

Joseph Wright  
2019-2020 School Year - Merit Academy  
August 15<sup>th</sup>, 2019  
"Scope & Sequence – Aims, Goals, and Objectives"

**Title:** “Mr. Wright’s U.S. History Year-long Course, 8<sup>th</sup> Grade”

**School / District:** Merit Preparatory Academy Charter School

**Forward:** This curriculum was created mostly by Mr. Joseph Wright, social studies teacher, based mostly on our textbook **The American Republic to 1877** by McGraw-Hill, with the assistance and support of his fellow faculty: Mrs. Barlow, Social Studies Department Head; Mr. Trevor Olson, fellow social studies teacher; and Dr. Jesse Meeks, Director and former social studies teacher.

**Aims:** In our U.S. History I class, we seek to:

- Develop students that can “achieve their highest potential as citizens in society” (“Mission”, 2017, par. 1)
- Foster students that will be innovative, creative, able to problem solve, think critically, and collaborate effectively (par. 3)
- Nurture students to better understand, analyze, & synthesize knowledge re: the U.S., its people, geography, history, & culture, which will in turn:
- Help our students cultivate “meaningful skills and attitudes” which enables them to “engage in real world challenges and opportunities” (par. 2).

**Table of Contents:** This scope and sequence document outlines the lessons, goals, objectives, and standards to be met by this course, in accordance to the **Utah Common Core Standards\*** (e.g., *UH Standard 3.2, or United States History I Standard 3.2*)(see: <https://www.uen.org/core/core.do?courseNum=6420>). It also outlines the **time required** to cover the curriculum. We have 1.5 hour long periods on a block schedule (2 the first week, 3 the next week, and so on). I have codified these into days, such as T1D4 (Term 1, Day 4), helping identify which term and which day the material is covered.

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\*Note that the standards 0.1-5 are my interpretation of the bullet-pointed skills the course mentions in the introduction found in the **Civic Preparation** section.

|Unit |Topic |Lesson|Goals |Objec. |HW, Assessment, etc.

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1. **Different Worlds Meet – Beginnings to 1625** (pp 14-65) | T1D1 – D8

Ch. 1 **The First Americans, Prehistory to 1492** (pp 14-35) | T1D1 – D4 | US Standards 0.1,4, 1.1,4

1.1 **Early Peoples** (pp 16-21) | T1D1

Understand how the first Americans spread throughout North & South America

Investigate theories into how the first people came to the Americas in order to hypothesize what really happened

*Informal: Students will watch video (see: [https://youtu.be/E\\_k9uE6vr8](https://youtu.be/E_k9uE6vr8)), review pp 20-21 and discuss latest theories on where the Native Americans came from, and when, and how / why we believe these theories*

Discover what we have learned about the lives of early Americans in order to better understand their lives, challenges, etc.

*Assigned Formal: Students will complete Ch. 1.1-3 Guided Notes & Ch. 1 Quiz (Due T1D4)*

*Assigned Formal: D1 Neanderthal / Early American Adventure (Due T1D3)*

1.2 **Cities & Empires** (pp 22-27) | T1D2

Explore the rise and fall of the various great civilizations found in the Americas |

Review the rise & fall of the mighty empires in the Americas (i.e. the Olmecs, Maya, Inca, Aztecs, etc.) in order to empathize with them as people

*Informal: Students will learn about each of these civilizations (e.g. history, discovery, social structure, etc.) (see: Hiram Bingham: <https://youtu.be/VPHUoKmj1Q>; Olmec Heads: <https://youtu.be/2YZmoTZTBCc>; Tikal today: <https://youtu.be/YaUIR2Qlx54>; Aztecs: [https://youtu.be/\\_nS6MpVbB\\_g](https://youtu.be/_nS6MpVbB_g), etc.)*

*Assigned Formal: **D2 HW (A, B or C) (Due T1D8)**; Students will pick one of three options (A: creating their own Maya Stela; B: Creating a Poster / Presentation about the Aztecs, Inca, etc.; C: Writing a First-Person Story about their daily life / destruction) in order to immerse themselves into the material they are learning*

Discuss how the natives modified their environment in order to better comprehend their marvelous cities & achievements

*Informal: Students will discuss how these groups used their local resources in productive ways*

### **1.3 North American Peoples** (pp 28-35) & **Ch. 1 Assessment** | T1D3 – D5

Contrast the many different cultures that lived in North America before the Europeans arrival

Classify the many different peoples in North America (i.e. the Hohokam, Anasazi, Mound Builders, more modern peoples, etc.) in order to connect with them as people, with language, culture, etc.

*Informal: Students will survey and review the various cultures, discuss their similarities to people in other parts of the world then and now, and appreciate their many accomplishments*

Discuss how these natives modified their environment in order to better comprehend their marvelous cities & achievements

*Informal: Students will discuss how these groups used their local resources in productive ways*

*Formal Assessment: via **Ch. 1 Guided Notes** (.1, .2, .3A & .3B) | T1D5*

*Formal: **Ch. 1 Quiz / Review** (Kahoot: <http://bit.ly/USI-1>; Jeopardy: <http://bit.ly/USI-J1>) | T1D5*

## **Ch. 2 Exploring the Americas, 1400 – 1625** (pp 36-65) | T1D6 – D13 | US Standards 0.1,4, 1.2-4, 2.1

### **2.1 A Changing World** (pp 38-42) | T1D6 – D7

Evaluate how new ideas & knowledge would change the status quo in Europe, Africa, & eventually the world

Differentiate the more powerful African civilizations of the period in order to explain how Africa was actually a culturally rich place before the Age of Exploration and the arrival of Europeans

*Informal: Students will study examples of African kingdoms, and then share their knowledge with each other, including watching a video summarizing it all: <https://youtu.be/jvnUov6hcUo>*

Evaluate the many changes that came to Europe during this period in order to appreciate the driving forces behind the Renaissance & the Age of Exploration

*Assigned Formal: Students will complete Ch. 2.1-4 Guided Notes & Ch. 2 Quiz (Due T1D13)*

*Assigned Formal: **D6 HW Spice Trader (Due T1D7) Extra Credit***

### **2.2 Early Exploration** (pp 43-50) | T1D8 – D9

Distinguish between the various Portuguese & other explorers who opened up the world to their fellow Europeans

Teach the rest of the class about a chosen explorer in order to verify all of the class understands each of these figures

*Assigned Formal: **D8 Early European Explorers Group Project (Due T1D9)** Students will research a chosen figure (e.g. Leif Erikson, Vasco da Gama, Ferdinand Magellan, etc.) & create a mini lesson to teach their classmates about their chosen explorer*

*Due (D8): **HW – ABC Native American Project (Formal Assessment)***

### **2.3 Spain in America** (pp 51-57) | T1D9 – D10

Explore how Spain in the 1500s managed to conquer and maintain a massive empire in the Americas

Investigate the techniques Spain utilized in subjugating the New World in order to critique their effectiveness and ethics  
*Informal: Discuss the encomienda system, read excerpts from De Las Casas' Letter, examine Cortéz and Pizarro's efforts, and discuss the brutality of Spanish rule in the New World, and lessons learned from this dark period in life today*  
Survey how Portugal imitated Spain in Brazil in order to draw comparisons between the two empires in the New World  
*Informal: Students will compare Spain and Portugal's colonization efforts, as well as look at the legacy of that period*

#### 2.4 Exploring North America (pp 58-65) & Ch. 2 Assessment | T1D11 – D13

Investigate how European rivalries carried over to the New World, leading to initial colonization & exploration of the area  
Compare the various parts and leaders of the Protestant Reformation (i.e. Henry the VIII, Martin Luther, John Calvin, etc.) in order to understand the increased European conflict & competition in the New World  
*Informal: Students will discuss and learn more about these characters (e.g. explore Luther's Thesis, for example), and their impact on world affairs*

Evaluate the impact of mercantilism on the New World in order to better understand the way Europe saw their colonies in the New World

*Informal: evaluate a Political Cartoon of Mercantilism, and judge how it portrays the practice*

Differentiate the many other countries that began to settle the Americas at this time (France, the Netherlands, England, etc.) in order to determine their influence then and even today.

*Formal Assessment: via Ch. 2 Guided Notes (.1, .2, .3 & .4) | T1D13*

*Formal: Ch. 2 Quiz / Review (Kahoot: <http://bit.ly/USI-2>; Jeopardy: <http://bit.ly/USI-J2> | T1D13*

### 2. Colonial Settlement – 1587-1770 (pp 66-127) | T1D14 – T2D6

#### Ch. 3 Colonial America, 1587-1770 (pp 68-97) | T1D14 – D20 | US Standards 0.1,3-5, 1.1-4, 2.1-3

##### 3.1 Early English Settlements (pp 70-75) | T1D14

Investigate the English's earliest attempts to colonize North America & their intentions, results, and impact

Analyze the events that led to the settling and loss of the Roanoke colony in order to hypothesize what happened to this mysterious first failed colony in America

*Informal: Students will discuss what they think happened, and explore a few possibilities*

Focus on the Jamestown colony (i.e. motivations, plans, Cpt. John Smith, tobacco) in order to appreciate the dire situation the colonists found themselves

*Informal: Students will explore the hardships the colonists faced (see: <https://youtu.be/tksa8v1tvXM>)*

Explore the benefits (real or imagined) that living in Jamestown provided in order to understand the motivations that continued to draw hundreds of settlers to the New World

*Informal: Students will discuss the impact of Tobacco and Slaves on the colony*

*Assigned Formal: D14 Colony Advertisement Poster (Due T1D16) Students will investigate the claims made to draw people to the New World, and then create one of their own that stretches the truth and makes it sound a lot better than it actually was!*

*Assigned Formal: Students will complete Ch. 2.1-4 Guided Notes & Ch. 2 Quiz (Due T1D13)*

##### 3.2 New England Colonies (pp 76-81) | T1D15 – D16

Reconstruct the formation of the New England Colonies

Examine what brought the many settlers to New England in order to compare it with Jamestown's settlement

*Informal: Students will evaluate the many motivations that drew settlers to New England, examine the Mayflower Compact, and modern Political Cartoons as a medium for sharing ideas / opinions*

Appraise the many various conflicts that arose in New England (King Philip's War, Roger Williams, Thomas Hooker, etc.) & their aftermath

*Informal: Students will compare / contrast these issues with today, making connections to intolerance now*

*Due (D16): HW – Colony Advertisement Poster (Formal Assessment)*

Evaluate the impact / potency of political cartoons in order to understand them and synthesize own such cartoon

*Assigned Formal: D15 – Political Cartoon Response (Due: Draft: D17; Final: D19); Students will be exposed to the genre of political cartoons, and then they will interpret an injustice, irony, etc. they notice in this period and illustrate it through a political cartoon of their own making.*

### 3.3 Middle Colonies (pp 82-85) | T1D17

Investigate the motivations that drew many settlers to the Middle Colonies

Explore the English conquest of the Middle Colonies in order to appreciate the diversity those places still have today

*Informal: Students will discuss how the liberality of these areas (New York, Pennsylvania, etc.) led to many diverse people moving to the region*

Summarize the personal motivations of William Penn, The Duke of York, Lord Berkeley, etc. and the impact their leadership had on the future development of their colonies

*Informal: Students will survey each of these men and their motivations, focusing on how William Penn was a man ahead of his time, in generosity and respect for others*

*Due: (D17): D15 – Political Cartoon Draft*

### 3.4 Southern Colonies (pp 86-93) & Ch. 3 Assessment| T1D18 – D20

Teach the rest of the class about a chosen part in the settlement of the Southern colonies

Investigate a chosen colony / area (Virginia, Carolinas, Georgia, New France, New Spain) etc. in order to instruct the rest of the class about their chosen topic.

*Assigned Formal: D18 Southern Colonies Jigsaw Mini-Lesson (Due T1D20)*

*Due: (D19): D15 – Political Cartoon Final*

*Formal Assessment: via Ch. 3 Guided Notes (.1, .2, .3 & .4) | T1D20*

*Formal: Ch. 3 Quiz / Review (Kahoot: <http://bit.ly/USI-3>; | T1D20*

## Ch. 4 The Colonies Grow, 1607-1770 (pp 98-127) | T2D1 – T2D7 | US Standards 0.1,4-5, 1.3-4, 2.1-4

### 4.1 Life in the Colonies (pp 100-107) | T2D1 – T2D2

Role-play life in Colonial America in order to instruct others about daily life in this seminal period of American History

Appraise life in the New England, Middle, & Southern Colonies' areas in order to understand how people carried on with life

*Assigned Formal: D1 Apprenticeship & Occupations in Colonial America Project (Final Due T2D7)*

*Assigned Formal: D1 Part I Apprenticeship in Colonial America Worksheet (30 pts, Due T2D3)*

*Assigned Formal: D2 Part II Colonial Occupation Tangible Product (30 pts, Draft Due T2D5; Final Due T2D7)*

Critique the use of slavery in the colonies in order to interpret why and how it happened, from both a modern & historical perspective

*Informal: Students will investigate perspectives of life (esp. slavery) from this period, and discuss why it was tolerated and sometimes defended (though also attacked), and the lessons learned from the past, etc.*

*Assigned Formal: Students will complete Ch. 4.1-4 Guided Notes & Ch. 4 Quiz (Due T2D7)*

### 4.2 Government, Religion & Culture (pp 108-113) | T2D3

Explore the ideals of American democracy & freedom that took root in the colonial period

Identify the colonial governments that England had established (esp. Charter, Royal, Proprietary, etc.) in order to understand the diversity in citizens' rights in the various colonies

*Informal: Students will discuss the various types of government, and explore the differences between the colonies*

Discover the emerging American culture that was developing in order to measure the differences that were developing between America and Britain, and also understand life for Americans of the period

*Informal: Students will investigate the culture and life of people back then through discussion, etc.*

*Assigned Formal: **D3 Part III Colonial Apprenticeship & Occupation Display Board (Draft Due: T2D5; Final Due: T2D7)***

**Due: D1 Part I Worksheet**

#### 4.3 France & Britain Clash (pp 116-120) | T2D4

Discover the long-time rivalry with Britain and France, and how this led to conflict in the Americas

Explain how European conflicts spread to their colonies, in order to understand why the 13 colonies got embroiled in the French & Indian War

Distinguish the factors that led to Native Americans taking sides, in order to interpret why many tribes, including the Iroquois Confederacy, picked a specific side, and the results

*Informal: Students will discuss how the British convinced the Iroquois Confederacy to join them, and the results of this alliance*

Investigate the role that the **Albany Plan** and a young **George Washington** played in the conflict in order to hypothesize how these experiences would later prepare him and the future nation for further conflict

*Informal: Students will assess how these early adventures began to cement Washington's legacy / fame as a legend*

#### 4.4 The French & Indian War (pp 121-125) | T2D5 – D6

Explore how Britain and France's rivalry spilled over into all-out war, especially in the Americas

Dramatize the impact that Washington had at the Battle of Duquesne in order to distinguish how his legend / fame grew

*Informal: Students will watch clip (see: <https://youtu.be/UW3lrEmGnbs>) & discuss the unlikely course Washington's life would take as a result*

Interpret how the war went, & William Pitt's role in order to predict why Britain would eventually win this conflict, but ultimately get dragged into another

*Informal: Students will explore the impact that William Pitt and Chief Pontiac had on both ending the French & Indian War, and causing the American Revolution*

**Due: D2 Part II Apprenticeship Tangible Draft**

**Due: D3 Part III Display Board Draft**

*Assigned Formal: **D6 PBL Culmination Assignment (Due T2D7)***

#### **PBL Presentation & Ch. 4 Assessment** | T2D7

Survey chapter material and present project final products

Review Ch. 4 Material, and present PBL Colonial Apprenticeship / Occupation Project to demonstrate knowledge of period

**Due: Part II Tangible Final Draft**

**Due: Part III Display Board Final Draft**

**Due: PBL Culmination Assignment & Presentation**

*Formal Assessment: via **Ch. 4 Guided Notes** (.1, .2, .3 & .4) | T2D7*

*Formal: **Ch. 4 Quiz / Review** (Kahoot: <http://bit.ly/USI-4>); | T2D7*

### 3. Creating a Nation – 1763-1791 (pp 128-253) | T2D8 – T3D9

#### Ch. 5 Road to Independence – 1763-1776 (pp 130-159) | T2D8 – T2D13 | US Standards 0.1,3-5, 1.2,4, 2.1-2, 3.1-4

##### 5.1 Taxation without Representation (pp 132-135) | T2D8

Evaluate how the British Government's actions after the French & Indian War angered many American colonists

Criticize the actions of the British post-war (esp. George Grenville) in order to understand what would lead to the revolution

*Informal: Students will examine the many actions that caused discontent in the 13 colonies, including the Proclamation of 1763, the staging of British Troops in the colonies, enforcing smuggling laws, use of vice-admiralty courts, writs of assistance, taxes (Sugar act, Stamp Act, Townsend Acts, etc.*

*Assigned Formal: Students will place themselves into the shoes of the colonists, and create an editorial response to these recent actions, either through an **editorial letter (option A)**, or through an **editorial cartoon (option B)**.*

**D8 HW Editorial Response Letter or Cartoon (Due T2D11)**

*Assigned Formal: Students will complete **Ch. 5.1-4 Guided Notes & Ch. 5 Quiz (Due T2D13)***

##### 5.2 Building Colonial Unity (pp 136-140) | T2D9

Explore how tensions between American colonists and the British Government increased, despite efforts to fix the issues

Examine the Boston Massacre, in order to evaluate what actually happened & understand the context of the event

*Informal: Students will explore several primary documents to come to their own conclusions about what really happened at the Boston Massacre, and why each side saw it the way they did*

Investigate how the Tea Act of 1773 only angered the Americans more, in order to justify (or not) the Boston Tea Party & the resulting actions (i.e. the Coercive & Quebec Acts, aka the Intolerable Acts) by the British Government

*Informal: Students will examine what led up to the Tea Party, and how the British responded, and share their thoughts.*

*They will discuss whether this was the turning point in reconciliation and revolution*

Continue to role-play as a colonist in America just prior to the Revolution in order to discover how you would respond

*Formal: Students will continue to work on their Editorial Assignment (Due: D11)*

##### 5.3 A Call to Arms (pp 141-146) | T2D10

Compare & contrast how many of the Continental Congress felt about their situation given what had happened thus far

Differentiate how many of the colonists wanted reconciliation in order to consider that many were undecided about war

*Informal: Students will investigate how discussions at the congress went, and how many argued for peace / patience, but how increased hostilities, especially Lexington and Concord left many believing war was inevitable*

Explore the beginning conflicts of the American Revolution (i.e. Lexington & Concord, Ticonderoga, the Battle of Bunker Hill, etc.) in order to support the idea that war was now unavoidable

*Informal: Students will watch clips and discuss why many began to think that the only course of action was revolution, and how they prepared themselves for their fate*

##### 5.4 Moving Toward Independence (pp 147-153) & Ch. 5 Assessment | T2D11 – D13

Consider the changes in thinking among the colonists that led many of them to fully embrace the idea of independence

Examine the preparations the Continental Congress made for war in order to judge what they expected to occur, despite last ditch efforts at peace (i.e. the Olive Branch Petition)

*Informal: Review how the colonists continued to tread lightly, until the Olive Branch Petition was rejected.*

*Due: **D8 HW Editorial Response Letter or Cartoon (D11)***

Evaluate Thomas Paine's Common Sense pamphlet in order to hypothesize the impact such a document would have had

*Informal: Students will review excerpts from Common Sense and debate the merits of his claims*



Interpret the Declaration of Independence (and its sources of inspiration) in order to evaluate the thinking behind its creation

*Informal: Review the Declaration, and discuss its importance, sources of inspiration, etc.*

Review chapter material & finish assessment

*Formal Assessment: via **Ch. 5 Guided Notes** (.1, .2, .3 & .4) | T2D13*

*Formal: **Ch. 5 Quiz / Review** (Kahoot: <http://bit.ly/USI-05>); | T2D13*

**Ch. 6 The American Revolution – 1776-1783** (pp 160-189) | T2D14 – T2D20 | US Standards 0.1,3-5, 1.4, 2.2, 3.1-4, 4.1

**6.1 The Early Years** (pp 162-171) | T2D14 – D15

Research the period involved in the lead-up to the American Revolution

Study the period, people, culture, etc. in order to report on how the war officially began (Battle of Long Island, Battle of Saratoga, etc.), the people involved (i.e. Gen. William Howe, Lemuel Hayes, Peter Salem, Gen. Horatio Gates, etc.)

*Assigned Formal: Students will complete **Ch. 6.1 Early Years Mini-Lesson Presentation Project** (Due: D15) and present their research to the class next time*

*Assigned Formal: Students will complete **Ch. 6.1-4 Guided Notes & Ch. 6 Quiz** (Due T2D20)*

*Due: (D15) **Ch. 6.1 Early Years Mini-Lesson Presentation Project***

**6.2 The War Continues** (pp 172-176) | T2D16

Explore how the initial victories in the war (esp. at Saratoga) convinced France & Spain to join the American side

Investigate the reasons why foreign people / powers decided to assist the American Revolution

*Assigned Formal: **D16 – Foreign Friends Presentation** (Due: Draft: D19; **Final: D20**); Students will research a particular foreign individual that helped the American cause, and then **create a video** sharing all that they learned about the person, their contributions to the American Revolution, and why they deserve to be remembered*

*Informal: Students will discuss the difficulties of Valley Forge, and also how that prepared them for difficulties ahead*

Interpret differences of opinion the U.S. faced in waging war in order to understand the perspective of women, blacks / slaves, and loyalists who remained in the U.S.

*Informal: Students will explore the perspectives of marginalized groups, to see the diversity of opinions that existed re: the American Revolution*

**6.3 The War Moves West & South** (pp 177-182) | T2D17

Contrast how the war went in the West, Northwest, South & elsewhere in the 13 colonies

Compare the personalities of Henry Hamilton (British) & George Rogers Clark (US) as these men faced off in the West

*Informal: Students will discuss how each of these men attempted to meet their goals, and who won out in the end*

Estimate the impact that privateers had on the war and morale, especially John Paul Jones

*Informal: Students will discuss Jones' impact and personal leadership in this effort, and lasting legacy*

Explore how the war went in the South (i.e. the Southern Strategy), under the leadership of Francis Marion & others

*Informal: Watch a few clips about “the swamp fox”, and discuss how he earned the nickname, and his role in the war*

Illustrate the impact that Spain had in the American Revolution, in order to appreciate the leadership of Bernardo de Gálvez

*Informal: Students will analyze the impact of Spain on the war*

Compare the victories (i.e. Kings Mountain, Cowpens, etc.) that led to the retreat of the British towards Yorktown, VA

*Informal: Watch a few clips on these, and discuss as a class*

**6.4 The War is Won** (pp 183-189) | T2D18

Analyze how the American colonies, despite their disadvantages, were able to persevere and defeat the British

Explain how General Washington and their allies took advantage of Cornwallis' situation at Yorktown

*Informal: Students will explore how Cornwallis at Yorktown provided a golden opportunity to trap a large British force and force a surrender, leading in part to the end of the war.*

Defend the notion that the war was not yet over (took 2 years to finalize things) & the danger that existed (i.e. Newburgh Conspiracy, etc.) until it was finalized with the Treaty of Paris

*Informal: Students will explore the situation after the surrender of Cornwallis until the war officially ended*

### **Foreign Friends Presentation & Ch. 6 Assessment T2D19 – D20**

Survey chapter 5 material and present foreign friend project clips

Review Ch. 5 Material, and present Foreign Friend Project to demonstrate knowledge of key figures and the period

*Formal Assessment: via Ch. 6 Guided Notes (.1, .2, .3 & .4) | T2D19*

*Formal: Ch. 6 Quiz / Review (Kahoot: <http://bit.ly/USI-6>); | T2D19*

*Due: (D19): (Draft) D16 – Foreign Friend Presentation*

*Due: (D20): D16 – Foreign Friend Presentation*

### **Ch. 7 A More Perfect Union – 1777-1790 (pp 190-215) | T2D21 – T3D3 | US Standards 0.1-5, 2.2,4, 3.1,3-4, 4.1-4**

#### **7.1 The Articles of Confederation (pp 192-198) | T2D21**

Articulate how the leaders of the new United States collaborated to define their new government

Examine what powers the Articles of Confederation gave the new national government in order to appraise its weaknesses

*Informal: Students will explore how loosely the articles allowed the government to function (or not)*

Determine what the Ordinance of 1785 & the Northwest Ordinance were in order to evaluate how they helped fund the government as well as settle the Northwest

Illustrate how the U.S. was struggling financially as well as internationally in order to evaluate their precarious position

*Informal: Explore examples that show how badly the country was doing under the Articles of Confederation*

*Assigned Formal: Students will complete Ch. 7.1-3 Guided Notes & Ch. 7 Quiz (Due T2D3)*

*Assigned Formal: Students will complete D21 HW Option A or B: Responding to the Articles (Due: D2), where they will decide how they feel about the articles, and compare them with the Constitution, and share their thoughts in a role-play as a citizen of the period, and then write an Editorial Letter or a Political Cartoon*

#### **7.2 Convention & Compromise (pp 199-206) | T3D1 – D2**

Identify how the new Constitution attempted to correct the weaknesses of government evident in the Articles of Confederation

Explore the economic recession hitting the country at the time in order to assess how and why Shay's Rebellion occurred

*Informal: Students will discuss the issues that led to this revolt, and its impact*

Identify how the U.S. was struggling with the issue of slavery in order to predict how this would continue to cause problems

*Informal: Students will assess various efforts to abolish / defend slavery / racism would affect the country (& still does)*

Compare & contrast the compromises (i.e. Virginia vs. New Jersey plan, the 3/5ths Compromise, the Bill of Rights, etc.) that occurred in order to justify the ratification of the Constitution

*Informal: Discuss what the founders did right, could have done better, and the difficulty they faced in getting anything passed at all*

*Due: (D2): D21 HW Responding to the Articles (Editorial Letter or Cartoon)*

#### **7.3 A New Plan of Government (pp 207-215) & Ch. 7 Assessment | T3D3**

Explore the inspiration and organization of the new Constitution

Identify the sources of inspiration for the Constitution in order to recognize where it came from



*Informal: Discuss as a class the various sources that contributed to our constitution / government as it is today*

Judge the checks & balances system that our constitution has created in order to determine if you think it is the best option

*Informal: Students will compare our government with others; does it do what it set out to do? Is there a better alternative? Why?*

Review chapter material & finish assessment

Formal Assessment: via **Ch. 7 Guided Notes** (.1, .2, & .3) | T3D3

Formal: **Ch. 7 Quiz / Review** (Kahoot: <http://bit.ly/USI-7>); | T3D3

**Ch. 7.5 Civics in Action: A Citizenship Handbook** (pp 216-231) | T3D4 – D9 | US Standards 0.1-5, 2.2,4, 3.1,3-4, 4.1-4

**7.5A Intro to the Constitution** (pp 217-218) | T3D4

Explore the main goals of the U.S. Constitution and role-play some of the various powers of the branches of government

Role-Play how our three branches of government might work in an emergency in order to understand what each can do

*Informal: Students will be divided into 3 groups (Executive, Judicial, and Legislative) and act out roles in scenarios*

Discuss the goals of the constitution (in the Preamble) in order to interpret why / how our government does what it does

Assigned Formal: via **Ch. 7.5 Guided Notes** (A, B, C & D) | T3D9

Assigned Formal: **Ch. 7.5 Quiz / Review** (Kahoot: <http://bit.ly/USI-7-5>); | T3D9

Simulate creating a class constitution in order to empathize with our founding fathers and the challenge they faced

Assigned Formal: Students will create complete **“Our Class Constitution”** as groups and as a class (Due: D5)

**7.5B Principles & Rights** (pp 218-221) | T3D5

Finish creating a class constitution, and then explore the major **principles** of our constitution

Simulate creating a class constitution in order to empathize with our founding fathers and the challenge they faced

Due: (D5) **“Our Class Constitution”** Students will present their table constitutions, and then finalize a class one

Explore the principles and rights that dictate the role our government plays in all of our lives

*Informal: Students will explore each of these guiding principles (i.e. Popular Sovereignty, Republicanism, Limited Government, Federalism, Separation of Powers, Checks & Balances, Individual Rights & Amending the Constitution, etc.).*

*They will review the Bill of Rights, and explore a scenario where these rights are violated, identifying when this happens*

Assigned Formal: Read the **Bill of Rights**, and complete **The Value of Rights & Life without Rights for the Accused** | T3D6

**7.5C Living Constitution & Legislature** (pp 223-225) | T3D6 – D7

Explore how the U.S. Constitution is a living document and what role the Legislature has in our lives today

Discuss how the Amendment process works in order to illustrate the difficulty that formal amendment passage requires

*Informal: Discuss / review what is required, and mention how there are ways around this (i.e. judicial review)*

Role-play the creation of a bill in Congress in order to test what it would be like as a legislator in our government

Assigned Formal: **D6 – Creating a Bill** (Due D7): Students will get together in groups, and create a bill proposal for something they are invested in, roleplaying the way that such bills are created, critiqued, and voted on in real life

**7.5D Citizenship in America** (pp 228-230) | T3D8

Discover what types of rights we enjoy as Americans, as well as duties & responsibilities we share as well

Review how the Bill of Rights ensures many of our rights, as do other amendments (14<sup>th</sup>, 26<sup>th</sup>, etc.)

*Informal: Students will discuss / review the rights we are guaranteed, debate whether others ought to exist*

Explore the requirements to become an American Citizen in order to empathize with newer / aspiring American citizens

*Informal: Students will discuss these, debate whether they believe they are fair or not*

Compare & contrast the differences between duties and responsibilities that we have as American citizens

**Assigned Formal: Bill of Rights Assignment & Presentation** | Due: T3D9

**Bill of Rights Presentation & Ch. 7.5 Assessment** | T3D9

Survey chapter material and present project final products

Review Ch. 7.5 / Civics in Action Material, and present Bill of Rights Amendment Project to demonstrate knowledge of the major amendments that dictate our rights today

**Due: Formal: Bill of Rights Assignment & Presentation** | Due: T3D9

Formal Assessment: via **Ch. 7.5 Guided Notes (A-D)** | T3D9

Formal: **Ch. 7.5 Quiz / Review** (Kahoot: <http://bit.ly/USI-4>); | T3D9

**4. The New Republic – 1789-1825** (pp 254-321) | T3D10 – T4D4

**Ch. 8 A New Nation – 1789-1800** (pp 256-275) | T3D10 – D13 | US Standards 0.1-5, 1.2, 2.2,4, 3.1,4, 4.2-4, 5.1,3

**8.1 The First President** (pp 258-262) | T3D10

Examine how our first president and Congress managed to establish a new government

Evaluate the many **precedents** that Pres. Washington established as the first official president under the new Constitution & their impact even today

Describe the impact of the **Judiciary Act of 1789** and its influence today

Investigate the reasons that Hamilton felt a **national bank** was necessary, and the ways that the U.S. worked to pay off its accumulated debt (i.e. taxes, tariffs, etc.)

Assigned Formal: via **Ch. 8 Guided Notes (.1, .2 & .3)** | Due: T3D13

Assigned Formal: **Ch. 8 Quiz / Review** (Kahoot: <http://bit.ly/USI-8>); | Due: T3D13

**8.2 Early Challenges** (pp 263-266) | T3D11

Appraise the challenges that the U.S. faced both abroad and at home during this period

Determine how the federal government asserted its power in the West (i.e. Whiskey Rebellion, Battle of Fallen Timbers etc.)

*Informal: Students will review text & info (see: [https://youtu.be/-x20Hwy\\_UrY](https://youtu.be/-x20Hwy_UrY)), and discuss how under Washington the federal government showed that ultimately, it was the ones in charge*

Consider how the Washington attempted to steer the U.S. out of European conflicts (i.e. Proclamation of Neutrality in 1793, Jay's Treaty, Pinckney's Treaty, Farewell Speech, etc.) in order to predict a policy of neutrality for the next 120 years

*Informal: Students will discuss each of these treaties, and whether Washington was right*

Formal Assigned: **D11 Presidential Proclamation**; Students will role-play as Washington, and decide how to respond to the French Revolution | Due T3D13

**8.3 The First Political Parties** (pp 267-275) & **Ch. 8 Assessment** | T3D12 – D13

Examine how the nation's first political parties formed & the impact they had on politics

Compare & contrast the ideologies of the first political parties and their figureheads, John Adams and Thomas Jefferson

*Informal: Students will explore what differences led to the Federalists and the Democratic-Republicans (i.e. ideas over who should be in charge, which governments ought to be strongest, trade ideas, etc.)*

Measure the presidency of John Adams, the issues he had to deal with (i.e. XYZ Affair, Alien & Sedition Acts, Nullification Resolutions of 1798 & 1799, etc.), and their impact

*Informal: Students will discuss the challenges Adams faced, and decide whether he made the right decisions (see: [https://youtu.be/r\\_Jl62qf4jQ](https://youtu.be/r_Jl62qf4jQ))*

Review Ch. 8 and demonstrate knowledge of this important beginning to our nation's government

Formal: via **Ch. 8 Guided Notes (.1, .2 & .3)** | Due: T3D13

Formal: **Ch. 8 Quiz / Review** (Kahoot: <http://bit.ly/USI-8>); | Due: T3D13

Due: Formal: **D11 Presidential Proclamation**

Ch. 9 **The Jefferson Era – 1800-1816** (pp 276-303) | T3D14 – T3D19 | US Standards 0.1-5, 1.3, 2.3-4, 3.4, 5.1-2

9.1 **The Republicans Take Power** (pp 278-281) | T3D14

Analyze how the election of 1800 represented a pivotal and peaceful transition from one political party to another

Explain how the election remained deadlocked at a tie, and how the 12<sup>th</sup> Amendment in 1803 was passed to avoid such folly in the future

Explore how Jefferson initially made good on his promises to diminish the influence of the federal government

Examine how the **Judiciary Act of 1801** set up the situation which Justice John Marshall used to justify **judicial review**

*Informal: Students will observe clip (<https://youtu.be/KwciUVLdSPk>) and discuss the precedent of judicial review today*

*Assigned Formal: via **Ch. 9 Guided Notes** (.1, .2, .3 & .4) | Due: T3D20*

*Assigned Formal: **Ch. 9 Quiz / Review** (Kahoot: <http://bit.ly/USI-9>); | Due: T3D20*

9.2 **The Louisiana Purchase** (pp 282-287) | T3D15

Explore the Louisiana Purchase and its impact on the expansion Westward of our young nation

Determine what factors lead to France being willing to sell off Louisiana to the U.S.

*Informal: Students will discuss the secret transfer of Louisiana from Spain to France, and how the Haitian Revolution foiled France's visions of conquest in the New World, in part leading to the Louisiana Purchase*

Connect the effects of the purchase, including the expeditions of Louis & Clark, Zebulon Pike, and the failed Northern Confederacy and death of Alexander Hamilton & the Federalist Party

*Informal: Students will explore the importance of the exploration of the Louisiana Territory, as well as the other impacts from the purchase, including the demise of Hamilton and the Federalists*

*Formal: **D15 HW The Exciting 1800s Editorial Letter (A) OR Political Cartoon (B)**; Students will role-play as a citizen at the time, and decide how they might feel about one of these issues, and then share their opinion on it | Due: T3D18*

9.3 **A Time of Conflict** (pp 288-295) | T3D16 – D17

Focus on how the early 1800s (to 1815) was a period of rapid expansion and conflict in the young nation

Explain how the U.S. Navy & Marine Corp developed out of the threat of the Barbary Pirates

*Informal: Students will compare how piracy then and now compare, and how the U.S. met the threat*

Measure the impact that French & British **impressment** had on the U.S., including the failed Embargo & Nonintercourse Acts

Examine the Frontier conflicts the U.S. was involved in, (i.e. the Shawnee & Tecumseh) & the impact this had in encouraging the War Hawks to push for war with Britain

9.4 **The War of 1812** (pp 296-303) & **Ch. 9 Assessment** | T3D18 – D19

Assess the War of 1812, its battles and ultimately its impact on the U.S. and Britain at the time

Discuss the various battles that were part of the early War of 1812, and some of the heroes of these battles

*Informal: Students will discuss how the British (with help from Tecumseh) would initially hold off the Americans, but with Oliver Hazard Perry the tides of fortune would turn (and Tecumseh would die). Privateers and the navy had some moral victories, and though the British would burn Washington D.C., Baltimore would hold firm against a naval bombardment (as did Plattsburgh) leading the British to give up hope of winning. Before peace was finalized, Andrew Jackson's forces would be victorious against the British at New Orleans, ensuring favorable treaty outcomes*

Explain the losses of rights, etc. that Native Americans suffered from the War of 1812, and future president Andrew Jackson's role in this

*Informal: Students will discuss the Battle of Horseshoe Bend, and the death of Tecumseh, which would be the demise of effective Native American resistance in the foreseeable future*

Analyze the impact the war had on Nationalism (including the Star-Spangled Banner) and disaffected federalists

*Informal: Students will analyze how the war bolstered Republican support, while the resulting anger against the Federalist party for not only not supporting the war, but also considering leaving the Union (i.e. the Hartford Convention) to join Canada, would lead to the complete death of the party*

*Formal: via **Ch. 9 Guided Notes** (.1, .2, .3 & .4) | Due: T3D19*

*Formal: **Ch. 9 Quiz / Review** (Kahoot: <http://bit.ly/USI-9>); | Due: T3D19*

*Due: Formal: **D15 HW The Exciting 1800s Editorial Letter (A) OR Political Cartoon (B)** | T3D18*

**Ch. 10 Growth & Expansion – 1790-1825** (pp 304-329) | T3D20 – T4D3 | US Standards 0.1-5, 1.3, 2.3-4, 3.4, 5.1-2, 6.1-2,4

**10.1 Economic Growth** (pp 306-313) | T3D20 – D21

Examine the rise of industry & trade and how it led to the growth of cities in America

Learn about the role of industry in developing America, especially in New England, but also throughout the entire country

*Informal: Students will explore how mills and water power would begin industrialization in America*

Explore how many different new technologies would forever change America (i.e. Eli Whitney's Cotton Gin & Interchangeable Parts)

Discuss how low government involvement led to rapid economic growth

*Informal: Students will discuss the good and bad of free enterprise*

*Formal: **D21 Investment Poster / Ad / Letter Early 1800s Assignment**; Students will explore one of the unique inventions / tech from the period, and then act as a promoter of said tech, & explain why they believe it will be influential | Due: T4D3*

*Assigned Formal: via **Ch. 10 Guided Notes** (.1, .2, & .3) | Due: T4D3*

*Assigned Formal: **Ch. 10 Quiz / Review** (Kahoot: <http://bit.ly/USI-10>); | Due: T4D3*

**10.2 Westward Bound** (pp 314-320) | T4D1

Identify how the immense territory added to the U.S. meant the U.S. now had settlement and resource opportunities galore

Analyze advances in transportation technology, focusing on roads, turnpikes, steamboats, and canals

Investigate how these changes encouraged further migration westward, leading to more people further west.

*Informal: Students will make connections to how this infrastructure would affect them then and still today*

**10.3 Unity & Sectionalism** (pp 321-329) & **Ch. 10 Assessment** | T4D2 – D3

Estimate how regional differences in economics and culture would lead to increased sectionalism in America

Analyze the election and reelection of James Monroe (1816, 1820), and the Era of Good Feelings.

Investigate the growing **sectionalism** that begins to develop, and the three main leaders of these differences (i.e. John C. Calhoun, Daniel Webster, & Henry Clay) & attempts at reconciliation (i.e. The Missouri Compromise)

*Informal: Explore the impacts that each of these men had on the period, especially Clay's Missouri Compromise & the American System Plan*

Examine two divisive court cases at this time, and their effects (i.e. McCulloch v. Maryland & Gibbons v. Ogden)

*Informal: Students will discover how each of these cases strengthened federal authority at the expense of the states*

Investigate the issues regarding Foreign Affairs, including relations with Britain and Spain, and the Monroe Doctrine

*Informal: Students will explore how the U.S., in the Adams-Onis Treaty, gained Florida from Spain, and then shared Oregon with just Britain, while claiming the right to keep Europeans out of the Americas (later justification for involvement in Latin America)*

Formal: via **Ch. 10 Guided Notes** (.1, .2 & .3) | Due: T4D3

Formal: **Ch. 10 Quiz / Review** (Kahoot: <http://bit.ly/USI-10>); | Due: T4D3

Due: **D21 Investment Poster / Ad / Letter Early 1800s Assignment**

## 5. The Growing Nation – 1820-1860 (pp 330-430) | T4D4 – T4D18

Ch. 11 **The Jackson Era – 1824-1845** (pp 334-353) | T4D4 – T4D8 | US Standards 0.1-5, 1.2, 2.2-4, 3.4, 4.2-4, 5.1-3, 6.1-2,4

### 11.1 **Jacksonian Democracy** (pp 334-340) | T4D4 – D5

Explore the vicious 1824 & 1828 elections, and the resulting changes / issues both John Quincy Adams & Andrew Jackson addressed as President

Analyze the “**Corrupt Bargain**” in order to understand why it riled up so many Americans in 1824 – 1828, and its effect on John Quincy Adams’ Presidency and most of the following elections (i.e. Mudslinging Campaigns) ever since

Formal Assigned: **D4 Mudslinging Campaign Video of 1828**; Students will role-play as the campaign managers for either Jackson or Adams, and decide how to create a video that (in typical mudslinging fashion, if they wish) encourages the population to vote for their candidate (or at least, to **not** vote for the other guy) in the aftermath of the election of 1824, and recognizing how this legacy of mudslinging continues even today | Due T4D8

Critique the beginning of the presidency of Andrew Jackson, including extended suffrage, the spoils system, promoting primaries over caucuses, and the Tariff Debate (and subsequent Nullification Crisis)

Informal: Students will discuss each of these issues, and share their opinions about whether they agree with Jackson’s actions or not

Formal: Students will complete the **D5 Political Cartoon Analysis** which shows two different political cartoons critical of Andrew Jackson and his presidency | Due: T4D8

Assigned Formal: via **Ch. 11 Guided Notes** (.1, .2, & .3) | Due: T4D8

Assigned Formal: **Ch. 11 Quiz / Review** (Kahoot: <http://bit.ly/USI-11>); | Due: T4D8

### 11.2 **Conflicts Over Land** (pp 341-347) | T4D6

Explore why & how the white settlers & the U.S. government dispossessed the Native Americans of their lands during this period

Discover the injustices in the treatment of the Native Americans in the early 1800s, especially the **Cherokee**

Informal: Students will explore the motivations behind the **Indian Removal Act of 1830** in order to assess why it happened in the first place, and how it led to the **Trail of Tears**, as well as the

Examine why the Natives should have been able to keep their lands, but how executive overreach and general public apathy led to many grave injustices

Informal: Students will explore the Worcester v. Georgia case, its implications, and the general racism that led to this awful situation

Discuss the resistance efforts of the various tribes to this abuse, and the aftermath

Informal: discuss the situations that the Sauk and Fox tribes found themselves in, and their resistance under Black Hawk, as well as how the Seminole resisted under the leadership of Osceola

### 11.3 **Jackson & the Bank** (pp 348-353) & **Ch. 11 Assessment** | T4D7 – D8

Focus on the economic issues that affected both Jackson’s and Van Buren’s presidencies

Interpret the challenges the U.S. faced economically during the 1830s, especially with the banking industry

Informal: Students will review Jackson’s fight against the U.S. Bank / Nicholas Biddle, and also the ensuing Panic of 1837 under Martin Van “Ruin”



Evaluate the relatively unsuccessful presidencies of Van Buren, William Henry Harrison, and John Tyler, and the failed attempts by the Whig party to accomplish much

*Informal: Students will analyze how Van Buren's presidency was ruined by the Panic of 1837, and how this led to the successful election of Whig William Henry Harrison, but whose untimely demise (1 month as president) would lead to John Tyler, the VP / Whig in name only, taking the reins, and derailing the big plans the Whig party had.*

**Due: D5 Cartoon Analysis**

**Due: D4 Mudslinging Campaign Video**

*Formal: via Ch. 11 Guided Notes (.1, .2, & .3) | Due: T4D8*

*Formal: Ch. 11 Quiz / Review (Kahoot: <http://bit.ly/USI-11>); | Due: T4D8*

**Ch. 12 Manifest Destiny – 1818-1853** (pp 354-383) | T4D9 – T4D13 | US Standards 0.1-5, 1.2, 2.2-4, 3.4, 4.2-4, 5.1-3, 6.1-2,4, 7.1

**12.1 The Oregon Country** (pp 356-361) | T4D9

Explore the concept of Manifest Destiny, and how it was applied by Americans in the American West

Analyze the settlement of Oregon, and how we resolved the division of it with Britain.

*Assigned Formal: Oregon Trail Deluxe Edition Worksheet; Students will role-play and discover what it was like to cross the plains on the way to Oregon | Due: T4D11*

*Assigned Formal: via Ch. 12 Guided Notes (.1, .2, .3 & .4) | Due: T4D13*

*Assigned Formal: Ch. 12 Quiz / Review (Kahoot: <http://bit.ly/USI-12>); | Due: T4D13*

**12.2 Independence for Texas** (pp 362-368) | T4D10 – D11

Appraise how Texas gained independence from Mexico and the U.S. interest in the affair

Explore the reasons many Americans settled in Texas

*Informal: Students will discuss the land grants that allowed Stephen Austin and others to settle large tracts in the area, and soon invited immigration and trade from the U.S. into the area*

Investigate why Texas soon had problems with Mexico and its government, and eventually declared Independence

*Informal: Students will investigate how Mexico required the settlers to convert to Catholicism, speak Spanish, and be loyal Mexican citizens. They only marginally obeyed this, and when Gen. Santa Ana took over the government, they were not interested in listening to him.*

Chart how the war went (i.e. Gonzales, San Antonio, The Alamo, Goliad, San Jacinto, etc.), ultimately ending in Santa Ana's defeat and creation of the Lone Star Republic and later annexation into the U.S.

*Informal: Discuss with the class whether the Texans had just cause to rebel, and answer why Texas decided to annex itself to the U.S?*

**Due: Oregon Trail Worksheet**

*Assigned Formal: War with Mexico Response (A, B or C); students will role-play as Americans at the time, and respond to the war with Mexico with either a political cartoon, a propaganda poster, or an editorial letter | Due: T4D13*

**12.3 War with Mexico** (pp 369-374) | T4D12

Focus on how American settlement and trade in the Southwest led to conflict with Mexico

Research why Americans began settling in New Mexico and later California

*Informal: Analyze how the Mexican policy of allowing trade with New Mexico led to many Americans considering it worthy of settlement*

Discover how American desire for the territories led to war with Mexico

*Informal: Students will learn how the U.S., under James K. Polk, offered to buy the land, but was refused, and so he annexed Texas, and then sent troops into disputed territory, thus provoking the war, and when the Mexicans attacked, they hit back hard.*

Evaluate how the Americans were able to conquer Mexico so quickly, & why both sides prefer to not discuss the war today

*Informal: Students will watch clip (see: <https://youtu.be/VonbBfyq-Jk>, <https://vimeo.com/56770486>), and discuss.*

#### 12.4 **New Settlers in California & Utah** (pp 375-383) & **Ch. 12 Assessment** | T4D13

Dramatize what motivations drew Anglos to settle in California and Utah in the West

Determine how the promise of gold would lead to rapid settlement of California

Examine the motivations that drew the Latter-Day Saints to Utah and the Great Basin Region in order to understand why they went and remain there today

*Informal: Students will discuss why so many were willing to head West (religious fervor, desire for money, etc.)*

*Due: **War with Mexico Response (A, B or C)***

*Formal: via **Ch. 12 Guided Notes** (.1, .2, .3 & .4) | Due: T4D13*

*Formal: **Ch. 12 Quiz / Review** (Kahoot: <http://bit.ly/USI-12>); | Due: T4D13*

#### Ch. 13 **North & South – 1820-1860** (pp 384-409) | T4D14 – D15 | US Standards 0.1-5, 1.2, 2.2-4, 3.4, 4.2-4, 5.1-3, 6.1-2,4, 7.1,4

##### 13.1-2 **The North** (pp 386-396) | T4D14

Analyze the advances in tech, transportation & communication that were reshaping the North in the 1800s

Estimate the impact that new technologies are having on the North, especially railroads and the telegraph, mechanical reaper, steel plow, etc.

*Informal: Students will explore the changes that are occurring rapidly in the North*

Focus on the labor movement that began in this period, as a response to increasing urbanization and immigration

*Informal: explore the movements to improve working conditions for workers, as well as the rising nativism that is starting to take hold in America during this period*

*Assigned Formal: D14 **Most Influential American Report** | Due: T4D24*

*Assigned Formal: via **Ch. 13 & 14 Guided Notes** (.1-2 & .3-4) | Due: T4D17*

*Assigned Formal: **Ch. 13 & 14 Quiz / Review** (Kahoot: <http://bit.ly/USI-13-14>); | Due: T4D17*

##### 13.3-4 **The South** (pp 397-409) | T4D15

Interpret the culture, technology and people of the antebellum South

Investigate the tech and climate that led to the South dependence on King Cotton.

*Informal: Students will analyze the impact of the cotton gin, and how it and other tech dramatically changed the course of the South*

Discover the many different ethnic / social groups (i.e. yeoman, sharecroppers, slaves, free blacks, etc.) that made up Southern society in order to understand the conflicts between them.

#### Ch. 14 **The Age of Reform – 1820-1860** (pp 410-431) | T4D16 – D17 | US Standards 0.1-5, 1.2, 2.2-4, 3.4, 4.2-4, 5.1-3, 6.1-2,4, 7.1,4

##### 14.1-2 **Age of Reform** (pp 412-424) | T4D16

Analyze the many different voices in America at the time that led to reforms in the country, including abolitionists, temperance, and transcendentalism.

Explore the connection with the **Second Great Awakening** and the **Temperance movement**, and its lingering impact

Discover reforms in education, ideas of transcendentalism, and abolitionism that sought to improve the quality of life for everyone at the time

*Informal: Investigate the key figures involved in these movements, including the Grimke Sisters, Frederick Douglas, Ralph Waldo Emerson, etc.*

14.3 **The Women's Movement** (pp 425-431) | T4D17

Explore how women reformers in this period campaigned for their own rights

Discuss the beginnings of the women's suffrage movement, and the most important figures involved, including Lucretia Mott, Elizabeth Stanton. Susan B. Anthony and Elizabeth Blackwell, etc.

*Formal: via Ch. 13 & 14 Guided Notes (.1-2 & .3-4) | Due: T4D17*

*Formal: Ch. 13 & 14 Quiz / Review (Kahoot: <http://bit.ly/USI-13-14>); | Due: T4D17*

15. Civil War, Reconstruction & Beyond – *The Story of Us* Documentary | US Standards 0.1-5, 1.2, 2.2-4, 3.4, 4.2-4, 5.1-3, 6.1-2,4, 7.1-4

**Note: sometime between the last 3-2 weeks of school, we will be going on a field trip to Eureka, Utah to study the history of mining (Eureka Museum & the Mammoth Mine) & geology (Paul Bunyan's Woodpile) with Xanthe's 8<sup>th</sup> grade science students**

15A. Civil War – 1860s – 1860s: Episodes 4 (Division) & 5 (Civil War) | T4D18 – T4D19

Explore the causes and effects of the Civil War

Dramatize the impacts of the Civil War

*Assigned Formal: via Ch. 15 Guided Notes (A, B, C & D) | Due: T4D24*

*Assigned Formal: Final Quiz / Review (Kahoot: <http://bit.ly/USI-Final>); | Due: T4D24*

15B. Settling the West & Urbanization – 1860s – 1930: Episodes 6 (Heartland) & 7 (Cities) | T4D21 – T4D22

Outline the impact of settling the West & Urbanization

Examine the pros and cons of increasing urbanization during this period

Illustrate the effect that settlement in the West had on the young nation

15C. Rise & Fall – 1910 – 1930s: Episodes 8 (Boom) & 9 (Bust) | T4D23 – T4D24

Discover the rapid rise and fall of the U.S. economy during the early 1900s

Evaluate the conditions that led to the boom and bust of the Great Depression

15D. Final Review: Final Chapter Assessment | T4D24

Examine the breadth of the course and the people that made a difference in America

*Formal: via Final Unit Guided Notes (A, B, C & D) | Due: T4D24*

*Formal: Final Quiz / Review (Kahoot: <http://bit.ly/USI-Final>); | Due: T4D24*

Research an individual that was impactful in American history

*Due: D14 Most Influential American Report | Due: T4D24*

## References

Mission. (2017). Retrieved May 5, 2019, from <http://meritacademy.org/about-us/mission/>

Social Studies – United States History I (2017). Retrieved Aug 15, 2019 from <https://www.uen.org/core/core.do?courseNum=6420>