harriet-beecher-stowe-uncle-toms-cabin/>
- **President Lincoln** <https://www.scholastic.com/teachers/lesson-plans/teaching-content/abraham-lincoln-time-line-research-project/>
- **North v. South** <https://www.battlefields.org/learn/articles/north-and-south>
- **Southern Succession** <https://chssp.ucdavis.edu/programs/historyblueprint/civil-war-lesson-2-secession.pdf>
- **States' Rights** <https://www.historynet.com/states-rights-civil-war>
- **Civil War**
 - **Fort Sumter** <https://www.nps.gov/fosu/index.htm>
 - **Commanders of the Union Army** <https://www.historynet.com/union-generals>
 - **Jefferson Davis** <https://www.ancestrycdn.com/aa-k12/1110/assets/JTHG-Lincoln-Davis-Lesson-Plan.pdf>
 - **George B. McClellan** <https://www.battlefields.org/learn/biographies/george-b-mcclellan>
 - **Ulysses S. Grant** <https://www.battlefields.org/learn/biographies/ulysses-s-grant>

- **Robert E. Lee** <https://www.wearethemighty.com/articles/12-leadership-lessons-in-the-words-of-robert-e-lee>
 - **Emancipation Proclamation**
<https://www.ourdocuments.gov/doc.php?flash=false&doc=34&page=transcript>
<https://www.battlefields.org/learn/articles/10-facts-emancipation-proclamation>
 - **54th Massachusetts** <https://www.history.com/topics/american-civil-war/the-54th-massachusetts-infantry>; **Glory**
 - **Sherman's March to the Sea** <https://www.pbs.org/video/civil-war-shermans-march/>
 - **Role of Women** https://www.battlefields.org/learn/articles/female-soldiers-civil-war?gclid=Cj0KCQjwwr32BRD4ARIsAAJNf_27xZGn04I_zrVWI8pnBuKnZX9jEw6HSj7MAWsyKiDvlgo-AElqgRsaArEKEALw_wcB
 - **Gettysburg Address** <https://www.battlefields.org/learn/civil-war/battles/gettysburg>;
- **Lincoln's assassination** <https://www.fords.org/for-teachers/teaching-lincolns-assassination-legacy/>
 - **John Wilkes Booth** <https://www.fords.org/for-teachers/teaching-resources/?topic=john-wilkes-booth&page=1>
 - **The Presidency of Andrew Johnson** <https://www.biography.com/us-president/andrew-johnson>
- **Reconstruction** <https://edsitement.neh.gov/lesson-plans/lesson-1-battle-over-reconstruction-aftermath-war>

Assessments:

Diagnostic: Pre-test, KWL graphic organizer, brainstorming, question and answer, class discussion

Formative: Section quizzes, teacher observation, graphic organizers, guided reading questions, class discussion, question and answer

Summative: Unit test, Essays, Presentations

Extensions:

- Curriculum based PSSA-oriented warm up questions
- Reading and interpretation of primary source documents (see the McDougal Littell American History Unit Resource books)
- Document based questions (see the McDougal Littell American History Document Based Questions Practice workbook)
- Supplemental vocabulary terms
- Commit to memory historically significant markers in the development of America.
- ABC Game - Students write the alphabet on the left-hand side of a piece of paper. The teacher gives them a key idea (American Revolution, Civil War, etc.) The students need

to come up with one word that begins with each letter of the alphabet and relates to the key idea. (can be used with any unit)

- Joe/Jane the (Colonist) ... - This is an improvisational activity that requires students to demonstrate their knowledge of history and think on their feet. Display a list of key terms and instruct the students with the following rules. Today we are going to make up a story of Joel (or Jane) the colonist. Here are the rules. 1) I will start the story and establish the setting. When I have established the setting, I will look for a volunteer to continue to tell Joe's story. 2) If you are chosen, you tell the next part of Joe's story using one of the key words displayed. 3) You cannot negate any part of the story already established. 4) Use fiction, not fantasy (no aliens, no dragons) 4) All parts of the story must be historically plausible. 5) All stories end with, "...and they lived happily ever after!" (can be used with any major topic)
- Court transcripts - Most of the historic court cases have been preserved as transcriptions. Reading aloud the court transcripts like a play is one way to introduce and/or reinforce concepts. Appropriate court cases include parts of the trial of Anne Hutchinson, Salem Witch Trials, the trial following the Boston Massacre, the trial of John Peter Zenger, the Amistad trial and John Brown's trial. (can be used with any unit)

Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.

<https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf>