

Big Ideas: Acquire skills in map reading, informational text comprehension, and learn about early colonization through Reconstruction of the United States, learn about the roots of our government and our Constitution with application to today's world

Essential Questions: Where are individual states and their capitals located on the U. S. map? How did different cultures and religions develop around the world, and what effects did these have on North America? How did the United States of America evolve to its current status?

Essential Questions/Time Frame	Standards	Skills	Assessment	Resources
August/September EQ-What were the causes and effects of European exploration of the Americas? EQ-How did the English start colonies with distinct qualities in North America?	<i>Indiana Academic Standards</i> 8.1.2 gaining control of North America during colonization 8.3.1 use maps 8.3.10 create maps, charts, graphs etc. 8.4.1 Economic factors of colonization 8.4.9 Explain domestic international interdependence 8.1.1 Describe Native American conflict and cooperation with European settlers and the influence the two cultures	1. Students will explore how the first inhabitants learned to farm. 2. Students will identify the early cultures that developed in the Southwest and the Mississippi Valley. 3. Students will explain the struggle of the British, French, Spanish, and Dutch to gain control of North America. 4. Students will categorize the challenges the explorers faced and what mistaken beliefs they had to overcome to reach distant continents. 5. Students will compare and contrast New England, Middle and Southern Colonies with	1. Students will do chapter summary section assignments. 2. Students will take written quizzes. 3. Students will take chapter tests. 4. Students will create/analyze graphs, timelines, charts to explain movement of people 5. Students will create salt maps showing 13 colonies and categorize each. 6. Students will work cooperatively to complete projects about early colonization. 7. Students may read novels which pertain to early colonization. 8. Students will interpret political cartoons and may create cartoons about the timeframe studied.	Textbook— MBC videos Jr. Scholastic Magazine Various resources

	<p>had on each other</p> <p>8.3.5 Describe the importance of the major mountain ranges and rivers in the development of N.A.</p>	<p>regard to reasons for settlement, economic growth, lifestyles, and slavery.</p>	<p>9. Students will learn pertinent vocabulary and test over it using Marzano's framework.</p>	
<p>October/November</p> <p>EQ-How did colonial life take shape?</p> <p>EQ- How did the relationship between Britain and the colonies fall apart?</p> <p>EQ- How did the differing economies compare/contrast with one another?</p> <p>EQ- How did British tax policies move the colonists closer to rebellion and to the American Revolution?</p>	<p>8.2.1-Identify rights, responsibilities of citizenship</p> <p>Explain domestic, international interdependence</p> <p>8.1.10 Compare Southern/Northern way of life</p> <p>8.1.31 Compare art, music, literature to reflect on American culture</p> <p>8.3.11 environmental modifications during development and effects</p> <p>8.3.7 Use maps to</p>	<p>1. Students will identify how English ideas about government and trade affected the colonies.</p> <p>2. Students will characterize typical colonial society, and compare life in the differing colonies.</p> <p>3. Students will understand how slavery developed in the colonies and how it affected colonial life.</p> <p>4. Students will discuss how religion and government influenced colonial life.</p> <p>5. Students will understand how the British gained French territory in N.A.</p>	<p>1. Chapter summary assignments</p> <p>2. Chapter tests and section quizzes</p> <p>3. In class research and group presentations about the early colonies and the road to revolution.</p> <p>4. Create a political cartoon about events going on prior to the outbreak of the war</p> <p>5. Make a chart of all the taxes imposed and reasons for them</p>	<p>Textbook</p> <p>MBC videos</p> <p>United Streaming Videos</p> <p>Jr. Scholastic Magazine</p> <p>Portions of non-fiction novel <u>To Be A Slave</u></p>

	<p>identify changes from growth, economics, migration</p>	<p>6. Students will learn about the French and Indian War and its influence on colonists 7. Students will understand how British tax policies pushed the colonies closer to rebellion</p>		
<p>December/January EQ-How did the colonists gain their independence? EQ-How did the US Constitution overcome the weaknesses of the Articles of Confederation and provide for the organization of the new government? EQ- Why did the relationship between the colonies and Great Britain fall apart?</p>	<p>8.1.3 French/Indian War, colonial resistance to Britain 8.1.4 Declaration of Independence causes and effects of Rev. War 8.1.6 Identify the steps in implementation of the federal government under the US Constitution 8.1.9 Influence of individuals on developments of early US 8.1.30 Formulate questions by analyzing primary, secondary resources</p>	<p>1. Students will list why many colonists favored independence, and read the Declaration of Independence. 2. Students will understand how the early years were critical to the war. 3. Students will understand how Americans won the war and made peace. 4. Students will list the major successes/failures of the government under the Articles of Confederation. 5. Students will understand the role compromise played in the creation of the US Constitution. 6. Students will understand how</p>	<p>1. Chapter summary assignments. 2. Chapter tests and quizzes. 3. Research of people/battles/consequences of declaring war. 4. Read a fictional novel about the Revolutionary War and complete a project about the book. 5. Memory work of portions of the Declaration and the Constitution 6. Take pertinent vocabulary tests and quizzes 7. Create a visual aid to compare and contrast the military tactics of the British and those of the Continental Army in their victories and defeats. 8. Students will map the significant battles that took place during the American Revolution.</p>	<p>Textbook Video 1776 Various novels Documents (Declaration and Constitution) Read period pieces (poetry, almanac etc.)</p>

	<p>8.2.1 Identify/Explain essential ideas of constitutional govt.</p> <p>8.3.1 Use maps representing physical, cultural characteristics</p> <p>8.4.7 Trace the kinds of money used in the US</p> <p>8.2.5 Compare/contrast federal, state, local government powers then and now</p>	<p>ratification of the Constitution was achieved.</p> <p>7. Students will read and comprehend the Constitution.</p>		
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<p>January/February EQ-How did President Washington set the course for the new nation? EQ- How did Jefferson and Madison deal with unresolved problems? EQ-How did the nation reflect a growing national pride and identity? EQ-How did the people gain more power during the age of Jackson? EQ-How did the new technology of the Industrial Revolution change the way Americans lived? EQ- How did the women’s suffrage movement begin?</p>	<p>8.1.6 Identify the steps to implement the Constitution 8.2.1 Identify/Explain essential ideas of the constitutional government 8.2.3 Legislative and judicial powers 8.4.4 Economic functions of government 8.4.8 Examine development of US banking system 8.1.7 Political party origins 8.1.9 Influence of individuals on developments in early US. 8.1.29 Distinguish facts from historical interpretations 8.1.8 Election of 1800;</p>	<p>1. Students will deduct why America needed a strong president. 2. Students will discuss the relevance of Marbury vs. Madison and judicial review. 3. Students will interpret the impact of the Lewis and Clark expedition. 4. Students will explain why the US declared war on Great Britain and identify the events leading to the end of the War of 1812. 5. Students will develop an understanding of how a new nation pulling against the British in the War of 1812 and The Era of Good Feelings influenced Americans to develop a strong feeling of unity and purpose 6. Students will make predictions about whether Jackson’s actions or Jefferson’s actions benefited the ordinary Americans. 7. Students will explain Jackson’s interpretations of the President’s powers.</p>	<p>1. Students will describe the way Washington organized the new government. 2. Students will explain how early political parties formed and discuss the issues that divided the early parties and their supporters. 3. Students will explore the conflicts with Native Americans. 4. Students will research the Lewis and Clark Expedition and prepare a summary of the journey that might have been presented to President Jefferson upon their return. 5. Students will use information on the major events in the public life of JQ Adams and make a timeline of Adams’s contributions to the US. 6. Students will make a graphic organizer that compares the positions and actions of the three major participants in the battle over the charter of the second bank of the US: Nicholas Biddle, Senator Henry Clay and President Andrew Jackson.</p>	<p>Textbook MBC Videos Visual aides Classroom videos</p>
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	<p>presidency of Jefferson.</p> <p>8.1.2 Landmark Supreme Court cases</p> <p>8.1.15 Explain the concept of Manifest Destiny</p> <p>8.2.4 Explain the functions of the national government in the lives of people</p> <p>8.1.25 Give examples of how immigration affected American culture and the decades before and after the Civil War.</p> <p>8.1.26 Give examples of the changing role of women and minorities in the different sections of the US.</p> <p>8.1.27 Give examples of scientific and</p>	<p>8. Students will analyze the effect the Industrial Revolution had on work in the US.</p> <p>9. Students will explain Lowell’s factory system and the changes caused by mass production.</p> <p>10. Students will compare and contrast how new inventions and improvements in transportation helped industry and cities grow.</p> <p>11. Students will learn vocabulary of the time and take tests/quizzes over it.</p>	<p>7. Students will create a chart showing the new progresses made in both industry and transportation in the US during the Industrial Revolution.</p> <p>8. Students will research famous slaves and famous women who contributed to the changes in the lives of these Americans and create a timeline of these events and players.</p> <p>9. Complete chapter tests/quizzes/study guides.</p>	
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<p>March/April EQ-What cultures and ideas influenced the development of the West? EQ- How did westward expansion change the geography of the nation? EQ-Why did people go West and what challenges did they face? EQ-What were the causes and effects of the Texas War and the Mexican American War? EQ- How did the nation try but fail to deal with the growing sectional differences? EQ- Why did the Compromise on 1850 fail? EQ- Why did the Lincoln-Douglass debates and John Brown's raid increase tensions between the North and South?</p>	<p>technological developments that changed cultural life in the US.</p> <p>8.1.15 Manifest Destiny and its impact</p> <p>8.1.23 Conflicts between Native American Indians and settlers on the Great Plains</p> <p>8.3.1 Read maps to interpret symbols etc.</p> <p>8.1.25 Give examples of how immigration affected American cultures</p> <p>8.3.7 Use maps to identify changes from growth, economic, migration</p> <p>8.3.9 Analyze migration, settlement</p>	<ol style="list-style-type: none"> 1. Students will list the cultures of the Southwest. 2. Students will make a determination about Manifest Destiny and its success/failure in Westward expansion. 3. Students will elaborate on the hardships of settling the West. 4. Students will understand how Texas became independent from Mexico. 5. Students will identify the changes caused by the Gold Rush and the Forty-niners. 6. Students will describe the problem of adding new territories to the Union. 7. Students will judge the Compromise of 1850 by discussing its provisions and the impact of <i>Uncle</i> 	<ol style="list-style-type: none"> 1. Students will create a visual timeline of events that happened during the Westward Expansion time frame. 2. Students will compose a newspaper article about John Sutter and his role in the California Gold Rush. 3. Students will read primary documents and analyze their effects on the time and on today. 4. Students will watch a fictional video about Uncle Tom's Cabin and decide whether it is a valid portrayal of the time. 5. Students will learn pertinent vocabulary and be tested over it. 6. Students will take tests and quizzes about the material covered and complete chapter summary assignments about the material covered. 	<p>Textbook Videos MBC videos and materials Adventure Tales of America Uncle Tom's Cabin Fictional novels Non- fiction novel</p>
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<p>April/May</p> <p>EQ-How did people, places and things affect the outcome of the Civil War?</p> <p>EQ-Why did the election of Lincoln spark the secession of the southern states?</p> <p>EQ- How did each side in the war try to gain an advantage over the other?</p> <p>EQ- What were the causes and effects of the Emancipation Proclamation?</p> <p>EQ-How did Lincoln and his generals turn the tide</p>	<p>patterns, and economic changes</p> <p>8.4.9 Explain/evaluate domestic, international interdependence</p> <p>8.1.24 Identify the influence of individuals on political and social events and movements such as abolition, women’s rights etc.</p> <p>8.1.10 Compare Northern and Southern ways of life</p> <p>8.1.20 Events leading up to the Civil War</p> <p>8.1.21 Key events, people of the civil War</p> <p>8.1.27 Scientific, technological advances that changed cultural</p>	<p><i>Tom’s Cabin.</i></p> <p>8. Students will justify the idea of popular sovereignty and its application in the Kansas-Nebraska Act.</p> <p>9. Students will explain the Dred Scott decision and its results.</p> <p>1. Students will list the events leading up to the election of 1860 and the final outcome of it.</p> <p>2. Students will understand the differences between the pro Union Southerner and a Southerner who favors secession.</p> <p>3. Students will research new technology used in battles.</p> <p>4. Students will compare military leadership of the</p>	<p>7. Students may read a fictional novel about the time period and create a project about the novel.</p> <p>1. Students will complete study guides and tests/quizzes about the material covered.</p> <p>2. Students will make a map showing the North/South/Border states.</p> <p>3. Students will research a battle and explain its significance to the outcome to the war.</p> <p>4. Students may read a fictional novel about the time and create a project about it.</p> <p>5. Students will read primary</p>	<p>Textbook</p> <p>Videos</p> <p>Primary documents</p> <p>MBC materials</p>
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<p>of the war? EQ-How did the government try to solve key problems facing the nation after the Civil War? EQ-How did disagreements over Reconstruction lead to conflict in the government? EQ- What were the effects of Reconstruction?</p>	<p>life 8.1.30 Formulate questions by analyzing primary, secondary sources 8.1.28 Recognize historical perspective; evaluate alternative actions 8.2.7 Explain responsible citizen participation in society 8.1.22 Policies, practices, consequences of Reconstruction</p>	<p>North and the South. 5. Students will assess Lincoln's actions of handling the issue of slavery. 6. Students will read and evaluate the Emancipation Proclamation's effectiveness. 7. Students will interpret the role of the 54th Massachusetts Regiment through viewing <i>Glory</i>. 8. Students will distinguish decisive battles in the war and determine for themselves the effectiveness of them. 9. Students will learn about the Reconstruction amendments and how they effected the changes in the country at the time.</p>	<p>source documents and evaluate their effectiveness.</p>	
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