

UNIT: Colonization to Independence

STRAND: American History

TIME: 12 weeks (Chapters 1-6)

CONTENT STATEMENT: North America was inhabited by Native Americans and explored by Europeans and colonized for religious and economic reasons.

Conflict between European powers over control of territory and resources of new world

Race based slavery bring African Americans to new world. Their knowledge and culture contribute to success of colonies.

Ideas of Enlightenment and dissatisfaction with English rule lead to Declaration of Independence

LEARNING EXPECTATIONS: Students will be able to explain the reasons for colonization, how it affected the involved cultures. Students will be able to explain how and why the colonist declared independence.

TOPICS (BIG IDEAS): Past effect present, Economics effect and shape Civilization, Geography effect and shape Civilization, Contact between cultures influence cultural development.

ESSENTIAL QUESTIONS: How did the contact between the Europeans and the Native Americans affect each group? How did geography effect the colonization of the New World? How did religion and economics effect the development of North America? When is it “right” to rebel against the government? What affect did the enslaved African have on the success of the colonies? How did propaganda affect the colonist leading to the Revolution?

VOCABULARY: Pilgrimage, conquistador, dissent, Separatist, Mayflower Compact, constitution, debtor, cash crop, triangular trade, Middle passage, imports, export, Iroquois Confederacy, boycott, Loyalist, Patriot, propaganda.

RESOURCES: Textbook, Internet, you-tube, Liberty Kids, Horrible History, The Crossing(movie), segments of The Patriot(movie),teacher created PowerPoint, Mayflower compact, Declaration of Independence,

ASSESSMENTS: Test (s), quizzes(f), graphic organizers(f), research projects(s), oral presentations(s), worksheets(s),understanding scale questions(f), oral questioning (f), observations (f)

UNIT: Articles of Confederation and Constitution

STRAND: American History

TIME: 6 weeks (Chapter 7 and Constitution)

CONTENT STATEMENT: The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.

Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution

LEARNING EXPECTATIONS: Examine how the weaknesses of the Articles led to instability; Explain how the Confederation Congress dealt with the western lands; Describe how the Constitutional Convention broke the deadlock over the form the new government would take; Understand how the delegates answered the question of representation; Understand the roots of the Constitution; Explain how the Constitution limits the power of government.

TOPICS (BIG IDEAS): /The past affects the present; Rights come with responsibilities; there is more than one side to a story.

ESSENTIAL QUESTIONS: What are the weaknesses of the Articles of Confederation; How was the Northwest Territory handled and how did that effect westward expansion?; What is the Preamble to the Constitution; How is the U.S. Government organized. What are checks and balances? How do the checks and balances work and are they necessary? Compare and contrast the Federalist and the Anti-federalist

VOCABULARY: Constitution; republic; bicameral; checks and balances; electoral college; amendment; federalism; articles; Preamble; 3 branches of government; popular sovereignty; Federalist; Anti-federalist; impeach; naturalization.

RESOURCES: Textbook; Constitution; Bill of Rights; Schoolhouse Rock; C-Span; newspaper; map for northwest territory; Preamble ramble with hand motions.

ASSESSMENTS: Tests (S), Quizzes (F/S), graphic organizers (f), oral presentations (S), observations (f), understanding scale questions (f).

UNIT: A New Nation

STRAND: American History

TIME: 9 weeks Chapter (8-12)

CONTENT STATEMENT: Actions of the early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion. The United States added to its territory through treaties and purchases. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

LEARNING EXPECTATIONS: Precedent set by early Presidents; U.S. westward expansion; Exploring the new territory; War of 1812; Industrial Revolution; Manifest Destiny; Settlements along the Oregon and California trails.

TOPICS (BIG IDEAS): The Past affects the Present; Geography shapes civilization; Contact between cultures changes civilizations.

ESSENTIAL QUESTIONS: Why did the U.S. feel the need to expand; Which factors contributed to migration of people to the west; What effect did this migration have on the native population? How did entrepreneurs and inventors contribute to economic development in America; Which changes occurred in America because of the Industrial Revolution? How geography influence history. How do regional differences affect the U.S.? What effects does the media have on popular opinion? How can political opponents use the media? What hardship did the people moving west face and how did it differ from the colonial settlers?

VOCABULARY: Tariff; laissez-faire; impressment; Industrial Revolution; capitalism: secede; free enterprise; cotton gin; patent; plurality; landslide; suffrage; majority; nullify; depression; emigrant; Manifest Destiny; annex; forty-niners.

RESOURCES: Textbook and supplementals ; maps; internet; you-tube; Oregon Trails; Schoolhouse Rock; Scope magazine; C-Span; PowerPoint: Fling the Teacher; Jeopardy.

ASSESSMENTS: Tests (s), Quizzes (F/S); Understanding Scale questions (f); presentations (S); research projects (S); observations (F); Simulations (f); written activities (f/S).

UNIT: A Nation Divided

TIME: 9 weeks Chapters 13-17

CONTENT STATEMENT: The question of slavery must be answered. The Country splits over government interference with slavery. Westward expansion leads to the question of expansion of slavery and the division of power in congress between North and South.

LEARNING EXPECTATIONS: Understand the events leading to Civil war. Explain the compromises that attempted to solve the differences that would lead to war. Understand the many differences between the North and South. How technology affected the different regions of the U.S. Understand the role of women in Society. The Outcome of Civil War

TOPICS (BIG IDEAS): The Past affects the Present; Differences can lead to conflict; Stories and events have more than one side. Media effect the opinion of the masses

ESSENTIAL QUESTIONS: What difference existed between Northern and Southern states? How did changes in technology effect different regions of the country? How did westward expansion effect the growing conflict between the states? What effect did women have on the changing attitudes in the country?

VOCABULARY: telegraph, union, prejudice, nativists, cotton gin, capital, slave, code, overseer, underground railroad, abolitionists, suffrage, Civil war, abstain, compromise, secession

RESOURCES: Textbook and supplementals; maps; internet; you-tube; Oregon Trails; Schoolhouse Rock; Scope magazine; C-Span; PowerPoint;; Jeopardy; 8<sup>th</sup> grade class trip to Philly and Gettysburg.

ASSESSMENTS: Tests (s), Quizzes (F/S); Understanding Scale questions(f); presentations (S); research projects (S); observations (F); Simulations (F/S); written activities (S) Living History Project (F/S).