

**SOCIAL STUDIES INSTRUCTIONAL PLAN****GRADE: 7**

<b>MONTH</b>	<b>TOPIC</b>
<b>SEPTEMBER</b>	ANCIENT MESOAMERICA NATIVE AMERICAN CULTURES
<b>OCTOBER</b>	EUROPEAN EXPLORATION & COLONIZATION OF AMERICA
<b>NOVEMBER</b>	13 ENGLISH COLONIES CRISIS IN THE COLONIES
<b>DECEMBER</b>	AMERICAN REVOLUTION
<b>JANUARY</b>	THE MAKING OF THE CONSTITUTION THE CONSTITUTION
<b>FEBRUARY</b>	LAUNCHING THE NEW GOVERNMENT AGE OF JEFFERSON
<b>MARCH</b>	NATIONAL GROWTH & PROSPERITY AGE OF JACKSON
<b>APRIL</b>	WESTWARD EXPANSION AGE OF REFORM
<b>MAY</b>	ROAD TO THE CIVIL WAR THE CIVIL WAR
<b>JUNE</b>	REVIEW AND FINAL EXAM

**Topic: Age of Jackson**

**Essential Questions:**

**How have the Constitutional limitations on the federal government been either embraced or disregarded?**

**How has the idea of federalism been tested in American history?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas (Instructional Strategies)</b>	<b>Assessment Ideas (Evidence of Learning)</b>
Standard 1:1,2,3,4 Standard 3:1 Standard 4:1	<ol style="list-style-type: none"><li>1. Why did the Democratic - Republican Party split after 1824?</li><li>2. How is a president elected when no candidate wins a majority of electoral votes?</li><li>3. How did the presidency of Jackson propel a new democratic spirit in America?</li><li>4. How did Jackson strengthen the power of the Presidency?</li><li>5. How did Native Americans respond to being driven from their lands?</li></ol>	<ol style="list-style-type: none"><li>1. Identify characteristics of important historical figures</li><li>2. Predict the effects of a cause</li><li>3. Analyze a political cartoon</li><li>4. Select key terms to complete sentences</li><li>5. Understand the relationship between cause and effect</li></ol>	<ol style="list-style-type: none"><li>1. Use a graphic organizer that compares presidential candidates/lists important events of a president's life</li><li>2. Answer questions related to a political cartoon</li><li>3. Have students supply key terms to a paragraph missing key terms</li><li>4. Complete an outline on the Panic of 1837</li></ol>	<ol style="list-style-type: none"><li>1. Check homework for accuracy</li><li>2. Use review questions to gauge understanding</li><li>3. Use a test</li></ol>

**Connections to Text (Resources) Chapter 12 of American Nation**

**Time: 1 week**

**Connections to Technology: video, visual aids, overhead notes**

**Key Vocabulary: suffrage, majority, Whigs, Democrats, caucus, nominating convention, spoils system, "kitchen cabinet", states' rights, Tariff of Abominations, nullification, Nullification Act, Indian Removal Act, Trail of Tears, Seminole Wars, depression, mudslinging**

**Topic: Age of Jefferson**

**Essential Questions:**

**How does territorial expansion affect the destiny of a country?**

**How does a change in administration affect a country?**

**How does the desire for commerce bring risks to a country?**

**When is the right time for diplomacy, and when is the right time for war?**

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
SS Standard 1: 2,3,4 SS Standard 3: 1	<ol style="list-style-type: none"> <li>1. How did Jefferson's presidency differ from the presidency of John Adams?</li> <li>2. How did the Louisiana Purchase affect the destiny of the US?</li> <li>3. Why did Lewis and Clark go on their expedition?</li> <li>4. What policies did Jefferson follow in reaction to various crises?</li> <li>5. How did Indians react to American settlement?</li> <li>6. Why did the War Hawks push for war against Britain?</li> <li>7. What were the key events in the War of 1812?</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast two presidential administrations</li> <li>2. Label a map</li> <li>3. Gain knowledge from a video presentation</li> <li>4. Interpret primary documents</li> <li>5. Conduct research on the worldwide web</li> <li>6. Write a research paper on a them from the Lewis and Clark expedition</li> <li>7. Build a diorama on a Lewis and Clark related theme</li> <li>8. Identify reasons why the War Hawks wanted war against Britain</li> <li>9. Identify the key events of the War of 1812</li> </ol>	<ol style="list-style-type: none"> <li>1. Record notes on graphic organizers</li> <li>2. Have students complete a diorama project on the Lewis and Clark expedition</li> <li>3. Use a video presentation of the Lewis and Clark expedition</li> <li>4. Use a play that explains the Lewis and Clark expedition</li> <li>5. Answer questions based on copies of primary documents</li> <li>6. Use the Internet to locate information on a Lewis and Clark expedition theme</li> <li>7. Complete vocabulary assignments</li> <li>8. Use a test to locate information</li> </ol>	<ol style="list-style-type: none"> <li>1. Use homework, a quiz, and a test</li> <li>2. Review daily class work</li> <li>3. Grade Lewis and Clark project</li> <li>4. Play a review game at the end of the unit</li> </ol>

**Connections to Text (Resources) Chapter 10 in American Nation**

**Time: 2 weeks**

**Connections to Technology: overhead notes, video, computer,**

**Key Vocabulary: democratic, laissez faire, free market, *Marbury v. Madison*, judicial review, Pinckney Treaty, Louisiana Purchase, expedition, continental divide, tribute, impressment, embargo, Embargo Act, smuggling, Nonintercourse Act, Treaty of Greenville, confederation, Battle of Tippecanoe, War Hawks, nationalism, Battle of Lake Erie, Battle of New Orleans, Hartford Convention, Treaty of Ghent**

**Topic: Age of Reform**

**Essential Questions:**

**Do good intentions always result in good results?**

**How can the actions of a few affect the life of many?**

**How can the idea of equality coexist with the denial of rights to certain groups of people?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas (Instructional Strategies)</b>	<b>Assessment Ideas (Evidence of Learning)</b>
SS Standard 1:1,2,3,4 SS Standard 3:1,2 SS Standard 5:1 MST Standard 5 ELA Standard 1	<ol style="list-style-type: none"> <li>How and in what areas did social reform affect society in the US?</li> <li>What individuals played key roles in social reform?</li> <li>What contributions did social reformers make?</li> <li>How was social reform felt locally?</li> <li>What were some negative results of the Binghamton State Hospital?</li> <li>How did the Underground Railroad assist runaway slaves?</li> <li>How did the women's movement use traditional American ideals to inspire reform?</li> </ol>	<ol style="list-style-type: none"> <li>Identify how and in what areas social reform affected society in the US</li> <li>Define vocabulary words and complete sentences using those words</li> <li>Identify true and false statements based on a text</li> <li>Interpret primary documents</li> <li>Explain how the Underground Railroad assisted slaves</li> <li>Answer questions based on a video</li> <li>Interpret a map</li> </ol>	<ol style="list-style-type: none"> <li>Use a graphic organizer to record notes on social reform</li> <li>Use guided reading and vocabulary assignments</li> <li>Use the video presentation "The Roots of Resistance"</li> <li>Challenge students to interpret a map of the Underground railroad</li> <li>Answer questions based on a primary document ("Lucy Stone's letter")</li> </ol>	<ol style="list-style-type: none"> <li>Grade vocabulary assignments, guided reading assignments, and a quiz</li> <li>Review answers on daily classroom assignments</li> </ol>

**Connections to Text (Resources) Chapter 15 in American Nation**

**Time: 1 week**

**Connections to Technology: overhead notes, Internet website, computer, video**

**Key Vocabulary: social reform, predestination, Second Great Awakening, revival, debtor, temperance movement, American Colonization Society, abolitionist, *The Liberator*, Underground Railroad, Seneca Falls Convention, women's rights movement**

**Topic:**  
**AMERICAN REVOLUTION**

**Essential Questions:**  
**Are revolutions ethical or unethical?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas (Instructional Strategies)</b>	<b>Assessment Ideas (Evidence of Learning)</b>
Standard 1: 1,2,3,4 Standard 3:1 Standard 5:1	<ol style="list-style-type: none"> <li>1. Were the American colonists justified in rebelling against British rule?</li> <li>2. Would African-American slaves have been justified in rebelling against the new American Government?</li> <li>3. If the consequences of the American Revolution were positive, does that mean that it was ethical?</li> </ol>	<ol style="list-style-type: none"> <li>1. Map locations that were significant in the American Revolution</li> <li>2. Analyze primary documents related to the American Revolution</li> <li>3. Identify advantages and disadvantages of both sides prior to the war</li> <li>4. Research the contributions of various groups to the Patriots in the revolution</li> </ol>	<ol style="list-style-type: none"> <li>1. Use graphic organizers to chart the progress of the war</li> <li>2. Use guided questions to help students analyze the Declaration of Independence</li> <li>3. Use video portions of “the Crossing” and “The Patriot” to help enhance understanding of the war</li> <li>4. Challenge students to take the side of either the Patriots or the British in the war</li> </ol>	<ol style="list-style-type: none"> <li>1. Check maps for accuracy</li> <li>2. Use quizzes and a test</li> <li>3. Allow students to post research findings on the board</li> <li>4. Have students complete a DBQ essay defending a point of view</li> </ol>

**Connections to Text (Resources)** Chapter 6 of American Nation, Declaration of Independence

**Time: 2 weeks**

**Connections to Technology:** video, visual aids, overhead notes

**Key Vocabulary:** loyalist, patriot, guerilla warfare, mercenary, blockade, Olive Branch Petition, Continental Army, Battles of Bunker Hill/Long Island/Trenton/Saratoga/Cowpens/Yorktown, *Common Sense*, radical, traitor, Declaration of Independence, natural rights, ally, Valley Forge

**Topic: Ancient Mesoamerica**

**Essential Questions:**

**How does geography affect settlement and culture?**

**What is a civilization?**

**What causes the rise and fall of a civilization?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas (Instructional Strategies)</b>	<b>Assessment Ideas (Evidence of Learning)</b>
SS Standard 1:3 SS Standard 2:1,2,3 SS Standard 3:1,2 SS Standard 4:1,2	<ol style="list-style-type: none"> <li>Why did people migrate to North America?</li> <li>What geographic features attracted Mesoamerican groups?</li> <li>What role did agriculture play in the development of Mesoamerican culture?</li> <li>What are the essential components of a civilization?</li> <li>How did geography affect the development of Mesoamerican civilizations?</li> <li>What are some similarities and differences between Mesoamerican cultures?</li> <li>What caused the demise of the Mayan empire?</li> </ol>	<ol style="list-style-type: none"> <li>Interpret and label a map</li> <li>Understand the role of agriculture in the development of civilization</li> <li>Identify the essential components of a civilization</li> <li>Gather information from a variety of sources on Mesoamerican civilizations</li> <li>List examples of each component of civilization for each Mesoamerican civilization</li> <li>Compare and contrast Mesoamerican civilizations with each other/European culture</li> <li>Identify some reasons why the Mayan empire fell</li> </ol>	<ol style="list-style-type: none"> <li>Label a map of the Mesoamerican culture areas</li> <li>Use the textbook to answer questions that identify geographic adaptations of Mesoamerican cultures</li> <li>Introduce an acronym to introduce the idea of a civilization</li> <li>Search a text/poster set/website to locate information</li> <li>Use a Venn diagram to compare and contrast Mesoamerican cultures</li> <li>Use a website to gather clues as to why the Mayan empire collapsed</li> <li>Create a poster that displays information on a Mesoamerican civilization/component of civilization</li> </ol>	<ol style="list-style-type: none"> <li>Check maps for accuracy</li> <li>Grade homework assignments, a quiz, and a test</li> <li>Allow students to present research findings on the wall/board</li> </ol>

**Connections to Text (Resources): Chapters 1,2 in American Nation**

**Time: 1-2 weeks**

**Connections to Technology: overhead notes, video, visual aids, computer, websites**

**Key Vocabulary: glacier, civilization, surplus, causeway, quipu, terrace, culture, artifact, archaeology, anthropology**

**Topic: Crisis in the Colonies**

**Essential Questions:**

**Is a colonial relationship ethical?**

**Is rebellion against a government justified?**

**Is compromise between rivals always possible?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas (Instructional Strategies)</b>	<b>Assessment Ideas (Evidence of Learning)</b>
SS Standard 1:2,4 SS Standard 3:1 SS Standard 4:1	<ol style="list-style-type: none"> <li>Why did England want to regulate colonial trade?</li> <li>What were colonial governments like?</li> <li>How did the rivalry between France and England lead to war in North America?</li> <li>How did the French and Indian War trigger tension between England and her colonies?</li> <li>How did war break out between England and her colonies?</li> </ol>	<ol style="list-style-type: none"> <li>Understand how mercantilism works</li> <li>Identify the roles of the different strata of colonial government</li> <li>Understand how the economic interests of France and England led to war</li> <li>Identify how the French and Indian War affected the colonial relationship between England and her colonies</li> <li>Explain how English solution to colonial problems backfired</li> </ol>	<ol style="list-style-type: none"> <li>Use graphic organizers to record information</li> <li>Define vocabulary terms</li> <li>Match vocabulary terms to definitions</li> <li>Use comics, video, and visual aids to help teach content</li> <li>Compare and contrast the advantages/disadvantages of the English and the French going into the war</li> <li>Use vocabulary words to complete a chart</li> <li>Interpret a primary document (Paul Revere's Boston Massacre")</li> <li>Place events in chronological order</li> </ol>	<ol style="list-style-type: none"> <li>Use a quiz and a test</li> <li>Use a video guide and solicit responses</li> <li>Check vocabulary assignments for accuracy</li> <li>Have students give verbal answers</li> <li>Play a review game at the end of the unit</li> </ol>

**Connections to Text (Resources): Chapters 4:4 and 5 of American Nation**

**Time: 2 weeks**

**Connections to Technology: video, visual aids, overhead projector,**

**Key Vocabulary: mercantilism, export, import, Navigation Acts, triangular trade, legislature, bill of rights, English Bill of Rights, French and Indian War, Albany Plan of Union, Treaty of Paris 1763, Pontiac's War, Proclamation of 1763, Stamp Act, petition, boycott, repeal, Townshend Acts, writ of assistance, Boston Massacre, committee of correspondence, Tea Act, Boston Tea Party, Intolerable Acts, Quebec Act, First Continental Congress, militia, minuteman, Battles of Lexington and Concord,**

**Topic: EUROPEAN EXPLORATION AND COLONIZATION OF NORTH AMERICA**

**Essential Questions:**

How do different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives?

How do economic interests drive exploration?

How does geography affect settlement and culture?

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas (Instructional Strategies)</b>	<b>Assessment Ideas (Evidence of Learning)</b>
Standard 1: 4 Standard 2: 1,2,3 Standard 3: 1,2 Standard 4: 1	<ol style="list-style-type: none"> <li>How did events in the Old World influence New World exploration?</li> <li>What were some short range and long range results of European exploration and colonization?</li> <li>How did motives and economic concerns differ amongst colonizing nations?</li> <li>How did the various European colonies function?</li> <li>How and why did relations with Indians differ amongst colonizing nations?</li> <li>How did geography influence colonial economies?</li> </ol>	<ol style="list-style-type: none"> <li>List reasons why European nations were attracted to exploration and colonization</li> <li>Map locations of the European countries and their New World colonies</li> <li>List the results of colonization on the Native Americans</li> <li>Compare and contrast the various colonies</li> <li>Understand cause and effect relationships in the colonies</li> </ol>	<ol style="list-style-type: none"> <li>Use a cause and effect chart to show how events in the Old World influenced New World exploration</li> <li>Label maps with locations of the New World colonies</li> <li>Label a graphic organizer showing the results of the Columbian Exchange</li> <li>Understand the Indian's point-of-view regarding colonization</li> <li>Use Venn diagrams to compare and contrast various colonies</li> <li>Use graphic organizers to record information</li> <li>Make use of video/visual aids to enhance learning</li> </ol>	<ol style="list-style-type: none"> <li>Check maps for accuracy</li> <li>Use quizzes and a test</li> <li>Write an essay comparing and contrasting two colonies</li> <li>Have students give verbal answers</li> <li>Play a review game at the end of the unit</li> </ol>

**Connections to Text (Resources) Chapters 2 and 3 of American Nation**

**Time:2 weeks**

**Connections to Technology: video, visual aids, overhead notes**

**Key Vocabulary: first global age, Islam, Silk Road, Crusades, astrolabe, Renaissance, colony, Columbian Exchange, conquistador, pueblo, presidio, mission, peninsulares, creole, mestizo, encomienda, northwest passage, missionary**



<b>Topic:</b> <b>LAUNCHING THE NEW GOVERNMENT</b> <b>(Federalists in the White House)</b>
<b>Essential Questions:</b> <b>Do national crises justify a restriction on civil liberties?</b> <b>When is neutrality in foreign affairs advisable?</b>

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas (Instructional Strategies)</b>	<b>Assessment Ideas (Evidence of Learning)</b>
SS Standard 1: 1,2,3,4  SS Standard 4:1	<ol style="list-style-type: none"> <li>1. What precedents did George Washington set as president?</li> <li>2. How was Washington convinced to remain neutral in the war between France and Britain?</li> <li>3. What was Hamilton’s plan to get the US out of debt?</li> <li>4. How did Washington win respect for the new government?</li> <li>5. How did the first political parties emerge?</li> <li>6. How were constitutional liberties jeopardized during the presidency of John Adams?</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the precedents set by Washington</li> <li>2. Defend either the position of Hamilton or Jefferson regarding neutrality</li> <li>3. Identify the four components of Hamilton’s economic plan</li> <li>4. Sequence the events of the Whiskey Rebellion</li> <li>5. Identify the important events of Washington’s presidency</li> <li>6. Identify the political beliefs of the Federalists and the Democratic-Republicans</li> <li>7. Explain how liberties were jeopardized during Adams’ presidency</li> </ol>	<ol style="list-style-type: none"> <li>1. Copy an outline of the precedents set by George Washington</li> <li>2. Read “The Neutrality Debate” play and write a letter to Washington that either agrees or disagrees with neutrality</li> <li>3. Record notes on a graphic organizer that explains Hamilton’s economic plan</li> <li>4. Complete an outline of the events of the Whiskey rebellion</li> <li>5. Interpret a timeline by answering related questions</li> <li>6. Write a list of the beliefs of both of the Federalists and the Democratic-Republicans</li> <li>7. Copy notes onto an outline of Adams’ presidency</li> </ol>	<ol style="list-style-type: none"> <li>1. use a test</li> <li>2. check vocabulary and other homework for accuracy</li> <li>3. Have students give verbal answers to questions in class</li> <li>4. Play a review game at the end of the unit that matches vocabulary to definitions</li> </ol>

<b>Connections to Text (Resources) Chapter 9 of American Nation</b>	<b>Time: 1-1/2 weeks</b>
<b>Connections to Technology: overhead projector</b>	
<b>Key Vocabulary: inauguration, precedent, Cabinet, judiciary Act, national debt, bond, speculator, Bank of the United States, tariff, Whiskey Rebellion, French Revolution, foreign policy, neutral, Neutrality Proclamation, Jay’s Treaty, Farewell Address, faction, Democratic Republican, Federalist, XYZ Affair, frigate, Alien and Sedition Acts, sedition, nullify, Kentucky and Virginia Resolutions, states’ rights</b>	

**Topic: National Growth and Prosperity**

**Essential Questions:**

**How does technology bring both positive and negative results?**

**What impact does technology have on a society?**

**How do sectional beliefs affect a country?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas (Instructional Strategies)</b>	<b>Assessment Ideas (Evidence of Learning)</b>
SS Standard 1: 2,4	<ol style="list-style-type: none"> <li>1. How did hydraulic technology affect the US?</li> <li>2. What are some advantages and disadvantages of the Industrial Revolution?</li> <li>3. How did technology facilitate the movement west?</li> <li>4. How did the Erie Canal improve transportation in the US?</li> <li>5. How did sectional differences affect the growth of nationalism in the US?</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify how hydraulic technology affected the US</li> <li>2. Use a text to locate information</li> <li>3. Identify some of the technologies that facilitated westward expansion</li> <li>4. Interpret primary documents</li> <li>5. Explain how the Erie Canal improved transportation in the US</li> <li>6. Identify the sectional views of three political leaders</li> </ol>	<ol style="list-style-type: none"> <li>1. Answer questions based on a video presentation</li> <li>2. Write a list of advantages and disadvantages of the Industrial Revolution</li> <li>3. Write notes on a graphic organizer</li> <li>4. Define vocabulary words</li> <li>5. Answer questions on the Erie Canal based on primary documents</li> <li>6. Write a list of political views of Webster, Calhoun and Clay</li> <li>7. Match key terms to definitions</li> <li>8. Complete sentences using key terms</li> </ol>	<ol style="list-style-type: none"> <li>1. Review answers from class assignments</li> <li>2. Use homework, a quiz, and a test</li> <li>3. Play a review game at the end of the unit</li> </ol>

**Connections to Text (Resources) Chapter 11 in American Nation**

**Time: 1-2 weeks**

**Connections to Technology: video, visual aids, overhead notes,**

**Key Vocabulary: Industrial Revolution, spinning jenny, capital, capitalist, factory system, interchangeable parts, Lowell girl, urbanization, flatboat, turnpike, Lancaster Turnpike, corduroy road, National Road, Clermont, Erie Canal, Era of Good Feelings, sectionalism, American System, internal improvements, *McCulloch v. Maryland*, *Gibbons v. Ogden*, interstate commerce**

**Topic: Native American Cultures**

**Essential Questions:**

**How does geography affect settlement and culture?**

**How can people survive in a harsh environment?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas (Instructional Strategies)</b>	<b>Assessment Ideas (Evidence of Learning)</b>
SS Standard 1:3 SS Standard 2:1,2,3 SS Standard 3:1,2 SS Standard 4:1,2	<ol style="list-style-type: none"> <li>1. What are the physical regions of the US?</li> <li>2. What are the climate regions of the US?</li> <li>3. What are the Native American culture areas of the US?</li> <li>4. How did geography affect the development of Native American cultures?</li> <li>5. What are some similarities and differences between Native American cultures?</li> <li>6. What role did agriculture play in the development of culture in prehistoric North America?</li> <li>7. What environmental adaptations did the Arctic Native Americans make?</li> </ol>	<ol style="list-style-type: none"> <li>1. Label a map</li> <li>2. Interpret a map</li> <li>3. Understand characteristics of various Native American culture areas</li> <li>4. Compare and contrast Native American culture areas</li> <li>5. Identify Native American culture areas</li> <li>6. Identify environmental adaptations</li> </ol>	<ol style="list-style-type: none"> <li>1. Color-code a physical region map of the US</li> <li>2. Answer questions based on a climate map</li> <li>3. Color-code a Native America culture map</li> <li>4. Use a Venn diagram to compare and contrast the Iroquoian and Algonquin cultures</li> <li>5. Have students match descriptions of Native American cultural groups based on visual aids</li> <li>6. Have students make a list of environmental adaptations based on the “Nanook of the North” video</li> </ol>	<ol style="list-style-type: none"> <li>1. Check maps for accuracy</li> <li>2. Check daily class work for accuracy</li> <li>3. Grade homework assignments, a quiz, and a test</li> </ol>

**Connections to Text (Resources): Chapters 1,2,3 in American Nation**

**Time: 1-2 weeks**

**Connections to Technology: overhead notes and maps, video**

**Key Vocabulary: culture, artifact, archaeology, anthropology, adobe, pueblo, culture area, tribe, pit house, potlatch, kachina, clan, League of the Iroquois, sachem**

<b>Topic: Road to the Civil War</b>
<b>Essential Questions:</b> Could further compromise have prevented the Civil War? Was the Civil War inevitable?

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas (Instructional Strategies)</b>	<b>Assessment Ideas (Evidence of Learning)</b>
Standard 1:2,3,4	<ol style="list-style-type: none"> <li>1. Why was the Civil War fought?</li> <li>2. How did compromise delay the Civil War?</li> <li>3. What events inflamed the passions that led to the Civil War?</li> <li>4. Why did the election of Lincoln convince the southern states to secede?</li> <li>5. Was John Brown a hero or a villain?</li> <li>6. Was terrorism justified for the sake of ending slavery?</li> <li>7. What role did emotions play in the road to Civil War?</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the provisions of the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act</li> <li>2. What evidence did slave-owners use to defend slavery?</li> <li>3. List ways that slavery was cruel</li> <li>4. Identify events that enflamed emotions on both sides</li> <li>5. Analyze maps and pie-charts</li> <li>6. Interpret primary documents</li> <li>7. List the seceding states</li> </ol>	<ol style="list-style-type: none"> <li>1. Use graphic organizers and maps to help students understand the provisions of various compromises</li> <li>2. Use video portions of “Uncle Tom’s Cabin” and “John Brown’s Holy War” to help enhance understanding of the unit content</li> <li>3. Have students complete a DBQ that either defends or criticizes John Brown</li> <li>4. Have students complete an Election of 1860 chart based on a map/pie-charts</li> </ol>	<ol style="list-style-type: none"> <li>1. Use quizzes and a test</li> <li>2. Allow students to post research findings on the board</li> <li>3. Have students complete a DBQ essay defending a point of view</li> <li>4. Play a review game at the end of the unit</li> </ol>

<b>Connections to Text (Resources) Chapter 16 in American Nation</b>	<b>Time: 1-2 weeks</b>
<b>Connections to Technology: video, visual aids, overhead notes</b>	
<b>Key Vocabulary: Missouri Compromise, Wilmot Proviso, popular sovereignty, Free Soil Party, secede, fugitive, civil war, Compromise of 1850, Fugitive Slave Act, <i>Uncle Tom’s Cabin</i>, Kansas-Nebraska Act, Border Ruffians, guerilla warfare, lawsuit, <i>Dred Scott v. Sanford</i>, Republican Party, arsenal, treason, martyr</b>	

**Topic: The Civil War**

**Essential Questions:**

What is the nature of a civil war?

How does technology affect the outcome of war?

Does war justify the expansion of presidential powers?

How can war affect civil rights?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standard 1:1,2,3 Standard 3:1,2 Standard 4:1,2 Standard 5:1,2	<ol style="list-style-type: none"> <li>1. Do states have a Constitutional right to secede from the Union?</li> <li>2. How did the North and the South differ before, during, and after the Civil War?</li> <li>3. Were the Southern states justified in seceding from the Union?</li> <li>4. Did the results of the Civil War justify the death of 600,000 men?</li> <li>5. Did Lincoln violate the Constitution during the Civil War?</li> <li>6. Why did the North win the Civil War?</li> </ol>	<ol style="list-style-type: none"> <li>1. Map locations that were significant in the Civil War</li> <li>2. Analyze primary documents and photographs related to the Civil War</li> <li>3. Identify advantages and disadvantages of both sides prior to the war</li> <li>4. List the contributions of African-Americans in the Civil War</li> <li>5. Use a text to locate information</li> <li>6. Compare and contrast conditions in the North and South during the Civil War</li> </ol>	<ol style="list-style-type: none"> <li>1. Use graphic organizers to chart the progress of the war</li> <li>2. Use guided questions to help students analyze the Gettysburg Address</li> <li>3. Use video portions of “Gettysburg” and “Glory” to help enhance understanding of the war</li> <li>4. Use a Venn diagram to compare and contrast the North and the South during the Civil War</li> <li>5. Make a list that identifies the people and/or ideas that triumphed/suffered as a result of the Civil War</li> </ol>	<ol style="list-style-type: none"> <li>1. Check maps for accuracy</li> <li>2. Use quizzes and a test</li> <li>3. Allow students to post research findings on the board</li> <li>4. Have students complete a DBQ essay defending a point of view</li> <li>5. Play a review game at the end of the unit</li> </ol>

**Connections to Text (Resources) Chapter 17 in American Nation**

**Time: 2-3 weeks**

**Connections to Technology: video, visual aids, overhead notes**

**Key Vocabulary: border state, martial law, Battle of Bull Run, ironclads, Battle of Antietam, Battle of Fredericksburg, Battle of Chancellorsville, Battle of Shiloh, emancipate, *Emancipation Proclamation*, 54<sup>th</sup> Massachusetts Regiment, Fort Wagner, Copperhead, draft, habeas corpus, income tax, inflation, profiteer, battle of Vicksburg, siege, Battle of Gettysburg, Pickett’s Charge, total war, Appomattox Court House**

<b>Topic:</b> <b>THE MAKING OF THE CONSTITUTION</b>
<b>Essential Questions:</b> <b>What is the role of government?</b> <b>How is a constitution developed?</b> <b>What are the essential ingredients of a constitution?</b> <b>Is a written constitution the best protection for citizens?</b>

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas (Instructional Strategies)</b>	<b>Assessment Ideas (Evidence of Learning)</b>
SS Standard 1:1,2,3 SS Standard 5:1,2  ELA Standard 1	<ol style="list-style-type: none"> <li>To what degree did the Articles of Confederation meet the needs of the new American nation?</li> <li>Did the Constitution better fulfill the purposes of government than the Articles of Confederation?</li> <li>What fears did the antifederalists have regarding the Constitution?</li> <li>What sources did the founding fathers get their ideas from?</li> </ol>	<ol style="list-style-type: none"> <li>Identify the strengths and shortcomings of the Articles of Confederation</li> <li>Understand cause and effect in relation to Shays' Rebellion</li> <li>Gather information on a founding father</li> <li>Identify ideas behind the Constitution</li> <li>Compare NYS Constitutions with the US Constitution</li> <li>Contrast the positions of the federalists and the antifederalists</li> <li>Analyze a political map</li> </ol>	<ol style="list-style-type: none"> <li>Use graphic organizers to record information</li> <li>Define vocabulary terms</li> <li>Match vocabulary terms to definitions</li> <li>Complete a cause-and-effect chain based on a reading</li> <li>Create a "bubblegum" card of a founding father</li> <li>Use a text to locate information</li> <li>Match provisions of the NYS Constitution with the US Constitution</li> <li>Answer questions based on a political map</li> </ol>	<ol style="list-style-type: none"> <li>use a quiz and a test</li> <li>check vocabulary homework for accuracy</li> <li>Have students give verbal answers to questions in class</li> <li>Play a review game at the end of the unit that matches vocabulary to definitions</li> </ol>

<b>Connections to Text (Resources) Chapter 7 of American Nation, The Constitution</b>	<b>Time: 2 weeks</b>
<b>Connections to Technology: computers, overhead projector</b>	
<b>Key Vocabulary: constitution, bill of rights, execute, Articles of Confederation, cede, currency, Land Ordinance of 1785, Northwest Ordinance, depression, Shays' Rebellion, Constitutional Convention, Virginia Plan, legislative/executive/judicial branches, New Jersey Plan, compromise, Great Compromise, Three-Fifths Compromise, Founding Fathers, republic, dictatorship, Magna Carta, English Bill of Rights, habeas corpus, separation of powers, Federalists, Antifederalists, <i>The Federalist Papers</i>, amend, Bill of Rights</b>	

**Topic:**  
**THE CONSTITUTION**

**Essential Questions:**

**Does the Constitution sufficiently protect rights?**

**Is the Constitution constructed in a way that is fair?**

**Does the Constitution prevent the abuse of government power?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas (Instructional Strategies)</b>	<b>Assessment Ideas (Evidence of Learning)</b>
SS Standard 1: 1, 3,4 SS Standard 5:1,2,3,4 ELA Standards 1,3	<ol style="list-style-type: none"> <li>How does the Constitution remedy the shortcomings of the Articles of Confederation?</li> <li>What goals does the Preamble of the Constitution set?</li> <li>What are the various articles of the Constitution?</li> <li>How does the Constitution protect basic rights?</li> <li>What are the basic principles of the Constitution?</li> <li>What are the powers granted to each branch of the government?</li> <li>How does each branch check the other branches?</li> <li>What are the key amendments to the Constitution?</li> <li>How does federalism work?</li> <li>What are the responsibilities of citizens?</li> <li>Is the Constitution fair?</li> </ol>	<ol style="list-style-type: none"> <li>Compare and contrast the Constitution with the Articles of Confederation</li> <li>Identify the meaning of the goals of the Constitution</li> <li>Identify principles of the Constitution</li> <li>Interpret parts of the Constitution</li> <li>Identify the powers delegated to each government branch</li> <li>Understand how the electoral college works</li> <li>Identify which powers are delegated to the federal government, and which ones are reserved for the states</li> <li>Describe how a person becomes a naturalized citizen</li> <li>Identify the responsibilities of a citizen</li> <li>Defend a position related to a Constitutional controversy</li> </ol>	<ol style="list-style-type: none"> <li>Use a Venn diagram to record the similarities/differences between the Constitution and the Articles of Confederation</li> <li>Match the goals of the Constitution with definitions</li> <li>Identify a principle of the Constitution by matching the principle with a statement that shows the principle in effect</li> <li>Match the first ten amendments with contemporary paraphrases</li> <li>Draw a picture that depicts a constitutional right</li> <li>Use a graphic organizer to record the powers of each government branch</li> <li>Play on on-line game that teaches how the electoral college works</li> <li>Identify what branch is checking what other branch in a series of</li> </ol>	<ol style="list-style-type: none"> <li>use a quiz and a test</li> <li>check vocabulary and other homework for accuracy</li> <li>Have students give verbal answers to questions in class</li> <li>Play a review game at the end of the unit that matches vocabulary to definitions</li> <li>Check student progress and completion of a DBQ</li> </ol>

			<p>sentences</p> <p>9. Use a Venn diagram to record the similarities/differences between the powers granted to the federal government and the state government</p> <p>10. Match titles of key amendments with amendments</p> <p>11. Give a mock citizenship test</p> <p>12. Use a text to identify the responsibilities of a citizen</p> <p>13. Require students to complete the Cannonsville Reservoir DBQ and defend their opinion on the controversy</p>	
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<b>Connections to Text (Resources) Chapter 8 of American Nation, The Constitution</b>	<b>Time: 2 weeks</b>
<b>Connections to Technology: overhead projector, video, computers, DVD</b>	
<b>Key Vocabulary: Preamble, domestic tranquility, civilian, general welfare, liberty, Articles, popular sovereignty, limited government, checks and balances, federalism, House of Representatives, Senate, bill, electoral college, Supreme Court, appeal, unconstitutional, veto, override, impeach, citizen, naturalize, immigrant, resident alien, civic virtue, patriotism, jury duty, eminent domain</b>	



**Topic: THIRTEEN ENGLISH COLONIES**

**Essential Questions:**

**How does geography affect settlement and culture?**

**How did political and religious ideology influence the course of American history?**

**How did the success of the English in the New World affect American history?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas (Instructional Strategies)</b>	<b>Assessment Ideas (Evidence of Learning)</b>
SSStandard 1:1,2,3,4 SSStandard 3:1,2 SSStandard 5:1  ELA Standard 1	<ol style="list-style-type: none"> <li>How did geography affect the development of the English colonial regions?</li> <li>How did political and religious ideology affect the development of the English colonial regions?</li> <li>How did the evolving culture of each region differ from the others?</li> <li>How did the evolving colonial culture as a whole differ from the culture in England?</li> <li>How did English colonization affect Native Americans?</li> </ol>	<ol style="list-style-type: none"> <li>List ways in which the three English colonial regions differed</li> <li>Explain how geography was a determining factor in the economics of each English colonial region</li> <li>Identify ways in which colonial culture differed from English culture</li> <li>Identify ways in which colonial culture was similar to English culture</li> <li>Draw conclusions based on texts</li> </ol>	<ol style="list-style-type: none"> <li>Use a Venn diagram to compare and contrast English colonial regions</li> <li>Use the video “Pocahontas” and identify the myths</li> <li>Use graphic organizers to record information</li> <li>Make use of video/visual aids to enhance learning</li> <li>Label maps of colonial regions</li> <li>Assign vocabulary work</li> <li>Match key people to their roles</li> <li>Use a sunburst diagram to record information</li> <li>Interpret a primary source</li> </ol>	<ol style="list-style-type: none"> <li>Check maps for accuracy</li> <li>Use quizzes and a test</li> <li>Have students write an essay that compares and contrasts two colonial regions</li> <li>Have students give verbal answers</li> <li>Play a review game at the end of the unit that matches colonial regions to characteristics</li> </ol>

**Connections to Text (Resources) Chapter 3:4,5 and 4:1,2,3 of American Nation**

**Time: 2 weeks**

**Connections to Technology: video, visual aids, overhead projector, word processor**

**Key Vocabulary: charter, burgess, representative government, Magna Carta, Parliament, Pilgrims, established church, Mayflower Compact, precedent, Puritans, religious tolerance, Sabbath, town meeting, patron, Quakers, Pennsylvania Dutch, cash crop, Mason-Dixon Line, indigo, debtor, slave code, racism,**

**Topic: Westward Expansion**

**Essential Questions:**

**How does territorial expansion affect the destiny of a country?**

**What causes people to resettle?**

**Is secession legitimate?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas (Instructional Strategies)</b>	<b>Assessment Ideas (Evidence of Learning)</b>
SS Standard 1: 2,3,4 MST Standard 5	<ol style="list-style-type: none"> <li>1. Why did Americans emigrate to Oregon?</li> <li>2. What role did mountain men play in the settling of the west?</li> <li>3. How did Texas become part of the United States?</li> <li>4. What events resulted in the United States' acquisition of the Mexican Cession?</li> <li>5. What role did territorial expansion play in dividing the nation?</li> <li>6. How did California become part of the United States?</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the various factors and circumstances that drove Westward Expansion</li> <li>2. Identify the role of mountain men in the settling of the west</li> <li>3. Identify dangers faced by the mountain men</li> <li>4. Explain how Texas and California became a part of the US</li> <li>5. Complete sentences using vocabulary terms</li> <li>6. Anticipate answers to questions prior to receiving new information</li> <li>7. Create questions and answers based on a timeline</li> <li>8. Match key terms to definitions</li> </ol>	<ol style="list-style-type: none"> <li>1. Use graphic organizers and maps to help students understand westward expansion</li> <li>2. Use video portions of "Oregon Trail: One Family's Journey", "Jeremiah Johnson" and "Trail to Riches?" to help enhance understanding of the unit content</li> <li>3. Have the students play "The Oregon Trail" game online</li> <li>4. Have students create test questions and answers for the Mexican War</li> </ol>	<ol style="list-style-type: none"> <li>1. Use quizzes and a test</li> <li>2. Review daily class work</li> <li>3. Allow students to post research findings on the board</li> <li>4. Play a review game at the end of the unit</li> </ol>

**Connections to Text (Resources): Chapter 13 in American Nation**

**Time: 1-2 weeks**

**Connections to Technology: video, visual aids, maps, overhead notes, online game, computer**

**Key Vocabulary: Oregon Trail, mountain man, rugged individualist, rendezvous, Oregon Country, dictator, tejano, Alamo, siege, Battle of San Jacinto, Lone Star Republic, annex, New Mexico Territory, Manifest Destiny, Bear Flag Republic, Treaty of Guadalupe-Hidalgo, cede, Mexican Cession, Gadsden Purchase, Mormons, Sutter's Mill, forty-niner**