

## Study and Research Skills

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
								I		M			MM	All Year	1 - 4

**P.A.S.S. Objective**

The student will...

**XV. Interpret economic and political issues from 1607 to 1877 as expressed in maps, tables, diagrams, charts, political cartoons, and economic graphs.**

**XVII. Develop and practice social studies research skills.**

- A. Identify, analyze, and interpret primary and secondary sources, such as artifacts, diaries, letters, photographs, art, documents, newspapers, and contemporary media (i.e., television, motion pictures, and computer-based technologies) that reflect events and life in United States history to 1877.
- B. Identify characters, settings, and events from narratives of Oklahoma, United States, and world history from 1607 to 1877.
- C. Construct various timelines of United States history from 1607 to 1877, highlighting landmark dates, technological changes, major political and military events, and major historical figures.
- D. Locate on a United States map major physical features, bodies of water, exploration and trade routes; and the states that entered the Union up to 1877.

**\*XVIII. Develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events from 1607 to 1877.**

- \*A. Write on, speak about, and dramatize different historical perspectives of individuals and groups (e.g., settlers, slaves, and slave holders; Patriots and Loyalists; Federalists and Anti-Federalists; political parties; rural and urban dwellers; and peoples of different cultural and ethnic backgrounds).
- \*B. Write on, speak about, and dramatize different evaluations of the causes and effects of major events in United States history (e.g., the American Revolution, the Constitutional Convention, the Industrial Revolution, the westward expansion, the Dred Scott decision, the Civil War, and Reconstruction).

**District Objective(s)**

Students will:

1. Locate and identify geographic areas using map skills.
2. Interpret political cartoons by analyzing elements and identifying clues.
3. Analyze relationships among events or look for trends on time lines.

<input type="checkbox"/> ITBS <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> EOI <input checked="" type="checkbox"/> AP    * Not Tested at 8th	<b>Textbook Rating 1</b>
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Topics	Textbook Correlation
<p><b>For Each Unit Taught Use:</b></p> <ol style="list-style-type: none"> <li>1. Primary and Secondary Sources</li> <li>2. Characters, Settings and Events from Narratives</li> <li>3. Timelines</li> <li>4. Geographic Information</li> <li>5. Writing, Speaking</li> <li>6. Discussion, Debate</li> </ol>	<p><b>American Journey</b> Chapters 3 - 17</p>
	<p><b>Instructional Resources</b></p>
	<p><i>Atlas of United States History</i> pages 26 - 76 (Nystrom)</p> <p>Political Cartoons Book (Glencoe Kit)</p>

## Exploring the Americas

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	3-5 Days	1

### P.A.S.S. Objective

The student will...

- \*I. **Review and summarize the Age of Exploration up to 1607, including the motivations and accomplishments of significant expeditions from Spain, France, Portugal, and England.**

### District Objective(s)

Students will:

1. Summarize the changes that helped expand the European world view.
2. Examine how trade, travel, and technology combined to lead Europeans to sea.
3. Identify motives behind Spanish exploration and colonization of the Carribean.
4. Summarize the goals of the Spanish explorers and settlers who pushed into what is now the United States.
5. Identify early explorers by country, the region which they explored, and their purpose for exploring.

ITBS    CRT    EOI    AP   \* Not Tested at 8th

Textbook Rating   **1**

Topics	Textbook Correlation
<p><b>European Explorations</b></p> <ol style="list-style-type: none"> <li>1. Countries</li> <li>2. Explorers</li> <li>3. Goals for Exploration</li> <li>4. Accomplishments</li> </ol>	<p><b><u>American Journey</u></b> Chapter 2 TE pages 36A - 36D</p>
	<b>Instructional Resources</b>
	<p><i>Atlas of United States History</i> pages 14-25 (Nystrom) <b>Mapping United States History Guide</b> Era 1, pages 7 - 20 (Nystrom)</p> <p>Use the accompanying summary sheets for explorers.</p> <p><b><u>Glencoe Resources</u></b> Presentation Plus CD-ROM Teaching Transparencies:     Major European Explorers Section Focus Transparencies: Chapter 2 Chapter Challenger Interactive CD-ROM</p>

Instructional Resources	Suggested Strategies/Activities
<p><b>Web Sites</b>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a>  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.maps101.com">www.maps101.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>  <a href="http://www.historylink101.com">www.historylink101.com</a></p>	<p>Bellringer Motivational Activities for each Section -- (TE)</p> <p><b>Mapping United States History</b>            Activities 3a-3b, 4a-4b, 5a-5d, 6a-6d (Nystrom)</p> <p>Write the phrase <i>Gold, Glory and God</i> on the board. Have students speculate why these words motivated conquistadors to come to the Americas.</p> <p>Brainstorm with students the motives for the involvement of the United States in the affairs of foreign nations. Compare these motives with the motives that other nations used to claim territory in North America as described in this unit of study.</p> <p>Cooperative Learning Activity: History and Language Arts, page 65 TE</p> <p>Cause and Effect Transparency 1 (Glencoe Kit)</p>
<b>Assessments</b>	
<p>Chapter Challenger Interactive CD-ROM</p> <p>1. After conquering much of Central and South America, Spanish explorers went to North America in search of –</p> <ul style="list-style-type: none"> <li>A. spices</li> <li>B. cities of gold</li> <li>C. a westward route to Asia</li> <li>D. furs</li> </ul> <p>ANSWER: 1B</p>	

## Colonial Settlement

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	5-7 Days	1

**P.A.S.S. Objective**

The student will...

- \*II. Review and summarize colonial America with emphasis on the factors that led to the founding of the colonies; geographic, political, economic, and social similarities and differences in New England, the mid-Atlantic, and the Southern colonies; and the principal economic and political connections between the colonies and England.**

**District Objective(s)**

Students will:

1. Identify the obstacles facing the first English settlers in North America.
2. Explain how geography played a role in determining locations of settlements.

ITBS    CRT    EOI    AP   \* Not Tested at 8th

**Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Colonies and Settlements               <ol style="list-style-type: none"> <li>a. New England Colonies</li> <li>b. Middle Colonies</li> <li>c. Southern Colonies</li> </ol> </li> <li>2. Founders of Each Colony</li> <li>3. Reason for Settling</li> <li>4. Important Accomplishments</li> </ol>	<p><b><u>American Journey</u></b>            Chapter 3, Sections 1 - 4            TE pages 70A - 70D            Chapter 4, Sections 1 - 2            TE pages 102A - 102D</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <p><i>Atlas of United States History</i>            pages 24 - 35 (Nystrom)  <b>Mapping United States History Guide</b>            Era 2, pages 21 - 22 (Nystrom)</p> <p>See the accompanying summary sheets for colonies.</p> <p><b><u>Glencoe Resources</u></b>            Presentation Plus CD-ROM            Section Focus Transparencies:                Chapter 3, Chapter 4            Teaching Transparency 2            Cause and Effect Transparency 2            Chapter Summary 3 - 4            American Portrait 5            Mapping American History            Chapter Challenges Interactive CD-ROM</p>

Instructional Resources	Suggested Strategies/Activities
<p><b>Web Sites</b>  <a href="http://www.glencoe.com">www.glencoe.com</a>   <a href="http://www.hprtec.org">www.hprtec.org</a>   <a href="http://www.historylink.com">www.historylink.com</a>   <a href="http://www.historychannel.com">www.historychannel.com</a>   <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>   <a href="http://www.maps101.com">www.maps101.com</a>   <a href="http://www.historynet.com">www.historynet.com</a>   <a href="http://geography.miningco.com">http://geography.miningco.com</a>   <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>   <a href="http://www.historylink101.com">www.historylink101.com</a></p>	<p>Bellringer Motivational Activities for each Section – TE</p> <p><b>Mapping United States History</b> Activities  9a - 9b, 10a -10d (group activity) (Nystrom)</p> <p>Electronic Field Trip: St. Augustine</p> <p>Simulation: Middle Passage Activity</p> <p>Mapping History Activity 3</p> <p>Chart Study, page 91</p> <p>Enrichment Activity, 3-1, 3-2, 4-1</p> <p>Time Line Activity 3</p>
<b>Assessments</b>	
<p>Reteaching Activity 4-1, 4-2</p> <p>Chapter Challenger Interactive CD-ROM</p> <ol style="list-style-type: none"> <li>1. By starting colonies in North America, England hoped to – <ol style="list-style-type: none"> <li>A. set up a place to send its criminals</li> <li>B. decrease its population size</li> <li>C. find a new source of manufactured goods</li> <li>D. create new markets for English exports</li> </ol> </li>   <li>2. Why did the Pilgrims set up their colony at Plymouth? <ol style="list-style-type: none"> <li>A. to spread their religion to other colonists</li> <li>B. to worship as they wished</li> <li>C. to earn money to send home to England</li> <li>D. to explore unknown lands</li> </ol> </li>   <li>3. The Southern Colonies grew crops that – <ol style="list-style-type: none"> <li>A. were easy to grow</li> <li>B. always failed</li> <li>C. required many laborers to tend</li> <li>D. sold poorly in all public markets</li> </ol> </li> </ol> <p>ANSWERS: 1D, 2B, 3C</p>	

## The French and Indian War

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	10 Days	1

**P.A.S.S. Objective**

The student will...

**III. Analyze and explain the sources of colonial dissatisfaction and colonial responses that led to the American Revolution.**

**District Objective(s)**

Students will:

1. Describe how the French prevented expansion of the English colonies.
2. Explain why the Native Americans became involved in the struggle between France and England.
3. Identify the causes of the French and Indian War.
4. Describe the advantages that each side had in the war.
5. Describe how the Treaty of Paris affected North America.

ITBS    CRT    EOI    AP   \* Not Tested at 8th

**Textbook Rating 1**

Topics	Textbook Correlation
<p><b>French and Indian War</b></p> <ol style="list-style-type: none"> <li>1. Role of George Washington</li> <li>2. Causes of the War</li> <li>3. Native American Alliances</li> <li>4. Ohio River Valley</li> <li>5. Seven Years' War</li> <li>6. Forts</li> <li>7. Albany Congress: Albany Plan of Union</li> <li>8. Battle of Quebec</li> <li>9. Results of the War</li> <li>10. Treaty of Paris</li> <li>11. Pontiac's Rebellion</li> <li>12. Proclamation of 1763</li> </ol>	<p><b><u>American Journey</u></b> Chapter 4, Sections 3 - 4 TE pages 102A - 102D</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <p><i>Atlas of United States History</i> pages 36, 37 (Nystrom)</p> <p><b>Mapping United States History Guide</b> Era 3, pages 35 - 36 (Nystrom)</p> <p>Literature Connection: <i>Last of the Mohicans</i></p> <p><b><u>Glencoe Resources</u></b> Presentation Plus CD-ROM Section Focus Transparencies 4-3, 4-4 Chapter Challenger Interactive CD-ROM Facts on File CD-ROM: The Proclamation of 1763</p>

Instructional Resources	Suggested Strategies/Activities
<p><b>Web Sites</b></p> <p>www.glencoe.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Bellringer Motivational Activities for each Section – TE</p> <p><b>Mapping United States History</b> Activities 13a - 13d (Nystrom)</p> <p>Preparing an Interview: Have students make a list of three to five questions that a reporter might have wanted to ask Iroquois leaders after they reluctantly sided with the British. Ask students to share their questions with the class.</p> <p>Cooperative Learning Activity: Making a TV News Show -- TE page 121</p> <p>Mapping History Activity 4 (Glencoe)</p> <p>Interpreting Political Cartoons Activity 4 (Glencoe)</p>
<b>Assessments</b>	
<p>Mapping History Activity 4</p> <p>Interpreting Political Cartoons Activity 4</p> <p>Chapter Challenger Interactive CD-ROM</p> <ol style="list-style-type: none"> <li>1. Most Settlers who moved west in the early 1700s did so because they – <ul style="list-style-type: none"> <li>A. wanted to pay lower taxes</li> <li>B. were seeking religious freedom</li> <li>C. hoped to find better jobs in new factories</li> <li>D. wanted their own land</li> </ul> </li>   <li>2. Which of the following caused conflict between French fur traders and English settlers moving west? <ul style="list-style-type: none"> <li>A. The French wanted to live in the West by themselves.</li> <li>B. The French wanted to protect their trade in furs.</li> <li>C. The French wanted to sell the land to Mexico.</li> <li>D. The French wanted the Spanish there instead.</li> </ul> </li> </ol> <p>ANSWERS: 1D, 2B</p>	

## The Road to Independence

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	10 Days	1

**P.A.S.S. Objective**

The student will...

**III. Analyze and explain the sources of colonial dissatisfaction and colonial responses that led to the American Revolution.**

**District Objective(s)**

Students will:

1. Identify the steps that Britain took to raise money to repay its war debts.
2. Explain why Britain issued the Proclamation of 1763.
3. Explain why Britain passed the Tea Act.
4. Discuss the purpose of the Boston Tea Party.
5. Describe how colonists responded to the Intolerable Acts.
6. Identify the British law and the colonial protest to the law.

ITBS    CRT    EOI    AP   \* Not Tested at 8<sup>th</sup>

**Textbook Rating 1**

Topics	Textbook Correlation
<p><b>English Legislation and Colonial Protest</b></p> <ol style="list-style-type: none"> <li>1. Navigation Acts</li> <li>2. Proclamation of 1763</li> <li>3. Sugar Act</li> <li>4. Quartering Act</li> <li>5. Stamp Act</li> <li>6. Declaratory Acts</li> <li>7. Townshend Acts</li> <li>8. Tea Act and "Boston Tea Party"</li> </ol>	<p><b><u>American Journey</u></b>            Chapter 4, Section 2, pp 110 - 111            Chapter 4, Section 4, pg. 124            Chapter 5, Sections 1-3            TE pages 132A - 132D</p>
	<b>Instructional Resources</b>

9. Taxation without Representation
10. Intolerable Acts/Coercive Acts
11. Boycott
12. Sons of Liberty
13. Daughters of Liberty
14. Committees of Correspondence
15. Samuel Adams
16. John Adams
17. Patrick Henry
18. Boston Massacre
19. First Continental Congress
20. Lexington and Concord

	<p><i>Atlas of United States History</i> pages 36, 37, 38 (Nystrom)</p> <p><b>Mapping United States History Guide</b> pages 35 - 36 (Nystrom)</p> <p><b><u>Glencoe Resources</u></b> Presentation Plus CD-ROM Section Focus Transparencies, 5-1, 5-3 Electronic Field Trip: Lexington/Concord Chapter Challenger Interactive Review American Literature: <i>Johnny Tremain</i> pages 130-131 Facts on File CD-ROM U.S. History and Art Transparency 4</p>
<b>Instructional Resources</b>	<b>Suggested Strategies/Activities</b>
<p><b><u>Web Sites</u></b> www.glencoe.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Bellringer Motivational Activities TE</p> <p>Simulations: <i>The King's M and Ms</i> (see accompanying sheets)</p> <p><b>Mapping United States History</b> Activities 11a - 11b (Nystrom)</p> <p>Glencoe Kit: Political Cartoons Activity 6 Time Line Activity 5 American Portrait 7 and 12 Mapping History Activity 5</p> <p>Drawing a Cartoon: Have students draw a cartoon strip showing the story of the Boston Tea Party. Students should use at least four cartoon frames to tell the story from their point of view.</p> <p>Have students design a poster that encourages colonists to boycott British goods.</p> <p>Cooperative Learning Activity: Preparing a News Report, TE, page 139</p> <p>Electronic Field Trip: Lexington and Concord</p>
<b>Assessments</b>	

Political Cartoons Activity 6

Time Line Activity 5

Chapter Challenger Interactive CD-ROM

1. Native Americans formed partnerships with Europeans in order to –
  - A. work together to find food
  - B. share their religious faith
  - C. protect fur trade interests
  - D. fight the spread of disease
  
2. After the French and Indian War, the British issued the Proclamation of 1763 to –
  - A. give the land west of the Appalachians to France
  - B. reward Spain for help in the war
  - C. end the Seven Years' War in Europe
  - D. keep colonists from moving west of the Appalachians
  
3. Why did the Stamp Act, Sugar Act, Tea Act, and Townshend Acts provoke many colonists to protest?
  - A. The acts raised the price of tea.
  - B. The acts placed a tax on farm products.
  - C. The colonists thought they were being taxed without representation in Parliament.
  - D. The colonists had to pay taxes with silver coins.

ANSWERS: 1C, 2D, 3C

## The American Revolution

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	10 Days	1

### P.A.S.S. Objective

The student will...

**IV. Analyze and describe key events and significant individuals of the American Revolution.**

- A. Describe political, economic, geographic and social advantages and disadvantages of both sides.
- B. Examine the response of Loyalists, African Americans, and Native Americans to the war for independence.
- C. Detail significant developments, battles and events of the time period and give reasons why the colonies were able to defeat the British.
- D. Trace the formation of the United States government in the *Articles of Confederation*.
- E. Analyze the ideological war between Great Britain and her North American colonies as expressed in *Common Sense* and the *Declaration of Independence*.
- F. Recognize the significance of key individuals.

**XVI. Interpret patriotic slogans and excerpts from notable quotations, speeches and documents in United States history up to 1877.**

<b>District Objective(s)</b> Students will:			
<ol style="list-style-type: none"> <li>Identify the strengths and weaknesses of each side in the Revolution.</li> <li>Explain how colonists forced the British to leave Boston.</li> <li>Explain why the Battle of Saratoga was a turning point in the war.</li> <li>Explain why fighting shifted to the South in 1778.</li> <li>Describe how Washington forced the British to surrender at Yorktown.</li> <li>Identify the major battles and the results of these battles.</li> <li>Describe how volunteers from other lands helped the Americans.</li> <li>Identify the role that Native Americans, African Americans, and women the played in the Revolution.</li> <li>Identify the terms of the Treaty of Paris.</li> </ol>			
<input type="checkbox"/> ITBS <input checked="" type="checkbox"/> CRT <input type="checkbox"/> EOI <input checked="" type="checkbox"/> AP    * Not Tested at 8th		Textbook Rating <b>1</b>	
<b>Topics</b>		<b>Textbook Correlation</b>	
<b>The American Revolution</b> <ol style="list-style-type: none"> <li>Olive Branch Petition</li> <li>Bunker Hill</li> <li>Second Continental Congress</li> <li><i>Declaration of Independence</i></li> <li><i>Common Sense</i></li> <li>Strengths / Weakness of Colonist and British</li> <li>Hardships of the Patriots</li> <li>Battle of Long Island</li> <li>Valley Forge</li> <li>Trenton</li> <li>Saratoga</li> <li>Burgoyne’s Surrender</li> <li>Yorktown and the British</li> <li>Native Americans, African Americans, and Women in the War</li> <li>Treaty of Paris, 1783</li> </ol>		<b>Important Individuals</b> <ol style="list-style-type: none"> <li>King George III</li> <li>Lord North</li> <li>John Adams</li> <li>Samuel Adams</li> <li>Paul Revere</li> <li>Benjamin Franklin</li> <li>George Washington</li> <li>Lord Cornwallis</li> <li>Thomas Jefferson</li> <li>Patrick Henry</li> <li>Thomas Paine</li> <li>Molly Pitcher</li> </ol> <b>Quotes and/or excerpts from:</b> <i>Give me liberty or give me death</i> <i>E Pluribus Unum</i> <i>Declaration of Independence</i>	
		<b>Instructional Resources</b>	
		<u><i>American Journey</i></u> Chapter 5, Sections 3 - 4 TE pages 132A - 132D Chapter 6, Sections 1 - 4 TE pages 162A - 162D  <i>Atlas of United States History</i> pages 36 - 40 (Nystrom)  <b>Mapping United States History Guide, page 35-36</b>  <i>1776</i> (modified)–Video <i>The Crossing</i> – Video	
<b>Instructional Resources</b>		<b>Suggested Strategies/Activities</b>	

### **Glencoe Resources**

Section Focus Transparencies  
5-4, 6-1, 6-2, 6-3, 6-4  
Mapping History Activity 6  
Time Line Activity 6  
U.S. History Enrichment Series:  
Samuel Adams, Thomas Paine,  
Patrick Henry  
Chapter Challenger Interactive CD-ROM  
Recruitment Poster page 169  
Map Study: The Revolutionary War 1776-1777,  
page 166

### **Web Sites**

[www.glencoe.com](http://www.glencoe.com)  
  
[www.hprtec.org](http://www.hprtec.org)  
  
[www.historylink.com](http://www.historylink.com)  
  
[www.historychannel.com](http://www.historychannel.com)  
  
[www.lessonplanspage.com](http://www.lessonplanspage.com)  
  
[www.maps101.com](http://www.maps101.com)  
  
[www.historynet.com](http://www.historynet.com)  
  
<http://geography.miningco.com>  
  
[www.americanhistory.about.com](http://www.americanhistory.about.com)  
  
[www.historylink101.com](http://www.historylink101.com)

### **Mapping United States History**

Activities 12a - 12b (Nystrom)

U.S. History and Art: Transparency 10, Page 42  
Worksheet (Glencoe Kit)

Group Activity: Rewrite the Declaration of  
Independence in today's language

- # Divide the class into 5 groups.
- # Give each group a part of the Declaration of  
Independence.
- # Each group is to rewrite their portion of the  
document using a dictionary and thesaurus as  
needed.
- # Groups should combine their parts and to  
make a complete document.
- # Each class member will sign the document  
after they have all read, revised, and agreed  
upon the new version.

Speech Charades:

- # Assign roles to students using people such as  
Patrick Henry, Thomas Jefferson, Tomas  
Paine, Ben Franklin, Paul Revere, King  
George III, John Adams and Samuel Adams.
- # Divide the class into teams. Students should  
research famous quotes and speeches.
- # Students should then write and present a  
speech about their famous person. Students  
should continue until others in the class give  
the famous person's name. Teachers may  
choose to set time limits.

### **Assessments**

Map Activities, Time Line, and rewriting the Declaration of Independence.

Chapter Challenger Interactive CD-ROM

1. Which argument helped persuade the Continental Congress to adopt the Declaration of Independence?
  - A. The purpose of a colony is to form its own country.
  - B. A country loses its right to govern if it disregards the people's rights.
  - C. Americans could get richer if they didn't have to pay taxes to another country.
  - D. Americans were good fighters and could probably win the war.

ANSWER: 1B

### **Forming a New Government**

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	7 Days	2
<p><b>P.A.S.S. Objective</b> The student will...</p> <p><b>V. Analyze the factors, events, documents, and political ideas that led to the formation of the United States of America.</b></p> <p>A. Explain the importance of the <i>Articles of Confederation</i>, and its strengths and weaknesses; the various state constitutions; the Northwest Ordinance; and the postwar economy.</p> <p>B. Recognize and analyze the significance of the Constitutional Convention, its major debates and compromises, and the leadership of George Washington and James Madison; the struggle for ratification of the Constitution, embodied in the <i>Federalist Papers</i> and Anti-Federalist arguments; and the addition of the Bill of Rights to the Constitution.</p>															
<p><b>District Objective(s)</b> Students will:</p> <ol style="list-style-type: none"> <li>Identify the kinds of government that the states set up.</li> <li>Describe how the Northwest Ordinance provided for growth in the United States.</li> <li>Identify the causes and results of Shays's Rebellion</li> <li>Explain why the Constitutional Convention met in secret.</li> <li>Describe how the delegates settled the question of representation.</li> <li>Identify other issues that the Convention resolved.</li> <li>Explain how Enlightenment ideas influenced the Constitution.</li> <li>Describe how power was divided between the federal government and the states.</li> <li>Explain how the framers of the Constitution limited the powers of government.</li> <li>Explain how the views of Federalists and Anti-Federalists differed.</li> <li>Explain why the Bill of Rights was a compromise for ratification of the Constitution.</li> </ol>															
<input type="checkbox"/> ITBS <input checked="" type="checkbox"/> CRT <input type="checkbox"/> EOI <input checked="" type="checkbox"/> AP   * Not Tested at 8 <sup>th</sup>													Textbook Rating 1		
Topics													Textbook Correlation		

<p><b>First American Government</b></p> <ol style="list-style-type: none"> <li>1. State Governments: Republic</li> <li>2. Articles of Confederation</li> <li>3. Achievements of First Government <ol style="list-style-type: none"> <li>a. Land Ordinance of 1785</li> <li>b. Northwest Ordinance</li> </ol> </li> <li>4. Weaknesses of Articles <ol style="list-style-type: none"> <li>a. Post War Economy</li> <li>b. Shays's Rebellion</li> <li>c. Lack of Strong Central Government</li> </ol> </li> </ol> <p><b>Constitutional Convention</b></p> <ol style="list-style-type: none"> <li>1. George Washington</li> <li>2. James Madison</li> <li>3. Virginia Plan</li> <li>4. New Jersey Plan</li> <li>5. The Great Compromise</li> <li>6. Three Fifths Compromise</li> <li>7. Magna Carta</li> <li>8. League of the Iroquois</li> <li>9. John Locke</li> <li>10. Montesquieu</li> <li>11. Federalism</li> </ol>	<p>Chapter 7, Sections 1 - 4 TE pages 188A - 188D</p>
	<p style="text-align: center;"><b>Instructional Resources</b></p>
	<p><i>Atlas of United States History</i> pages 40 - 45 (Nystrom) <b>Mapping United States History Guide</b>, pages 35-36</p> <p><i>We the People</i></p> <p><b>Glencoe Resources</b> Section Focus Transparencies: 7-1, 7-2, 7-3, 7-4 Teaching Transparency 3 American Portraits 11 James Madison Primary Source Reading 7 (Federalists v. Anti-federalists) Chapter Challenger CD-ROM</p>
<p style="text-align: center;"><b>Instructional Resources</b></p>	<p style="text-align: center;"><b>Suggested Strategies/Activities</b></p>
<p><b>Web Sites</b></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a></p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.maps101.com">www.maps101.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p> <p><a href="http://www.historylink101.com">www.historylink101.com</a></p>	<p>Bellringer Motivational Activities</p> <p><b>Mapping United States History</b> Activities 14a - 14b (Nystrom)</p> <p>Simulations: (see accompanying sheets) 1. Consensus, 2. Land Grab, 3. Compromise</p> <p>Electronic Field Trip: Independence Hall</p> <p>Political Cartoons Activity 7 (Glencoe Kit)</p> <p>Chapter Skills Activities 7 (Glencoe Kit)</p> <p>Compromise Activity</p> <p>Mapping History Activity 7 (Glencoe Kit)</p> <p>Cooperative Learning Activity: Writing Editorials, TE page 197</p> <p>Cooperative Learning Activity: Painting the Past, TE page 205</p>
<p style="text-align: center;"><b>Assessments</b></p>	

Time Line Activity 7

Enrichment Activity 7-1, 7-2, 7-3, 7-4

Chapter Challenger Interactive CD-ROM

1. One weakness of the Articles of Confederation was that the national government could NOT –
  - A. negotiate treaties
  - B. make laws
  - C. levy taxes
  - D. wage war
  
2. Which of the following statements best explains the position of the Federalists?
  - A. The executive branch needs more than one leader.
  - B. The president should have less power than the legislature.
  - C. States should hold more power than the national government.
  - D. The national government should have more power than state or local governments.
  
3. James Madison proposed the first ten amendments to the Constitution in order to –
  - A. establish a separation of powers
  - B. limit the power of the executive branch
  - C. protect the rights of the people
  - D. identify the responsibilities of state and local governments

ANSWERS: 1C, 2D, 3C

**Civics: The Constitution**

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			R			M		MM	3 Days	2

**P.A.S.S. Objective**

The student will...

**\*II. Identify and evaluate the necessity and purpose of government.**

\*A. Define and explain the significance of the terms government, politics, power, authority, and the rule of law.

**IV. Identify and explain the fundamental political principles of democratic government, including limited government; democracy and republicanism; consent of the governed; checks and balances; the rule of law; popular sovereignty; separation of powers; individual dignity and worth; and majority rule and minority rights.**

**District Objective(s)**

Students will:

1. Analyze the goals expressed in the Preamble of the Constitution.
2. Explain how federalism divides power.
3. Explain how the separation of powers limits government.
4. Explain how the system of checks and balances prevents abuse of power.
5. Describe how power was divided between the federal government and the states.

<input type="checkbox"/> ITBS <input checked="" type="checkbox"/> CRT <input type="checkbox"/> EOI <input checked="" type="checkbox"/> AP   * Not Tested at 8th		Textbook Rating   1
Topics		Textbook Correlation
1. Preamble of the Constitution Goals a. Form a Perfect Union b. Establish Justice c. Ensure Domestic Tranquility d. Provide for the Common Defense e. Promote the General Welfare f. Secure the Blessings of Liberty 2. Seven Principles of the Constitution a. Popular Sovereignty b. Democracy and Republicanism c. Federalism d. Separation of Powers e. Checks and Balances f. Limited Government g. Individual Rights 3. Consent of the Governed 4. Rule of Law 5. Majority Rule and Minority Rights	<u><b>American Journey</b></u> Civics in Action, Section 1	
	<b>Instructional Resources</b>	
	<u><b>We the People</b></u> Lesson 1 - 4, 18, 21  <u><b>Glencoe Resources</b></u> The Living Constitution Facts on File CD-ROM	
<b>Instructional Resources</b>		<b>Suggested Strategies/Activities</b>

<p><b>Web Sites</b>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a>  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.maps101.com">www.maps101.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>  <a href="http://www.historylink101.com">www.historylink101.com</a></p>	<p>Bellringer Motivational Activity</p> <p>Cooperative Learning Activity: Exploring Key Concepts:  Organize the class into groups of four students, one group for each of the Constitution's underlying principles -- popular sovereignty, limited government, federalism, and separation of powers. Have each group delegate the following tasks among its members:</p> <ul style="list-style-type: none"> <li>• Define the principle</li> <li>• Locate at least one part of the Constitution that addresses that principle</li> <li>• Prepare a skit that shows that principle at work in the lives of Americans today (This task can be divided further with student writers, directors, and actors).</li> </ul> <p>Allow time for presentation of each group's work; follow up with a class vote about which principle they think affects their lives the most right now.</p>
<p><b>Assessments</b></p>	
<p><b>Essay:</b> Describe two areas of citizens' lives with which you think the government should not interfere. Explain why you think the government should not intrude in these areas. What term describes these areas?</p> <p><b>Interpreting a Political Cartoon:</b> Which of these pictures illustrates a country with a constitutional government? Explain your choice.</p>	

## Civics: Individual Rights

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			R			M		MM	3 Days	2

**P.A.S.S. Objective**

The student will...

- V. Analyze the liberties and protections all individuals possess under the Constitution including:**
- A. Freedom of religion
  - B. Freedom of speech
  - C. Freedom of the press
  - D. Freedom of assembly and petition
  - E. Due process
  - F. Equal protection under the law

**District Objective(s)**

Students will:

1. Identify the amendments that concern individuals' rights.
2. Describe historical incidents that influenced the Founders' position on freedom of expression.
3. Identify reasons for placing limits on freedom of expression.
4. Cite amendments that reflect change in society.
5. Specify amendments that affect the structure and power of government.
6. Explain the purpose for adding the 26<sup>th</sup> amendment.

ITBS    CRT    EOI    AP   \* Not Tested at 8<sup>th</sup>

**Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Bill of Rights</li> <li>2. Civil War Amendments: 13-15</li> <li>3. Suffrage Amendments: 19, 23, 24, 26</li> <li>4. <i>Tinker v. Des Moines School District</i></li> <li>5. <i>Plessy v. Ferguson</i></li> <li>6. <i>Brown v. Board of Education</i></li> </ol>	<p><b><u>American Journey</u></b> Civics in Action, Section 3 The Amendments</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <hr/> <p><i>We the People</i> Lessons 23-27</p> <hr/> <p><b><u>Glencoe Resources</u></b> The Living Constitution Worksheets 13 -18</p>

Instructional Resources	Suggested Strategies/Activities
<p><b>Web Sites</b>  <a href="http://www.glencoe.com">www.glencoe.com</a>   <a href="http://www.hprtec.org">www.hprtec.org</a>   <a href="http://www.historylink.com">www.historylink.com</a>   <a href="http://www.historychannel.com">www.historychannel.com</a>   <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>   <a href="http://www.maps101.com">www.maps101.com</a>   <a href="http://www.historynet.com">www.historynet.com</a>   <a href="http://geography.miningco.com">http://geography.miningco.com</a>   <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>   <a href="http://www.historylink101.com">www.historylink101.com</a></p>	<p>Bellringer Motivational Activity</p> <p>Have students look in magazines and newspapers for articles about contemporary issues of freedom of expression. Have them analyze the articles and create a bulletin board that illustrates a First Amendment theme in today's news.</p> <p>Begin discussion by asking students:      Suppose all members of the class had collected money from their parents for a class party. Then the teacher ruled that only those students whose parents had contributed \$5.00 or more could take part in deciding how the money should be spent.</p> <p>What, if anything, is unfair about this situation?</p> <p>What ideas that you have studied would this violate?</p>
<b>Assessments</b>	
<p><b>Critical Thinking Essays:</b>          How might the Fourteenth Amendment be used to support the rights of women, the disabled, and others who believe they are not receiving equal treatment?</p> <p>Are there times when your right to equal protection of the law might conflict with another's person's right to privacy or property? For example, is it fair for a state to require private men's clubs to admit women as members? Explain both sides of this issue.</p>	

## Civics: Propaganda, Facts and Opinions

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
								I			M		MM	2 Days	2

**P.A.S.S. Objective**

The student will...

- X. Make distinctions among propaganda, fact and opinion; identify cause and effect relationships; and draw conclusions.**

**District Objective(s)**

Students will:

1. Analyze and explain cause and effect relationships.
2. Distinguish between facts and opinions.
3. Identify the different types of common propaganda techniques.

ITBS    CRT    EOI    AP   \* Not Tested at 8th

Textbook Rating 0

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Sources of Information</li> <li>2. Fact and Opinion</li> <li>3. Propaganda                             <ol style="list-style-type: none"> <li>a. Bandwagon</li> <li>b. Testimonial</li> <li>c. Stereotyping</li> <li>d. Appeal to Science</li> <li>e. Glittering Generalities</li> <li>f. Scare Tactics</li> </ol> </li> <li>4. Cause and Effect</li> <li>5. Drawing Conclusions</li> </ol>	<p><b>Instructional Resources</b></p>

	<p><b>Buckle Down Oklahoma Social Studies</b> Lesson 11 - 12</p> <p>Political Cartoon Book</p> <p><b><u>Web Sites</u></b>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a>  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.maps101.com">www.maps101.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>  <a href="http://www.historylink101.com">www.historylink101.com</a></p>
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**Suggested Strategies/Activities**

Assign students one of the major techniques of propaganda. Have them cut out newspaper or magazine advertisements that use this technique (they may also describe TV commercials). When finished, students may present their ads or descriptions to the class, which will identify the propaganda technique.

**Assessments**

Questions from Buckle Down Book

**Essay:** Choose one of the following topics and write a paragraph in which you use at least two of the propaganda techniques described in class to persuade others to support your point of view.

1. Year-round Schooling
2. Censorship of School Publications

**A New Nation**

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	3-5 Days	3

**P.A.S.S. Objective**

The student will...

- VI. Analyze and explain significant political and economic events of the early national period.**
- A. Examine the organization of the national government under the new Constitution; the major domestic and foreign affairs issues facing the first three presidents and Congress; and the development of political parties and the presidential election of 1800.

**District Objective(s)**

Students will:

1. Explain why Washington's actions as President were important to the future of the United States.
2. Describe how Hamilton proposed to pay government debts and strengthen the economy.
3. Explain why some groups opposed Hamilton's economic plans.
4. Describe how Americans responded to the French Revolution.
5. Identify the purpose of the Neutrality Proclamation.
6. Explain why fighting erupted in the Northwest Territory.
7. Identify the main ideas of Washington's Farewell Address.
8. Explain why political parties formed in the United States.
9. Describe how Hamilton and Jefferson differed on major issues.
10. Explain why many Americans wanted to declare war on France.
11. Identify the Alien and Sedition acts.

 ITBS     CRT     EOI     AP    \* Not Tested at 8th
Textbook Rating **1**

Topics	Textbook Correlation
<b>Solving the New Government's Problems</b> <ol style="list-style-type: none"> <li>1. Election of 1800</li> <li>2. Leadership and Washington's Presidency</li> <li>3. Federal Judiciary Act</li> <li>4. Battle of Fallen Timbers</li> <li>5. Whiskey Rebellion</li> <li>6. Hamilton's Economic Program</li> <li>7. Washington's Second Term</li> <li>8. Foreign Policy Problems</li> <li>9. Neutrality Proclamation</li> <li>10. Washington's Farewell</li> </ol> <b>Rise of Political Parties</b> <ol style="list-style-type: none"> <li>1. Jefferson and Hamilton</li> <li>2. First Political Parties</li> <li>3. John Adams as President               <ol style="list-style-type: none"> <li>a. XYZ Affair</li> <li>b. Alien and Sedition Acts</li> <li>c. Rights of States</li> </ol> </li> </ol>	<u><b>American Journey</b></u> Chapter 8 TE pages 256A - 256D
	<b>Instructional Resources</b>
	Videos: <i><b>George Washington-Founding Father</b></i> <i><b>Thomas Jefferson-Philosopher of Freedom</b></i>  <u><b>Glencoe Resources</b></u> History and Art Transparency 8 George Washington Section Focus Transparencies 8-2, 8-3 Facts on File CD-ROM Chapter Challenger Interactive CD-ROM Primary Source Reading 8
<b>Instructional Resources</b>	<b>Suggested Strategies/Activities</b>

<p><b>Web Sites</b>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a>  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.maps101.com">www.maps101.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>  <a href="http://www.historylink101.com">www.historylink101.com</a></p>	<p>Bellringer Motivational Activities Sections 2 and 3</p> <p>Have students select the political party they would have joined and defend their choice, orally or in writing.</p> <p>Making a Campaign Poster:  Have students choose the candidate that they would have voted for in the election of 1796 and make a campaign poster using words and illustrations to promote their candidate.</p> <p>Reading a Flow Chart Activity 8 (Glencoe)</p> <p>Linking Past and Present Activity 8 (Glencoe)</p> <p>Political Cartoons Activity 9 (Glencoe)</p> <p>Mapping History Activity 8 (Glencoe)</p>
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**Assessments**

Reading A Flow Chart Activity 8

Mapping History Activity 8

1. The Judiciary Act of 1789 provided for a –
  - A. state court system headed by a Supreme Court
  - B. position for the vice-president
  - C. governor for each colony
  - D. Supreme Court consisting of a Chief Justice and five associate justices

ANSWER: 1D

## Jefferson's Presidency

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	5 Days	3

### P.A.S.S. Objective

The student will...

- VI. Analyze and explain significant political and economic events of the early national period.**
- B. Evaluate the impact of Supreme Court decisions affecting the interpretation of the Constitution, including *Marbury v. Madison* and *McCulloch v. Maryland*.
  - E. Describe United States foreign relations and conflicts, territorial disputes, the War of 1812, and the significance of the Monroe Doctrine, the Louisiana Purchase and the acquisition of Florida.
  - F. Explain the impact of trade, tariffs, taxation, and trends in the national debt on United States economic development.

### District Objective(s)

Students will:

1. Identify the steps that Jefferson took to limit government power.
2. Explain why the Federalists controlled the federal courts.
3. Explain the importance of *Marbury v. Madison*.
4. Explain why the Mississippi River was important to western farmers.
5. Identify the purpose of the Lewis and Clark expedition.
6. Identify the purpose of Zebulon Pike's expedition.
7. Describe how overseas trade grew in the early 1800s.
8. Explain why British warships seized American sailors.
9. Explain why the Embargo Act was unpopular.
10. Explain why the South and the West wanted war with Britain.
11. Describe how the Prophet and Tecumseh tried to stop white settlements.
12. Explain why President Madison agreed to war with Britain.
13. Describe the role of Native Americans in the fighting.
14. Explain the outcomes of the war.

ITBS    CRT    EOI    AP   \* Not Tested at 8th

Textbook Rating 1

**Topics**

**Textbook Correlation**

<p><b>Early 19<sup>th</sup> Century America</b></p> <ol style="list-style-type: none"> <li>1. Jefferson Elected President</li> <li>2. Judiciary Act of 1801</li> <li>3. Laissez Faire</li> <li>4. Limited Federal Power</li> <li>5. <i>Marbury v. Madison</i></li> <li>6. <i>McCulloch v. Maryland</i></li> <li>7. Lewis and Clark Expedition: Louisiana Purchase</li> <li>8. Zebulon Pike</li> <li>9. War with Tripoli</li> <li>10. Impressment</li> <li>11. Embargo Act of 1807</li> <li>12. Non-intercourse Act</li> <li>13. Nationalism</li> <li>14. Native American Involvement</li> <li>15. War of 1812</li> <li>16. Hartford Convention</li> <li>17. Treaty of Ghent</li> </ol>	<p><b><u>American Journey</u></b> Chapter 9 TE pages 276A-2778D</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <hr/> <p><i>Atlas of United States History</i> pages 40 - 55 (Nystrom)</p> <p><b>Mapping United States History Guide</b> pages 49-50</p> <p>Video: <i>Lewis and Clark</i></p>
<b>Instructional Resources</b>	<b>Suggested Strategies/Activities</b>
<p><b><u>Glencoe Resources</u></b> Supreme Court Case Studies: <i>Marbury v. Madison</i> <i>McCulloch v. Maryland</i> Teaching Transparencies 4, A-D Section Focus Transparencies 9-2, 9-4</p> <p><b><u>Web Sites</u></b> www.glencoe.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p><b>Mapping United States History</b> Activities 15a-15b (Nystrom)</p> <p>Electronic Field Trip: New Orleans</p> <p>Enrichment Activity 9-1: John Marshall</p> <p>Linking Past and Present Activity 9: Mississippi River</p> <p>Primary Source Reading 9</p> <p>Journal Activity, page 288 textbook</p> <p>Mapping History Activity 9</p> <p>History Simulation 4</p> <p>American Portrait 15: Sacajawea</p> <p>Enrichment Activity 9-3: Tecumseh</p> <p>Time Line Activity 9</p>
<b>Assessments</b>	

Enrichment Activity 9-1

Mapping History Activity 9

Enrichment Activity 9-3

Journal Activity, page 288

Performance Assessment Activity 9

1. Two goals of the Americans in the War of 1812 were to break the union between the British and Native Americans and to –
  - A. force the British out of Canada
  - B. force the French to give up the Louisiana Purchase
  - C. gain freedom for Texas
  - D. claim the Atlantic Ocean for the United States

ANSWER: 1A

### Economic Growth

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	4 Days	3

#### P.A.S.S. Objective

The student will...

- \*VII. Describe the economic growth and changes in the United States in science, technology, energy, manufacturing, and transportation from 1801 to 1877, by appraising the impact of the building of roads, canal/river linkages, railroads, and communication networks; the origins and development of the American Industrial Revolution; the birth of the early labor movement; and geographic factors in the location and development of United States industries and centers of urbanization.**
- VIII. Describe and analyze the economy of the United States from 1801 to 1887.**

#### District Objective(s)

Students will:

1. Describe how the telegraph helped business.
2. Describe how steam power and railroads helped industry grow.
3. Identify the new inventions that changed farming in the North.
4. Identify the newcomers who arrived in the United States in the mid-1800s.

ITBS    CRT    EOI    AP   \* Not Tested at 8th

Textbook Rating 1

Topics

Textbook Correlation

<ol style="list-style-type: none"> <li>1. Industrial Revolution</li> <li>2. Factory System</li> <li>3. New Technologies <ol style="list-style-type: none"> <li>a. Telegraph: Samuel Morse</li> <li>b. Cotton Gin: Eli Whitney</li> <li>c. McCormick's Reaper</li> <li>d. Textile Mills</li> <li>e. Steamboats: Robert Fulton</li> <li>f. Interchangeable Parts</li> <li>g. Shipping</li> <li>h. Railroads</li> <li>i. Erie Canal</li> </ol> </li> </ol>	<p><b><u>American Journey</u></b> Chapter 10 Sections 1-2 TE pages 304A-304D</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <hr/> <p><i>Atlas of United States History</i> pages 47, 50 - 58 pages 60 - 63, 65, 68, 69</p> <p><b>Mapping United States History Guide</b> page 49</p> <p><b><u>Glencoe Resources</u></b> Presentation Plus CD-ROM Facts on File CD-ROM Chapter Challenge Enter Reteaching Activity 10-1 Guided Reading Activity 10-1 Political Cartoon: The Embargo Act of 1807 Linking Past and Present Activity 10</p>
<b>Instructional Resources</b>	<b>Suggested Strategies/Activities</b>
<p><b><u>Web Sites</u></b> www.glencoe.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Electronic Field Trip: Lowell Factories Have students draw their own factory system</p> <p><b>Mapping United States History</b> Activities 16a-16c (Nystrom)</p> <p>Simulation: Widget Assembly</p>

### Assessments

1. An important advantage of the steamboat was that it could –
  - A. carry more people than other boats could
  - B. move against the current
  - C. cross the ocean safely
  - D. travel through narrow waterways
  
2. Which of the following was the most important result of the Industrial Revolution?
  - A. Farmers could earn enough to support their families.
  - B. Manufacturing replaced farming as the main form of work.
  - C. Air travel replaced railroads.
  - D. Goods were no longer well made.
  
3. What invention did the most to increase the importance of cotton in the South?
  - A. the cotton gin
  - B. the power loom
  - C. the water wheel
  - D. the spinning jenny

ANSWERS: 1B, 2B, 3A

### Expansion and the Jackson Era

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	5 Days	3

**P.A.S.S. Objective**

The student will...

- \*XI. Explain the significance of the Jacksonian era with emphasis on Andrew Jackson’s appeal to the “Common Man”; his attack on the Bank of the United States; the tariff issues, the nullification crisis and states’ rights debates; and the economic depression of the 1830s.**

**District Objective(s)**

Students will:

1. Identify the Era of Good Feelings.
2. Describe how Congress tried to strengthen the national economy.
3. Identify Henry Clay's American System.
4. Explain why the United States issued the Monroe Doctrine.
5. Identify the qualities that helped Jackson succeed.
6. Explain why Jackson replaced many officeholders.
7. Explain why Jackson made war on the Bank of the United States.
8. Describe how tariffs led to the Nullification Crisis.
9. Explain why South Carolina threatened to withdraw from the Union.
10. Explain why Native Americans were forced off their lands.
11. Analyze the attitudes of the presidents of the United States toward removal of the Five Tribes.
12. Contrast the voluntary removal of some of the Five Tribes with the forced removal of others.

 ITBS    CRT    EOI    AP   \* Not Tested at 8<sup>th</sup>

Textbook Rating 1

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Era of Good Feelings</li> <li>2. Mexico Wins Independence</li> <li>3. Adams-Onis Treaty</li> <li>4. Monroe Doctrine</li> <li>5. Election of 1820</li> <li>6. Spoils System</li> <li>7. Andrew Jackson</li> <li>8. Jacksonian Democracy</li> <li>9. Bank War</li> <li>10. Nullification</li> <li>11. Native American Removals               <ol style="list-style-type: none"> <li>a. Trail of Tears</li> <li>b. Native American Resistance</li> </ol> </li> </ol>	<p><b><u>American Journey</u></b>            Chapter 10, Sections 3 - 4            TE pages 304A - 304D            Chapter 11, Sections 1 - 4            TE 332A - 332D</p>
	<b>Instructional Resources</b>
	<p><b><u>Glencoe Resources</u></b>            American History Source Document            Library CD-ROM</p>
<b>Instructional Resources</b>	<b>Suggested Strategies/Activities</b>

<p><b>Web Sites</b></p> <p>www.glencoe.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Guided Reading Activity 10-3</p> <p>Mapping History Activity 11</p> <p>Linking Past to Present Activity 11</p> <p>Enrichment Activity 11-2, 11-4</p> <p>Reteaching Activity 11-2</p> <p>Role Play: Directions</p> <p># Divide the class into groups.</p> <p># Groups are to role play a scene from <i>The Trail of Tears</i> which they create themselves. Each group gets a 2 minute scene.</p> <p>Create a Time Line of Events</p> <p>Writing an Editorial (page 324)</p> <p>Write an editorial supporting or rejecting the Monroe Doctrine.</p> <p>Simulations:</p> <p>Hands Off</p> <p>Move Out</p>
<p><b>Assessments</b></p>	
<p>1. Americans thought of Andrew Jackson as the people's president because he –</p> <p>A. became the most popular president ever elected</p> <p>B. won the popular vote</p> <p>C. was the first president who did not come from a wealthy Eastern family</p> <p>D. brought dignity to the presidency through his military success</p> <p>2. What was the Trail of Tears?</p> <p>A. the journey of the Cherokee from their homeland to Indian Territory</p> <p>B. the route slave ships took from Africa to the Caribbean Islands</p> <p>C. the forced removal of Native Americans in California</p> <p>D. the retreat of the British after the Revolutionary War</p> <p>3. The doctrine of nullification claims that a state has the right to reject a federal law that it considers unconstitutional. The key issue behind nullification is –</p> <p>A. presidential rights</p> <p>B. states' rights</p> <p>C. civil rights</p> <p>D. workers' rights</p> <p>ANSWERS: 1C, 2A, 3B</p>	
<p><b>Manifest Destiny</b></p>	

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	4-5 Days	3

**P.A.S.S. Objective**

The student will...

**XII. Analyze and explain the westward expansion of the United States from 1801 to 1877.**

- A. Delineate and locate particular territorial acquisitions, explorations, events and settlement (e.g., the expansion into Texas; the Alamo and the Mexican-American War; the expansion into the Trans-Mississippi and the Inter-Mountain West; the effects of the California gold rush on emigration; the expansion into Oregon Country, and travel by wagon train; the passage of the Homestead Act of 1862; and the post-Civil War movement westward to “free land”).
- B. Discuss Manifest Destiny as a motivation and justification for American expansion.
- C. Describe the importance of trade on the frontiers and assess the impact of westward expansion on Native American peoples, including their displacement and removal.

**XVI. Interpret patriotic slogans and excerpts from notable quotations, speeches and documents in United States history up to 1877.**

**District Objective(s)**

Students will:

1. Identify what Americans meant by Manifest Destiny.
2. Explain why the United States agreed to share Oregon Country.
3. Explain why Mountain Men went to the Far West.
4. Identify the hardships that travelers faced on the Oregon Trail.
5. Explain why Mexico wanted Americans to settle in Texas.
6. Explain why the United States refused to annex Texas.
7. Identify the events that led to war with Mexico.
8. Identify the lands that the United States gained from the Mexican War.
9. Describe what mission life was like for Native Americans.

ITBS    CRT    EOI    AP   \* Not Tested at 8th      Textbook Rating 1

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Manifest Destiny               <ul style="list-style-type: none"> <li>a. Define</li> <li>b. Feeling of Pride in American Superiority</li> </ul> </li> <li>2. Mountain Men</li> <li>3. Mormon Trail: Brigham Young</li> <li>4. Santa Fe Trail</li> <li>5. Texas Independence</li> <li>6. Texas Annexation</li> <li>7. Battle of the Alamo</li> <li>8. Sam Houston</li> <li>9. Santa Anna</li> <li>10. Mexican-American War</li> <li>11. Oregon Trail</li> <li>12. <i>Fifty-four Forty or Fight</i></li> <li>13. California Gold Rush</li> <li>14. Effect of Westward Expansion on Native Americans, Mexicans, and others</li> </ol>	<p><b><u>American Journey</u></b> Chapter 12 TE pages 354A - 354D</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <p><i>Atlas of United States History</i> pages 46 - 77 (Nystrom)</p> <p><b>Mapping United States History Guide</b> page 50</p> <p><b><u>Glencoe Resources</u></b> Section Focus Transparencies Unit 5, Chapter 12 American Portraits 26: Brigham Young Primary Source Reading 12</p>

Instructional Resources	Suggested Strategies/Activities
<p><b>Web Sites</b></p> <p>www.glencoe.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p><b>Mapping U.S. History</b> Activities 17a - 17b; 18a - 18b (Nystrom)</p> <p>Oregon Trail CD-ROM game</p> <p>Mapping History Activity 12</p> <p>Linking Past and Present Activity 12</p> <p>Electronic Field Trip: The Alamo Sutters Mill Little Big Horn</p> <p>Simulations: The Heartbreak of Pioneering Merchants and Miners</p>
<b>Assessments</b>	
<p>Enrichment Activities 12-1 through 12-5</p> <p>Time Line Activity 12</p> <p>Workbook Activity 12</p> <ol style="list-style-type: none"> <li>1. Many in the United States fought against accepting Texas as a state because –       <ol style="list-style-type: none"> <li>A. Texas would tip the balance between slave and free states</li> <li>B. they wanted Mexico to accept Texas as a state</li> <li>C. Texas had little to offer in the way of natural resources</li> <li>D. the country was already large enough</li> </ol> </li>   <li>2. Which of the following statements is an effect of the Gold Rush on California?       <ol style="list-style-type: none"> <li>A. Many miners built factories along the coast.</li> <li>B. Migration to California caused economic growth.</li> <li>C. California became a state during the Civil War.</li> <li>D. California became the first state to abolish slavery.</li> </ol> </li>   <li>3. Manifest Destiny was the belief that --       <ol style="list-style-type: none"> <li>A. all territory east of Kansas belonged to new settlers</li> <li>B. states' rights were more important than a strong federal government</li> <li>C. Americans were fated to move west and claim the land</li> <li>D. natural law is the only law</li> </ol> </li> </ol> <p>ANSWERS: 1A, 2B, 3C</p>	

North and South															
K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
								I		M			MM	3 Days	3
<p><b>P.A.S.S. Objective</b> The student will:</p> <p><b>VIII. Describe and analyze the economy of the United States from 1801 to 1887.</b></p> <p>A. Evaluate the impact in the Northern states of the concentration of industries, manufacturing, and shipping; the development of the railroad system; and the effects of immigration and the immigrant experience.</p> <p>B. Evaluate the impact in the Southern states of the dependence on cotton; the plantation system and rigid social classes; the relative absence of business enterprises engaged in manufacturing, commerce, and finance; the institution of slavery, the variety of slave experiences and African American resistance to slavery; and sharecropping and tenant farming.</p>															
<p><b>District Objective(s)</b> Students will:</p> <ol style="list-style-type: none"> <li>Summarize ways that advances in technology, transportation, and communication encouraged economic growth.</li> <li>Describe the working conditions in the North and how immigration affected American life.</li> <li>Describe how the cotton gin affected the growth of slavery.</li> <li>Describe what life was like for African Americans in the North.</li> <li>Describe how southerners treated free African Americans</li> <li>Discuss the roots of the anti-slavery movement.</li> <li>Describe what reformers did to fight against slavery.</li> </ol>															
<input type="checkbox"/> ITBS <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> EOI <input checked="" type="checkbox"/> AP    * Not Tested at 8th													Textbook Rating 1		
Topics										Textbook Correlation					

<p><b>Industrial North</b></p> <ol style="list-style-type: none"> <li>1. Improved Transportation</li> <li>2. Communications</li> <li>3. Agricultural and Technological Revolution</li> <li>4. Industrial North</li> <li>5. Immigration</li> <li>6. Rise of Cities</li> </ol> <p><b>Agrarian South</b></p> <ol style="list-style-type: none"> <li>7. Plantation: King Cotton</li> <li>8. Cottonocracy: Ruling Class in South</li> <li>9. Slavery Issues</li> <li>10. Slave Rebellions <ol style="list-style-type: none"> <li>a. Nat Turner</li> <li>b. Denmark Vessey</li> </ol> </li> <li>11. Abolitionists</li> <li>12. Underground Railroad</li> <li>13. Slave Codes</li> </ol>	<p>Chapter 13 Sections 1-4 TE pages 384A - 384D</p>
	<p style="text-align: center;"><b>Instructional Resources</b></p>
	<p><i>Atlas of United States History</i> pages 60 - 63 (Nystrom)</p> <p><b>Glencoe Resources</b> Section Focus Transparency 13-4</p> <p>Literature Connection - Novels: <i>The House of Dies Drear</i> <i>The Glory Road</i> <i>The Slave Dancer</i></p>
<p style="text-align: center;"><b>Instructional Resources</b></p>	<p style="text-align: center;"><b>Suggested Strategies/Activities</b></p>
<p><b>Web Sites</b></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a></p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.maps101.com">www.maps101.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p> <p><a href="http://www.historylink101.com">www.historylink101.com</a></p>	<p>Simulation: Sanctuary</p>
<p style="text-align: center;"><b>Assessments</b></p>	

1. The goal of the abolitionists was to –
  - A. start a civil war
  - B. end slavery
  - C. help slaves escape
  - D. bring the right to vote to all
  
2. Which statement best describes the division of resources between the North and South at the beginning of the war?
  - A. Each side had similar resources.
  - B. The South had more people and more natural resources.
  - C. The North had more industry and more railroads.
  - D. The South had greater naval power and more shipyards.

ANSWERS: 1B, 2C

### Social Reforms

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
								I		M			MM	4-5 Days	3

**P.A.S.S. Objective**

The student will...

- \*IX. Research and analyze important social reform movements in the United States from 1801 to 1877.**
- \*X. Examine the emergence of an American culture (i.e., art, music, and literature) from 1801 to 1877.**

**District Objective(s)**

Students will:

1. Identify some of the key abolitionists and the roles they played in the anti-slavery movement.
2. Summarize the pro-slavery debate in the south.
3. Describe how the anti-slavery crusade helped spur the women’s rights movement.
4. Explain the reforms demanded in education, mental hospitals, and prisons.
5. Explain why women’s opportunities were limited in the mid-1850s.
6. Describe the progress of the expanding women’s rights movement.

<input type="checkbox"/> ITBS <input type="checkbox"/> CRT <input checked="" type="checkbox"/> EOI <input checked="" type="checkbox"/> AP   * Not Tested at 8th		Textbook Rating 1
Topics		Textbook Correlation
1. Second Great Awakening 2. Abolitionist Movement 3. William Lloyd Garrison 4. Frederick Douglas 5. Harriet Tubman 6. Sojourner Truth 7. Underground Railroad 8. Social Reforms <ul style="list-style-type: none"> <li>a. Temperance Movement</li> <li>b. Women’s Suffrage</li> <li>c. Elizabeth Cady Stanton</li> <li>d. Seneca Falls Convention</li> <li>e. Susan B. Anthony</li> <li>f. Dortehea Dix</li> <li>g. Horace Mann</li> </ul>		<u><b>American Journey</b></u> Chapter 14 TE pages 410A - 410D
		<b>Instructional Resources</b>
		Chapter 14 Summary  <u><b>Glencoe Resources</b></u> American Portraits: 39, 24, 23 Susan B. Anthony Sojourner Truth William Lloyd Garrison Spirit of American Art and Music pages 11 - 16 American Literature Reading 5
Instructional Resources		Suggested Strategies/Activities
<u><b>Web Sites</b></u> <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a>  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.maps101.com">www.maps101.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>  <a href="http://www.historylink101.com">www.historylink101.com</a>		Mapping History Activity 14  Workbook Activity 14  Linking Past and Present Activity 14  Electronic Field Trip: Seneca Falls Frederick Douglas’s Home  Time Line Activity 14

### Assessments

Reteaching Activity 14-1, 14-3

Guided Reading 14-1 through 14-4

Enrichment Activity 14-3

### Road to the Civil War

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			R		M			MM	7 Days	3

**P.A.S.S. Objective**

The student will...

**XIII. Analyze and describe the emergence of sectional similarities and differences, as well as attempts at compromise, from 1801 to 1860.**

**District Objective(s)**

Students will:

1. Explain why the issue of slavery flared up in 1819.
2. Analyze the effects of westward expansion on slavery.
3. Discuss the effects of the differences between the Northern and Southern economic systems.
4. Identify the Missouri Compromise.
5. Explain why the slavery question arose again in 1850.
6. Describe how the North and South reached another compromise.
7. Describe how the issue of fugitive slaves divided the North and South.
8. Identify the events that made the issue of slavery emerge again in 1854.
9. Explain why pro-slavery and anti-slavery forces moved into Kansas.
10. Describe how the Dred Scott decision divided the nation.
11. Describe how the raid on Harper's Ferry deepened differences between the North and South.
12. Identify the events that led to the Civil War.

 ITBS    CRT    EOI    AP   \* Not Tested at 8<sup>th</sup>
Textbook Rating **1**

Topics	Textbook Correlation
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<ol style="list-style-type: none"> <li>1. Wilmot Proviso</li> <li>2. Missouri Compromise</li> <li>3. States' Rights Debates</li> <li>4. Compromise of 1850: Henry Clay</li> <li>5. Fugitive Slave Laws</li> <li>6. Kansas-Nebraska Act</li> <li>7. Popular Sovereignty</li> <li>8. Dred Scott Decision</li> <li>9. Lincoln-Douglas Debates</li> <li>10. John Brown's Raid on Harper's Ferry</li> <li>11. Presidential Election of 1860</li> <li>12. Harriet Beecher Stowe: <i>Uncle Tom's Cabin</i></li> <li>13. Secession</li> <li>14. Fort Sumter</li> </ol>	<p><b><u>American Journey</u></b> Chapter 15 TE pages 436A - 436D</p>
	<p><b>Instructional Resources</b></p>
	<p><i>Atlas of United States History</i> pages 60 - 67 (Nystrom)</p> <p><b>Mapping United States History Guide</b> pages 63 - 64</p> <p><b><u>Glencoe Resources</u></b> Section Focus Transparencies 15-1, 15-3, 15-4 Supreme Court Case Studies: Dred Scott, page 7 American Portraits: 28 Harriet Beecher Stowe</p>
<p><b>Instructional Resources</b></p>	<p><b>Suggested Strategies/Activities</b></p>
<p><b><u>Web Sites</u></b> www.glencoe.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p><b>Mapping United States History</b> Activities 19a - 19b (Nystrom)</p> <p><b>Literature Connection</b> <i>The Red Badge of Courage</i> – Crane</p> <p>Time Line Activity 15</p> <p>Primary Source Reading 15 (Portfolio Activity)</p> <p>Chapter Skills Activity 15</p> <p>Political Cartoon Activity 12 Bloody Kansas</p>
<p><b>Assessments</b></p>	

Workbook Activity 15

Enrichment Activity 15-1, 15-2, 15-3

Reteaching Activity 15-1, 15-2, 15-3, 15-4

1. Which of the following best explains the effect of the Kansas-Nebraska Act?
  - A. It opened new territories to slavery.
  - B. It forbade slavery in new states.
  - C. It brought slave catchers to the North.
  - D. It outlawed slavery in all territories.
  
2. On what grounds did Southern states claim they had the right to secede?
  - A. The right to secede was granted by the Constitution.
  - B. States chose to join the Union, so they could choose to leave.
  - C. The North violated freedoms guaranteed by the Bill of Rights.
  - D. The South was not receiving due process under the law.
  
3. The Civil War started at Fort Sumter when –
  - A. Union forces fired on the fort
  - B. Confederate forces fired on the fort
  - C. Union forces blockaded the fort
  - D. John Brown led escaped slaves in a raid on the fort

ANSWERS: 1A, 2B, 3B

## The Civil War

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
								I		M			MM	30-35 Days	4

**P.A.S.S. Objective**

The student will...

**\*XIV. Describe the key events and effects of the Civil War and Reconstruction.**

\*A. Identify key leaders of the Union and the Confederacy.

\*B. Examine major events of the Civil War.

**XVI. Interpret patriotic slogans and excerpts from notable quotations, speeches and documents in United States history up to 1877.**

**District Objective(s)**

Students will:

1. Profile the Northern generals and their initial campaigns in the west.
2. Explain Northern and Southern military strategies to capture their enemy's capital.
3. Explain why Britain remained neutral.
4. Explain the decline of the Southern economy and the expansion of the Northern economy.
5. Trace the final events of the war leading to the surrender of Appomattox.
6. Summarize the key economic, political, and social effects of the Civil War.

ITBS    CRT    EOI    AP   \* Not Tested at 8<sup>th</sup>

**Textbook Rating 1**

Topics		Textbook Correlation
1. Abraham Lincoln 2. Ulysses S. Grant 3. Jefferson Davis 4. Robert E. Lee 5. McClellan 6. Sherman 7. Bull Run 8. Monitor and Merrimac 9. Shiloh 10. Fall of New Orleans 11. Seven Days' Battle 12. Antietam 13. Emancipation Proclamation 14. Battle of Gettysburg – Gettysburg Address 15. Vicksburg 16. Sherman's March 17. Fall of Richmond 18. Appomattox 19. Women in War 20. First Modern Warfare <ul style="list-style-type: none"> <li>a. Rifle/Mini-ball</li> <li>b. Ironclads</li> <li>c. Balloons</li> <li>d. Trench Warfare</li> <li>e. Photography</li> </ul> 21. Confederate Strategy: Dependency on King Cotton and foreign aid 22. Union Strategy: Anaconda Plan, Blockade, Control of Mississippi, Capture Richmond		<p><b><u>American Journey</u></b>            Chapter 16            TE pages 460A - 460D</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <hr/> <p><i>Atlas of United States History</i>            pages 60 - 69 (Nystrom)</p> <p><b>Mapping United States History Guide</b>            pages 63-64</p> <p><b><u>Glencoe Resources</u></b>            Section Focus Transparencies            16-1, 16-3, 16-4, 16-5            Cause and Effect Transparency 6            Landmark Documents CD-ROM            Emancipation Proclamation            Gettysburg Address</p> <p>Video: <i>Glory</i> (school version only)</p> <p>Literature Connection - Book:  <i>Don't Know Much About the Civil War</i></p>
<b>Instructional Resources</b>		<b>Suggested Strategies/Activities</b>

<p>Electronic Field Trip: Gettysburg</p> <p>Civil War Journal (Sets 1 and 2) Videos</p> <p><b>Web Sites</b></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.hprtec.org">www.hprtec.org</a></p> <p><a href="http://www.historylink.com">www.historylink.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a></p> <p><a href="http://www.maps101.com">www.maps101.com</a></p> <p><a href="http://www.historynet.com">www.historynet.com</a></p> <p><a href="http://geography.miningco.com">http://geography.miningco.com</a></p> <p><a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a></p> <p><a href="http://www.historylink101.com">www.historylink101.com</a></p>	<p>District-Wide Civil War Encampment</p> <p><b>Mapping United States History</b> Activities 20a - 20d, 21a - 21d, 22b (Nystrom)</p> <p>Mapping History Activity 16 (Glencoe)</p> <p>Workbook Activity 16</p> <p>Enrichment Activity 16-1, 16-2, 16-5</p> <p>Interdisciplinary Connection 6</p> <p>Primary Source Reading 16</p> <p>American Portrait 30</p> <p>Time Line Activity 16</p> <p>Reteaching Activity 16-4</p> <p>History and Art Transparency 11</p> <p>Simulation: A Classroom Divided</p>
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### Assessments

Mapping History Activity 16

Enrichment Activity 16-1

Reteaching Activity 16-4

1. The Emancipation Proclamation freed –
  - A. all enslaved persons and gave African Americans the right to vote in certain areas
  - B. enslaved persons in the Confederacy and allowed African Americans to join the military
  - C. enslaved males in western territories
  - D. all enslaved persons over 18 years of age
  
2. The phrase “Four score and seven years ago our fathers brought forth on this continent...” comes from Lincoln’s speech called the –
  - A. Siege of Vicksburg
  - B. Emancipation Proclamation
  - C. Lincoln-Douglas debate
  - D. Gettysburg Address

ANSWERS: 1B, 2D

## Reconstruction

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
								I		M			MM	10 Days	4

**P.A.S.S. Objective**

The student will...

**\*XIV. Describe the key events and effects of the Civil War and Reconstruction.**

- \*C. Describe the development and implementation of post-war Reconstruction policies.
- \*D. Investigate the impact of Reconstruction policies on the South.

**District Objective(s)**

Students will:

1. Summarize President Lincoln’s Reconstruction policies.
2. Identify differences between presidential and congressional Reconstruction policies.
3. Summarize reasons for President Johnson’s impeachment.
4. Plot steps taken by Congress to protect rights of former slaves.
5. Describe the changes in the Southern economy.
6. Describe the effect of the Supreme Court’s decisions on Reconstruction.

ITBS    CRT    EOI    AP   \* Not Tested at 8th

Textbook Rating 1

**Topics**

**Textbook Correlation**

<ol style="list-style-type: none"> <li>1. Lincoln’s Assassination</li> <li>2. 13<sup>th</sup> Amendment</li> <li>3. Consequences of War: Cause and Effect</li> <li>4. Reconstruction</li> <li>5. Freedmen’s Bureau</li> <li>6. Black Codes</li> <li>7. Civil Rights Act of 1866 / 1875</li> <li>8. 14<sup>th</sup> Amendment</li> <li>9. Johnson’s Impeachment</li> <li>10. Carpetbaggers</li> <li>11. Scalawags</li> <li>12. Share Cropping</li> <li>13. Ku Klux Klan</li> <li>14. 15<sup>th</sup> Amendment <ol style="list-style-type: none"> <li>a. Pole Tax</li> <li>b. Literacy Test</li> <li>c. Grandfather Clause</li> </ol> </li> <li>15. Election of 1876</li> <li>16. Compromise of 1877</li> <li>17. Separate but Equal <ol style="list-style-type: none"> <li>a. Jim Crow Laws</li> <li>b. Plessy v. Ferguson</li> </ol> </li> </ol>	<p><b><u>American Journey</u></b> Chapter 17 TE pages 494A - 494D</p>
	<p><b>Instructional Resources</b></p>
	<p><i>Atlas of United States History</i> pages 68, 69 (Nystrom)</p> <p><b><u>Glencoe Resources</u></b> Section Focus Transparency 17-1 through 17-5 Cause and Effect Transparency 6 Landmark Documents in American History CD-ROM: Freedmen’s Bureau Act, 1865 Reconstruction Acts, 1867-1868</p> <p>Video: <i>Abraham Lincoln</i></p>
<p><b>Instructional Resources</b></p>	<p><b>Suggested Strategies/Activities</b></p>
<p><b><u>Web Sites</u></b> www.glencoe.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Workbook Activity 17</p> <p>Time Line Activity 17</p> <p>Primary Source Reading 17</p> <p>Linking Past and Present Activity 17</p> <p>Political Cartoon Activity 13</p> <p>History Simulation 6</p> <p>The Living Constitution Case Study: The Impeachment Trial of Andrew Johnson, page 14</p> <p>Reteaching Activity 17-1</p> <p>Chapter Skills Activity 17</p>
<p><b>Assessments</b></p>	

Workbook Activity 17-1

Time Line Activity 17

Chapter Skills Activity 17

1. Which is a provision of the 13th Amendment?
  - A. It outlawed slavery throughout the country.
  - B. It outlawed discrimination against African Americans.
  - C. It gave citizenship to African Americans.
  - D. It gave voting rights to African Americans.
  
2. What is Reconstruction?
  - A. the process of rebuilding homes, businesses, and farms after the Civil War
  - B. an agency that built schools and hospitals for African Americans
  - C. the government that came to power in the South after the Civil War
  - D. the process used after the Civil War to readmit the Confederate states to the Union
  
3. After the Civil War, Southern states passed black codes in order to –
  - A. guarantee rights to African Americans
  - B. build schools and colleges for formerly enslaved persons
  - C. limit the freedom of African Americans
  - D. punish Confederate soldiers

ANSWERS: 1A, 2D, 3C

### Civics: The Three Branches of Government

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			R			M		MM	3-5 Days	4

**P.A.S.S. Objective**

The student will...

**\*III. Define the terms constitution and constitutional government; explain how constitutions set forth purposes of government; and explain the way the United States Constitution is organized and how power is allocated.**

**District Objective(s)**

Students will:

1. Explain the function of Congress.
2. Identify the roles that the President played.
3. Describe how the federal court system is organized.

ITBS    CRT    EOI    AP   \* Not Tested at 8th

**Textbook Rating 1**

**Topics**

**Textbook Correlation**

<ol style="list-style-type: none"> <li>1. Legislative Branch <ol style="list-style-type: none"> <li>a. Senate</li> <li>b. House of Representatives</li> <li>c. Powers and Roles of Congress</li> </ol> </li> <li>2. Executive Branch <ol style="list-style-type: none"> <li>a. The Presidency</li> <li>b. Powers and Roles of the President</li> </ol> </li> <li>3. Judicial Branch <ol style="list-style-type: none"> <li>a. Judiciary Act</li> <li>b. Court System</li> <li>c. Judicial Review</li> </ol> </li> </ol>	<p><b><u>American Journey</u></b>  Civics in Action: <b>The Constitution of the United States</b></p> <p>Civics in Action, Sections 1-2</p>
	<p><b>Instructional Resources</b></p>
	<p><b><i>We the People</i></b>  Lessons 14, 15</p> <p><b><u>Glencoe Resources</u></b>  Supreme Court Cases  Teaching Transparency: The Presidential Election of 1996  The Living Constitution</p>
<p><b>Instructional Resources</b></p>	<p><b>Suggested Strategies/Activities</b></p>

<p><b>Web Sites</b>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a>  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.maps101.com">www.maps101.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>  <a href="http://www.historylink101.com">www.historylink101.com</a></p>	<p>Bellringer Motivational Activity</p> <p>Examining Checks and Balances</p> <p>Organize the class into three groups—executive branch, legislative branch, and judicial branch. Use the situations below and have each group determine how it could check the power of another branch.</p> <ul style="list-style-type: none"> <li>• The President makes an unwise appointment of a Supreme Court justice. (<i>Senate refuses to confirm.</i>)</li> <li>• The Supreme Court makes several decisions that Congress determines are detrimental to public welfare. (<i>Congress proposes an amendment.</i>)</li> <li>• Congress passes a law that the president opposes. (<i>presidential veto</i>)</li> </ul>
<p><b>Assessments</b></p>	
<p><b>Essays:</b>      What experiences of the Framers might have influenced their ideas about how much power they should give the national government? Give examples of some of these experiences.</p> <p>Read Article I, section 9 of the Constitution. What do you think was the purpose of each of the limitations listed?</p> <p><b>Interpreting a Political Cartoon:</b>  What does this picture tell you about what the judicial branch does?</p>	

## Civics: Personal and Civic Responsibilities

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
								I			M		MM	2 Days	4

**P.A.S.S. Objective**

The student will...

- \*VII. Identify and describe personal and civic responsibilities, such as obeying the law, studying public issues, registering to vote and voting, and serving on a jury.**
- \*VIII. Identify ways in which citizens can become active participants in the political process as young people (e.g., attending precinct meetings, stuffing envelopes, distributing flyers, and making telephone calls in support of candidates for office) and as adults, and plan and participate in mock elections, mock debates and mock trials.**

**District Objective(s)**

Students will:

1. Identify the responsibilities of citizens.
2. Identify the qualifications for voting.

ITBS    CRT    EOI    AP   \* Not Tested at 8<sup>th</sup>

**Textbook Rating 1**

**Topics**

**Textbook Correlation**

<p>1. The Rights of American Citizens</p> <ul style="list-style-type: none"> <li>a. Warrant</li> <li>b. Due Process of Law</li> <li>c. Equal Protection</li> <li>d. Limits on Rights</li> </ul> <p>2. Citizens Responsibilities</p> <ul style="list-style-type: none"> <li>a. Duties <ul style="list-style-type: none"> <li>1.) Obeying the Law</li> <li>2.) Paying Taxes</li> <li>3.) Draft (defend nation)</li> <li>4.) Serving on Jury</li> <li>5.) Attend School</li> </ul> </li> <li>b. Responsibilities <ul style="list-style-type: none"> <li>1.) To be well-informed</li> <li>2.) Register and vote</li> <li>3.) Actively participate in public meetings and political parties</li> <li>4.) Respect the rights of others</li> </ul> </li> </ul>	<p><b><u>American Journey</u></b> Civics in Action Section 3</p> <hr/> <p style="text-align: center;"><b>Instructional Resources</b></p> <hr/> <p><b><i>We the People</i></b> Lesson 29</p> <p><b><u>Web Sites</u></b>  <a href="http://www.glencoe.com">www.glencoe.com</a>   <a href="http://www.hprtec.org">www.hprtec.org</a>   <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.maps101.com">www.maps101.com</a>   <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>   <a href="http://www.historylink101.com">www.historylink101.com</a></p>
<p><b>Suggested Strategies/Activities</b></p>	

## Bellringer Motivational Activity

### Depicting Citizenship

Ask groups of students to create collages that illustrate the broad theme *Citizenship in Action*. Each collage should depict Americans exercising the rights, the duties, and/or responsibilities of their citizenship. Each group should choose a slogan as a basis for selecting that group's illustrations. Tasks could include gathering used magazines and newspapers to clip pictures; working on layout; providing necessary lettering; and selecting and pasting pictures. Ask group representatives to explain their finished collages.

### Multiple Learning Styles: Auditory/Musical

Ask students to prepare a choral reading about responsibilities of American citizens. Have them begin by listing responsibilities from the text and points about how to accomplish each one.

### Making a Poster

One responsibility of being an American citizen is to become involved in the democratic system. Ask students to make a poster showing how they can get involved in their community's democracy. Display the posters in a prominent place in the school.

### Charades:

Divide the class into groups of three. Assign a right or responsibility of citizen to each group. Each group acts out assigned topics while other groups guess the right or responsibility.

## Assessments

**Essay:** Write a short essay in which you describe the qualities of good citizens in a constitutional democracy. Explain why you think these qualities are necessary.

## Civics: Political Parties

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
								I			M		MM	2 Days	4

**P.A.S.S. Objective**

The student will...

**\*IX. Examine the responsibilities of political leaders and the qualities of good leadership.**

**District Objective(s)**

Students will:

1. Explain the purpose of a political party in a democratic system.
3. Explain why our system of government is known as a two-party system.
4. Give some examples of the different types of work done by political parties.

ITBS    CRT    EOI    AP   \* Not Tested 8<sup>th</sup>

**Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> <li>1. Primaries and Conventions</li> <li>2. Voting Process</li> <li>1. Two-Party System</li> <li>2. Political Leaders                             <ol style="list-style-type: none"> <li>a. Responsibilities</li> <li>b. Leadership Qualities</li> </ol> </li> </ol>	<p><b><u>American Journey</u></b> Civics in Action Section 3</p>
	<p><b>Instructional Resources</b></p>
	<p><b><u>American Journey</u></b> Teacher's Kit The Living Constitution</p>

Instructional Resources	Suggested Strategies/Activities
<p><b><u>Web Sites</u></b>  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.hprtec.org">www.hprtec.org</a>  <a href="http://www.historylink.com">www.historylink.com</a>  <a href="http://www.historychannel.com">www.historychannel.com</a>  <a href="http://www.lessonplanspage.com">www.lessonplanspage.com</a>  <a href="http://www.maps101.com">www.maps101.com</a>  <a href="http://www.historynet.com">www.historynet.com</a>  <a href="http://geography.miningco.com">http://geography.miningco.com</a>  <a href="http://www.americanhistory.about.com">www.americanhistory.about.com</a>  <a href="http://www.historylink101.com">www.historylink101.com</a></p>	
<b>Assessments</b>	
<p>1. The two-party system developed in the United States mainly because</p> <ul style="list-style-type: none"> <li>A. the Constitution established a democratic government.</li> <li>B. conflicts about the Constitution created opposing viewpoints.</li> <li>C. leaders and voters agreed on the existence of two parties.</li> <li>D. it was voted on and approved by both houses of Congress.</li> </ul> <p>ANSWER: 1B</p>	

