

Scope and Sequence  
Social Studies - 8th Grade Gen Ed

Unit : Geography; Review Latitude & Longitude

<b>Project Theme:</b>	<b>To accompany their study of Geography, students will research and present the following information by using Google Slides. Requirements and questions to answer are provided below. Students will submit their work to their teacher when completed or by the due date, whichever comes first.</b>				
<b>Project Breakdown:</b>	<b>Students will research the neighborhood of Fairfax and its history. Students must answer all requirements as requested. Students will use Google Slides to present their answers: where is Fairfax located within the city? What is one of the zip codes of Fairfax? What are two major parks within Fairfax? What is the most-recent population of the neighborhood? What is the average income of people in this neighborhood? What is the demographic breakdown of this neighborhood? What is the crime rate in this neighborhood? What is the current rating or status of the school system in the City of Cleveland? Who is the current councilman for this neighborhood? What is the police district for this neighborhood? When was the neighborhood founded? Name three major businesses in this neighborhood? Name three major roads (NOT SIDE-STREETS) in Fairfax. Name three neighborhoods that border Fairfax. Name three interesting sites within Fairfax. Include a map from Google displaying Fairfax's location. Provide a glimpse of the history of Fairfax. Name two famous people that lived in Fairfax.</b>				
<b>Terms to Know:</b>	<b>Compass, Geography, Mercator Projection Map, Cuyahoga, Appalachian, Rocky, Mississippi River, Amazon River, Africa, Asia, Europe, Antarctica, Australia, North America, South America, Caribbean Sea, Mediterranean Sea, India Ocean, Pacific Ocean, Latitude, Longitude</b>				
<b>Timeline:</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 1</b>	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Pop Quiz: Correctly identify all seven continents and five major oceans on a map - 10 min
	Teacher to provide a blank Mercator Projection Map of the Seven Continents and Five Oceans; As a class identify and locate them on your individual maps while referencing on a SMART/Clever Board; discuss major features as an overview; Review Latitude & Longitude with each continent - 20 min	Teacher to provide a blank Mercator Projection Map of North America; Locate and label the Rocky Mts., Appalachian Mts., Mississippi & Missouri Rivers, Great Plains, Great Lakes, Death Valley; Using colored pencils, color the Atlantic & Pacific Oceans and the Caribbean Sea blue, the Great Plains beige, Death Valley yellow, the mountains brown, and the rivers/lakes dark blue; shade the other areas green - 20 min	Teacher to provide a blank map of Ohio; locate and label the: Cuyahoga River, Lake Erie, islands in Lake Erie, Ohio River, Appalachian Plateau, Major cities in Ohio (Columbus, Cincinnati, Toledo, Dayton, Akron); using colored pencils, color the bodies of water blue, the plateau dark green, central Ohio beige (for farming), and the surrounding areas green - 20 min	Teacher to provide a blank Mercator Projection Map of Africa; locate and label the Nile River, the Sahara & Kalahari Deserts, Madagascar, Great Rift Valley, Horn of Africa, Mount Kilimanjaro, the Indian and Atlantic Oceans, and the Mediterranean Sea; using colored pencils, color the deserts yellow, the Nile River dark blue, the oceans and sea light blue, and label Mt. Kilimanjaro with a red "X"; color all other areas green - 20 min	Teacher to provide a blank Mercator Projection Map of Europe; locate and label The Alps, Italy, the United Kingdom, Mediterranean Sea, Russia, North Sea, Danube River, Ural Mountains, the Aegean Sea, and the Atlantic Ocean; color the ocean and sea blue, the mountains brown, the rivers dark blue, and the remaining areas green; what major land feature does Europe lack? - 20 min
	Watch "The Seven Continents Song" on YouTube (1:00 min) and discuss: why does music help you to learn things better? Discuss how Africa seems to fit into the gap created by North & South America as well as Madagascar fitting next to Africa - 10 min	Watch "North America   Destination World" on YouTube (3:29 min) and discuss: what does "diverse" mean? How large is North America? What is the largest biome in North America? - 10 min	Watch "Ohio" on YouTube (3:49 min) and discuss: how did "Ohio" get its name? what movies were filmed in Cleveland? What is the rock song of Ohio? How many presidents were from Ohio? - 10 min	Watch "Destination North Africa   National Geographic" on YouTube (5:06 min) and discuss: what areas interact together in North Africa? What ancient culture famously lived on the Nile River? How is the Sahara Desert described? Other than English, what major languages are also spoken? - 10 min	Watch "Europe   Destination World" on YouTube (3:24 min) and discuss: how large in size in Europe? What is the smallest nation in the world? What city inspired the Olympics? What types of animals are found in Europe? - 10 min
	Introduce project and discuss requirements; provide in-class time to work on it - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min
<b>Bellwork Topic:</b>	Write a list of all seven continents and five major oceans.	List as many rivers, lakes, mountains, and other geographic features that you can think of in North America; try to have ten	How many cities can you name in Ohio? Create a list, try to think of at least ten.	List five things that you know RIGHT NOW about Africa.	See "Pop Quiz" above

Daily Homework:	Study your continents and oceans; quiz in four days	Work on your project!	Written Response: What cities have you visited in Ohio? Which one is your favorite? Why? (One paragraph)	Study for your quiz tomorrow; teacher to provide a blank map of Africa; students to label all features from today	Written Response: What is one country in Europe that you find interesting? Why is that? Would you visit there if you could? Why or why not? (one paragraph)
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Test on World Geography, including defining "Terms to Know" from Week One - 20 min
	Teacher to provide a blank Mercator Projection Map of Asia; locate and label the Himalayan Mts., Mt. Everest, Japan, Philippines, China, India, Russia, the Gobi Desert, Yellow River, Indus River, Pacific Ocean, Arctic Ocean, and the Indian Ocean; color the oceans light blue, the rivers dark blue, the mountains beige, the desert yellow, and the rest green - 20 min	Teacher to provide blank Mercator Projection Map of South America; locate and label the Amazon River, the Amazon Rainforest, Brazil, Chile, Sandwich Islands, Caribbean Sea, Argentina, Pacific Ocean, Atlantic Ocean, Caribbean Sea, and Andes Mountains; color the oceans light blue, the Amazon dark blue, the mountains beige, and the remainder green - 20 min	Teacher to provide blank Mercator Projection Map of Australia; locate and label Tasmania, New Zealand, Great Barrier Reef, Outback, Great Sandy Desert, Great Victoria Desert, the Blue Mountains, Pacific Ocean, and Indian Ocean; color the oceans light blue, the desert beige, the mountains brown, and the remainder green - 20 min	Go to the website "www.sheppardsoftware.com/World_Countries.htm" to play online games about geography, the countries of the world, and their regions; when you're finished with the continents and oceans, move onto the countries and their features - 20 min	
	Watch "Asia   Destination World" on YouTube (2:48 min) and discuss: how much of all land on Earth is found in Asia? What is the highest mountain in the world? How many people live in Asia? What great cat lives native in Asia? Where are orangutans found in Asia? What do you find interesting about Asia? - 10 min	Watch "South America   Destination World" on YouTube (2:52 min) and discuss: how big is the Amazon rainforest compared to the United States? How large is the Amazon River compared to the others? What is the largest country in South America? How dry is the air in the Atacama Desert? 10 min	Watch "Australia   Destination World" on YouTube (3:05 min) and discuss: what two things is Australia known for? What is Australia entirely surrounded by? What season is it in June in Australia? How much of Australia is desert? What is the Great Barrier Reef? - 10 min	Students in pairs, create flashcards of the features of various continents and which one that they are located upon; quiz each other about your cards; use these cards to study for your test tomorrow - 10 min	
	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	
Bellwork Topic:	Write a list of all seven continents and five major oceans; correctly include at least one feature for Europe, Africa, and North America	Write down three things that you recall about Asia from yesterday.	Use a Venn Diagram to compare and contrast any two continents that we've discussed in two ways for each section (six total statements)	List all seven continents, as well as two features of Asia, Africa, South America, and Australia	None
Daily Homework:	Study your continents and oceans; quiz in four days	Work on your project!	Work on your project!	Study for your test on all seven continents and all features of each that we've discussed tomorrow!	Finish project, due tomorrow!

Unit : History of our school and parish

Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min				

Week 3	<p>Teacher-led discussion: Teacher to go to Wikipedia to search for "Adalbert of Prague"; review the article with students, discussing the major points of his life: Adalbert did not want to be a Bishop, he wanted to serve God directly; Answer the questions: how was Adalbert brave? How did he stand up for what was right? What are three adjectives that you'd use to describe him? - 20 min</p>	<p>Review Saint Adalbert and the homework from yesterday; how is Saint Adalbert the person similar to people from Cleveland? Teacher may note that Clevelanders are generally tough people, no nonsense people, but also caring and giving people; Clevelanders typically share even if they have very little but are also hard-nosed people; how is that similar to Saint Adalbert? Discuss these attributes and make a list on the board - 20 min</p>	<p>Teacher to take students to the Sacristy of the church; view BUT DO NOT TOUCH the relics of Saint Adalbert and Saint Martin de Porres (they are located in the Sacristy where the statue of Saint Martin is); these are bone fragments of each Saint; the container is called a reliquary; why do you think Christians honor Saints by keeping their bones? What do the remains of the Saints do at times? Have any miracles even occurred at our church (yes!)? - 20 min</p>	<p>Teacher-led discussion: Teacher to go to Wikipedia to search for "Katharine Drexel" and discuss: View her photo, how is her image similar to the Sisters currently at our school? Her order was Our Lady of the Blessed Sacrament, this order was very important to our school many years ago; read the section on OLBS and relate to Cleveland and our school's history; Saint Katharine helped establish our school so a Saint was actually here! - 20 min</p>	<p>Continue to read the website from yesterday; why is Our Lady of the Blessed Sacrament important to this community? Why must we never forget their work and heritage? In rereading the article, what "good thing" actually lead to the demise of the former school and building? Why was Saint Adalbert Church a logical place for OLBS to merge with? Think of three reasons from the article - 20 min</p>
	<p>Teacher to choose the links on Wikipedia's page for "Adalbert of Prague"; view his statue on the Charles Bridge, his remains in Gniezno, and his image; how was Adalbert viewed by his people? Review what was read about him, what he loved by everyone? Why or why not? - 15 min</p>	<p>Students in pairs, answer and discuss: make a Venn Diagram of Saint Adalbert the person compared and contrasted to a typical Clevelander; use the list on the board as an aide; one Venn Diagram per group - 15 min</p>	<p>Return to the classroom; watch "5 Christian Relics With Alleged SUPERNATURAL Powers" on YouTube (7:33 min) and discuss: why are relics important? How are they powerful? What are the purpose of relics? - 15 min</p>	<p>Teacher-led discussion: Teacher to go to Wikipedia to search for "Sisters of the Blessed Sacrament" and discuss: She did a lot of work in Pennsylvania and across the region; a church was founded on East 79th and Quincy that no longer exists - 10 min</p>	<p>Teacher to go to the following website: "https://case.edu/ech/articles/s/st-adalbert-parish" and review with students; Who was Father Gene? Why was he important? How old is the community of Saint Adalbert Parish? How did OLBS become merged with Saint Adalbert? How else may you know the name "Bishop Hoban"? When was our current Upper Campus School finished being built? Our school is built from many of the remains of OLBS School on East 79th and Quincy - 20 min</p>
	<p>Quick Write: What is something about Saint Adalbert that you could admire and try to imitate in him? (one paragraph) - 10 min</p>	<p>Share Venn Diagrams and compare notes about how Saint Adalbert was great; why should be honor him as a person? - 10 min</p>	<p>Discussion: Which relic in the video was most interesting to you? Why? - 10 min</p>	<p>Go to the website "https://case.edu/ech/articles/o/our-lady-blessed-sacrament-parish" and read aloud; discuss as time permits - 10 min</p>	
Bellwork Topic:	<p>What do you know about Saint Adalbert, the person? Who do you know about Saint Adalbert, the church or school?</p>	<p>What are three things that you really like about Cleveland? Why do you like them?</p>	<p>What are relics? What do you know about relics?</p>	<p>Who is Our Lady of the Blessed Sacrament? Try to figure it out based upon the words "Our Lady" if you don't know.</p>	<p>None</p>
Daily Homework:	<p>Written Response: How is Saint Adalbert as a person very similar to the people of Cleveland? What are three traits of people from Cleveland that Saint Adalbert also had?</p>	<p>Written Response: Imagine that you were Adalbert of Prague; would you have gone out to preach or stayed in the city as Bishop? Why? (one paragraph)</p>	<p>Written Response: Which relic in the video that we saw today was most interesting to you? Why is that? (one paragraph)</p>	<p>Written Response: If you could start a church in Cleveland, where would you found it? Why would you select that location? Why is that place important to you? (one paragraph)</p>	<p>Many of our teachers worked here prior to 2012 when the church reopened; ask one of them the following: where was Mass held? Who was Principal at that time? How large was our school? How was it different than now?</p>
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Bellwork - 5 min</p> <p>Teacher-led discussion: Why is Father Gene Wilson important to our school and parish history? Why is he important to African-American civil rights? Read the following articles and discuss to provide evidence: "http://cpps-preciousblood.org/2017/03/fr-gene-wilson-c-pp-s-1928-2017/" and "https://georgiabulletin.org/commentary/2009/09/reflection-year-priests/"; what type of man was Father Gene? Why did people respect him? - 25 min</p>	<p>Bellwork - 5 min</p> <p>Teacher-led discussion: Review Father Gene Wilson; Read aloud the top-two paragraphs on page 133 of the following article: <a href="https://books.google.com/books?id=wYOO6904IU8C&amp;pg=PA133&amp;lpg=PA133&amp;dq=father+gene+wilson+black+panther+party&amp;source=bl&amp;ots=wqgNC7GG7&amp;sig=ACFU3U3KN-zJaWclE7--fcqWMq1TAZgwQ&amp;hl=en&amp;sa=X&amp;ved=2ahUKewIR6tNjR6XkAHUGTKwKHarcD2MQ6AEwFHoEAsQAQ#v=onepage&amp;q=father%20gene%20wilson%20black%20">https://books.google.com/books?id=wYOO6904IU8C&amp;pg=PA133&amp;lpg=PA133&amp;dq=father+gene+wilson+black+panther+party&amp;source=bl&amp;ots=wqgNC7GG7&amp;sig=ACFU3U3KN-zJaWclE7--fcqWMq1TAZgwQ&amp;hl=en&amp;sa=X&amp;ved=2ahUKewIR6tNjR6XkAHUGTKwKHarcD2MQ6AEwFHoEAsQAQ#v=onepage&amp;q=father%20gene%20wilson%20black%20</a></p>	<p>Who are the Missionaries of the Precious Blood? Read the following: "http://cpps-preciousblood.org/about/history/"; go to the church as a class, locate the Precious Blood symbol in the church; are we a Precious Blood community? How do we live the lives of the Precious Blood in our school? - 20 min</p>	<p>Bellwork - 5 min</p> <p>Read aloud the following and discuss: "https://www.dioceseofcleveland.org/news/2019/08/20/new-cletus-jeckering-early-childhood-learning-center-opens-at-st-adalbert-school-in-cleveland"; Who are the Jeckering Family? Who is the new school named after? How are they important to our parish history? - 20 min</p>	<p>Test on the History of our School and Parish Community - 20 min</p>

Week 4	As a class, read aloud and discuss " <a href="http://www.clevelandmemory.org/pray/traditions/spring2010.pdf">http://www.clevelandmemory.org/pray/traditions/spring2010.pdf</a> "; why is Our Lady of the Blessed Sacrament important to Cleveland? Who is Sister Juanita Shealey? Who is Bishop Schrembs? Look at the time when OLBS was founded, why is this important for Catholics in Cleveland? - 20 min	Opather%20party&f=false"; How did Father Gene work with local groups to feed children? Where in our current school were community children and the hungry fed? Walk to the first floor of the UC and explain that Rooms 101, 103, and 105 all used to be a giant cafeteria that would feed the hungry in the community in the 1960s, 1970s, and 1980s - 20 min	Read aloud the reopening letter from Father Gary in 2012: " <a href="https://d2wldr9tsuuj1b.cloudfront.net/2224/documents/St.%20Adalbert/Pastor%27s%20Letter%20of%20Introduction.pdf">https://d2wldr9tsuuj1b.cloudfront.net/2224/documents/St.%20Adalbert/Pastor%27s%20Letter%20of%20Introduction.pdf</a> "; how does our school display the characteristics of the Precious Blood? - 15 min	Who is Lydia Harris? Read aloud: " <a href="https://ashbrook.org/publications/onprin-v5n6-byrne/">https://ashbrook.org/publications/onprin-v5n6-byrne/</a> "; This article was written in 1997 and Ms. Harris retired shortly thereafter; her portrait hangs in the UC Cafeteria by the doorway; why was she an important person for our school community? Teacher to locate her obituary online and read reviews, she is greatly missed! - 20 min	Read and discuss the following article: " <a href="https://www.cleveland.com/galleries/VJVVHRPGCZHD5G5W3L6ZIT2HBA/">https://www.cleveland.com/galleries/VJVVHRPGCZHD5G5W3L6ZIT2HBA/</a> "; Why is this a historic time for our school and for the Fairfax community? How is our school helping to lead Fairfax? If time permits, teacher to lead the students on a tour of the Early Learning Center to view the new building and our community's future - 15 min
		Walk to the church and review the African-American cultural influence on the church; Make connections to Father Gene and the article from yesterday discussing this - 20 min	Students in pairs, complete and discuss: match the characteristics of the Precious Blood order to what we do in our school; what do we do to live these out? What more could we do? Share and discuss? - 15 min	Review all content for a test on this material tomorrow (in the next lesson) - 10 min	
Bellwork Topic:	Review the homework from the previous day; who was Principal in our school in 2011? What was the school like then?	Write three things that you remember from yesterday's lesson	None	Write three things that you remember from yesterday's lesson	None
Daily Homework:	Written Response: How do you feel to be a part of this parish community that is the oldest African-American Roman Catholic church in Ohio and 2nd-oldest in the country? Why do you feel that way? (one paragraph)	Written Response: Why was Father Gene Wilson important to all people in our school community? (one paragraph)	Written Response: In what ways are you personally living out the ways of the Precious Blood? What ways could you personally improve? (one paragraph)	Study for test tomorrow on the history of our school and parish	None

Unit : Latitude and Longitude Practice

Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Pop Quiz: Correctly locate ten locations on a map using Latitude and Longitude - 10 min
	Watch "Dr. Nagler's Laboratory: Longitude and Latitude" on YouTube (6:33 min) and discuss: what are the horizontal lines called? What are the vertical lines called? What is the major horizontal line and the major vertical line called? What specifically happens at the equator? - 15 min	Teacher to provide students with a map of our campus on regular computer paper; divide the paper into one-inch squares by measuring across the paper and down the paper to create a grid; label each row a letter (A, B, C, D) and label each column a number (1, 2, 3, 4, 5, 6); help students locate items on our campus by identifying their coordinates as A3, B5, D4, etc. For example "where is Father Gene Wilson Garden"? - 20 min	Teacher and students to go to " <a href="http://modernsurvivalblog.com/survival-skills/basic-map-reading-latitude-longitude/">modernsurvivalblog.com/survival-skills/basic-map-reading-latitude-longitude/</a> " and read aloud; what is one way to remember the word latitude? How far is one degree on a map? How far is one minute on a map? What city in England does the Prime Meridian pass through? - 15 min	Teacher to visit BEFORE CLASS begins: " <a href="http://www.education.com/worksheet/article/map-grid/">www.education.com/worksheet/article/map-grid/</a> " and sign up for a free membership; downloaded the worksheet and complete together with students; ask additional questions to review other locations - 10 min	Teacher to visit BEFORE CLASS begins: " <a href="http://www.education.com/worksheet/article/find-map/">www.education.com/worksheet/article/find-map/</a> " and sign up for a free membership; downloaded the worksheet and complete together with students; ask additional questions to review other locations - 10 min

Week 5	<p>Teacher and students to go to <a href="http://www.timeanddate.com/geography/longitude-latitude.html">"www.timeanddate.com/geography/longitude-latitude.html"</a>; read each section aloud and review important lines to know: Equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and the Antarctic Circle; locate the equator on Google Maps and trace which countries it passes through; locate the Prime Meridian and trace which countries it passes through - 20 min</p>	<p>Using the website <a href="http://www.latlong.net/">"www.latlong.net/"</a>, locate the following cities and discuss which feature of North America that they are located upon: Denver, CO; Pittsburgh, PA; St. Louis, MO; Chattanooga, TN; Cleveland, OH; Chicago, IL; Lincoln, NE; Billings, MT; Key West, FL; Kansas City, MO; Furnace Creek, CA; Salt Lake City, UT - 20 min</p>	<p>Teacher to visit BEFORE CLASS begins: <a href="http://www.education.com/worksheet/article/latitude-and-longitude/">"www.education.com/worksheet/article/latitude-and-longitude/"</a> and sign up for a free membership; downloaded the worksheet and complete together with students; ask additional questions to review other locations - 10 min</p>	<p>Students in pairs, using the website <a href="http://www.abcya.com/games/latitude_and_longitude_practice">"www.abcya.com/games/latitude_and_longitude_practice"</a>, practice locating correctly the latitude and longitude of the coins. Play twice and see which partner receives the highest score! - 20 min</p>	<p>Using the website <a href="http://www.latlong.net/">"www.latlong.net/"</a>, locate the following cities and discuss which feature of Europe that they are located upon or near: Warsaw, Poland; Berlin, Germany; Rome, Italy; Athens, Greece; Lisbon, Portugal; London, England; Moscow, Russia; St. Petersburg, Russia; Sicily, Italy - 20 min</p>
	<p>Teacher to visit <a href="https://theplanetd.com/what-to-do-in-bergen-norway/">"https://theplanetd.com/what-to-do-in-bergen-norway/"</a> and discuss: Bergen is a city where the sun never goes all of the way down; what would it be like to live here? What are your thoughts on this city? How are people adjusting to life here? - 10 min</p>	<p>Students in pairs: working individually first, locate five additional cities in the United States that you choose on the map; write their latitude and longitude; then share those cities with another student for them to locate and record their coordinates; compare your results - 10 min</p>	<p>Teacher to visit BEFORE CLASS begins: <a href="http://www.education.com/worksheet/article/latitude-longitude-of-cities/">"www.education.com/worksheet/article/latitude-longitude-of-cities/"</a> and download the worksheet; complete together with students; ask additional questions to review other locations - 20 mi</p>	<p>Teacher to visit BEFORE CLASS begins: <a href="http://www.education.com/worksheet/article/n-s-e-w/">"www.education.com/worksheet/article/n-s-e-w/"</a> and download the worksheet; complete together with students; ask additional questions to review other locations - 20 mi</p>	<p>Students in pairs: working individually first, locate five additional cities in the world (NOT in the United States) that you choose on the map; write their latitude and longitude; then share those cities with another student for them to locate and record their coordinates; compare your results - 10 min</p>
Bellwork Topic:	<p>What is the difference between latitude and longitude?</p>	<p>Using a blank map of the Earth, label the Equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle</p>	<p>Review your homework, what is the relationship of the six cities that you researched for homework? What direction are they from each other?</p>	<p>Look up on Google: "what is the International Date Line?"; compare it to the Prime Meridian</p>	<p>See "Pop Quiz" above</p>
Daily Homework:	<p>Written Response: Imagine an 8th Continent; where would it be? Why would you imagine it there? Would it be large or small? Would people live there? (one paragraph)</p>	<p>Students to use Google Maps, locate the coordinates of the following cities: Ashtabula, Ohio; Cincinnati, Ohio; Columbus, Ohio; Pittsburgh, Pennsylvania; Toledo, Ohio; Detroit, Michigan; due tomorrow!</p>	<p>Teacher to download the following worksheet: <a href="http://www.education.com/worksheet/article/treasure-map-grid/">"www.education.com/worksheet/article/treasure-map-grid/"</a> and provide to students, due tomorrow!</p>	<p>Written Response: Imagine that you're stranded in the Sahara Desert; what are five tools that you would need with you to survive? Why do you choose those five? (one paragraph)</p>	<p>Teacher to download the following worksheet: <a href="http://www.education.com/worksheet/article/latitude-longitude-practice/">"www.education.com/worksheet/article/latitude-longitude-practice/"</a> and provide to students, due tomorrow!</p>
Mini-Project:	<p><b>Students to review a map of the City of Cleveland including both sides (East Side and West Side), geographic features (rivers, Lake Erie, parks), and bordering suburbs. Students will create a grid on their map the same way that we have done before in one-inch blocks; students will secretly "hide a treasure" somewhere on their map and will need to create clues to help find that treasure; clues should be similar to the one shown in the YouTube video observed at the beginning of this project. DO NOT MARK AN "X" OR INDICATE WHERE THE TREASURE IS IN ANYWAY! Your clues should be based upon map skills and latitude &amp; longitude to find the treasure. Each day, you will solve your classmates' treasure maps until you have solved all of the maps in the room. Once you solve all of your classmates' treasure maps, you are finished! You may can be as challenging or easy as you'd like but you MUST have five clues based upon latitude &amp; longitude or map skills for your classmates to solve.</b></p>				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Test on map skills, latitude, and longitude - 30 min</p>
	<p>Students to go the following site <a href="http://www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude">"www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude"</a> and play the game on Latitude and Longitude to test their skills and knowledge - 15 min</p>	<p>Students to go the following site <a href="http://www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude">"www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude"</a> and play the game on Latitude and Longitude to test their skills and knowledge - 15 min</p>	<p>Students to go the following site <a href="http://www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude">"www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude"</a> and play the game on Latitude and Longitude to test their skills and knowledge - 15 min</p>	<p>Students to go the following site <a href="http://www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude">"www.ixl.com/social-studies/grade-5/identify-lines-of-latitude-and-longitude"</a> and play the game on Latitude and Longitude to test their skills and knowledge - 15 min</p>	

Week 6	Watch "The Beale Cipher Mystery" on YouTube (7:13 min) and incorporate the idea of this treasure into the mini-project; teacher to introduce the project and requirements - 20 min	Finish writing your clues and be ready to begin the treasure hunt! If you're already done, continue playing IXL "latitude-and-longitude" from above - 20 min	(Part II of IV) Begin your treasure hunt! Solve all of your classmates' riddles and locate their treasure!	(Part III of IV) Begin your treasure hunt! Solve all of your classmates' riddles and locate their treasure!	(Part IV of IV) Begin your treasure hunt! Solve all of your classmates' riddles and locate their treasure!
	Create your map of the United States with your "buried treasure"; decide on your five clues to help discover where the treasure is located; use the cities and sites on the map to guide your classmates to its location; your map can be challenging, but it should be able to be followed! - 20 min	(Part I of IV) Begin your treasure hunt! Solve all of your classmates' riddles and locate their treasure! When you have located each person's treasure, inform your teacher of the locations - 20 min	When you have located each person's treasure, inform your teacher of the locations - 40 min	When you have located each person's treasure, inform your teacher of the locations - 40 min	When you have located each person's treasure, inform your teacher of the locations - 30 min
Bellwork Topic:	Using Google Maps, locate the following five coordinates and specify which city is located there: (23 S, 43 W), (19 N, 99 W), (30 N, 31 E), (42 N, 12 E), (40 N, 116 E)	Using Google Maps, locate the following five coordinates and specify which city is located there: (60 N, 30 E), (28 N, 80 W), (34 S, 151 E), (29 N, 77 E), (18 S, 35 E)	Using Google Maps, locate the following five coordinates and specify which city is located there: (10 N, 67 W), (25 N, 77 W), (38 N, 122 W), (33 S, 70 W), (51 N, 1 W)	Using Google Maps, locate the following five coordinates and specify which city is located there: (35 N, 140 E), (0 S, 78 W), (33 N, 7 W), (33 N, 43 E), (19 N, 155 W)	None
Daily Homework:	Locate the latitude and longitude of the following cities: Dayton, Ohio; St. Paul, Minnesota; Atlanta, Georgia; Dallas, Texas; Little Rock, Arkansas	Locate the latitude and longitude of the following cities: Seattle, Washington; Vancouver, British Columbia; Manila, Philippines; Lagos, Nigeria; Hammerfest, Norway	Locate the latitude and longitude of the following cities: Helsinki, Finland; Bangkok, Thailand; Buenos Aires, Argentina; Villa Las Estrellas, Antarctica; Dodoma, Tanzania	Study for test tomorrow on map skills, latitude, and longitude	None

Unit : Native Americans

<b>Project Theme:</b>	<i>Students will research one Native American Tribe from the list below. They will research the following requirements as listed in the "Breakdown" section below. All information will be provided on poster board and all work will be neatly presented and decorated to the best of their ability. Students will submit their project when complete or by the due date, whichever comes first.</i>				
<b>Project Breakdown:</b>	<i>Students will use Poster Board to display their information about their selected tribe. Students will research the following about their tribe: where in North America were they located? What is the climate like in that region? What was the geography like where your tribe lived? What type of homes did they live in? What are the names of three of their major cities or villages? What gender (male or female) was in charge of their tribe? What language did they speak? Name at least three famous people in the history of their tribe. Include a photo of a tribe member or one of the famous people. What eventually happened to your tribe (are they still there or were they forced to move elsewhere)? Approximately how many members of your tribe are there around today?</i>				
<b>Theme Options:</b>	<i>Seneca, Wyandot, Iroquios, Algonquian, Apache, Cherokee, Sioux, Apache, Comanche, Pawnee, Choctaw, Mohawk, Cheyenne, Navajo, Blackfoot, Hopi, Seminole, Shoshone, Mohican, Shawnee, Crow, Chumash, Pueblo, Omaha, Kansa, Iowa, Missouriia, Otoe, Cree</i>				
<b>Timeline:</b>	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min

Week 7	<p><i>HMH Ancient Civilization, Module 18, Lesson 1, Pages 612-615 (stop at "Farming &amp; Settlement")</i> - Read aloud and discuss the geography of the Americas; what are the major rivers and mountains in N. America &amp; S. America? Use the interactive map in your Chromebooks "Explore ONLINE!" to review the two landmasses and how people migrated over them - 25 min</p>	<p><i>HMH Ancient Civilizations, Module 18, Lesson 1, Pages 615-618</i> - Read in pairs and outline the paragraphs on pages 615-616; who were the Olmecs? What is Maize? Where are there pyramids in the Americas? Teacher to review outlines and provide an example of what should be known from this content - 25 min</p>	<p>Students in pairs, create a T-chart comparing the early Americans (Olmecs) to Ancient Egyptians; list the ways that each civilization is similar; use your books to assist if needed; discuss with the class and share your results - 20 min</p>	<p>Teacher to describe the project and its requirements; review each component - 10 min</p>	<p><i>HMH Anc Civ, Module 18, Lesson 2, Pages 626-627</i> - Read aloud and discuss how the Mayan Civilization declined; Using a "Cause and Effect" diagram, provide three causes and their effect that scientist believe may have lead to the Mayan decline; what are some reasons that you can think of that lead to this that are not included in your text? - 20 min</p>
	<p>Watch "How the First Americans Got There" on YouTube (4:44 min) and discuss why do Native Americans look differently than modern-day Asian people? What is the climate like in Alaska that would have permitted people to stay where they did? Are there rainforests in Alaska (YES!)? - 15 min</p>	<p><i>HMH Anc Civ, Mod 18, Lesson 1, Page 617</i> - Review the interactive map on Page 617 "Explore ONLINE!" and discuss: along what geographical features did people settle? Why is that important (think of three ways)? What did the mountains provide for them? Teacher to further the connect using the prior unit on geography - 20 min</p>	<p><i>HMH Ancient Civ, Mod 18, Lesson 2, Pages 619-622 (stop at "Roles in Maya Society")</i> - How large were their cities? What did they use as currency? What is jade and obsidian? What was Pacal? Describe the sport that they played; refer to the map for student reference - 25 min</p>	<p><i>HMH Ancient Civ, Mod 18, Lesson 2, Pages 622-624</i> - Read in groups of 3 or 4, answer the questions: Describe the roles in the Mayan Society (priests, king, pro warriors, merchants, farmers, slaves); what did the Mayans give to their gods as a gift at special occasions? What is human sacrifice? Review your answers with the class - 20 min</p>	<p>(Part I of II) Illustrate, color, and label a Mayan city with temples, city structures, and people as depicted in your text or from the images online that you observed; label your buildings; write a caption for what it taking place in your city; include a hieroglyph that you see online or in your text - 30 min</p>
	<p>Teacher to discuss: There is another theory among scientists that people crossed over the Atlantic when the glaciers formed; how might these two groups of people look differently? Using the map on page 614 as a guide, what routes do you think these hypothetical people may have taken to move south? - 10 min</p>			<p><i>HMH Anc Civ, Mod 18, Lesson 2, Page 625-626 (stop after "Writing &amp; Oral Traditions")</i> - Read aloud and discuss Mayan cultural achievements; what are observatories? Describe the Mayan calendar; what math advancements did the Mayans have that other cultures did not? What is the Popol Vuh? Teacher to Google images of the Mayan calendar, temples, and cities to see examples - 20 min</p>	
Bellwork Topic:	<p>What do you know about Native Americans?</p>	<p>Where is Beringia? Why is this land important to the migration of the early-American settlers?</p>	<p><i>HMH Anc Civ, Mod 18, Lesson 1, Page 616</i> - Reread "Views of Writing" and answer the questions</p>	<p>What did the Mayans use as their currency? Why do you think they did this?</p>	<p>How were the Mayans and Egyptians similar? Think of three ways</p>
Daily Homework:	<p>Written Response: Consider that Ancient Egypt was founded 6500 years ago; there were also people in North America at that time; why do you think that there are no monuments, ruins of cities, and diverse cultures here like there are in Africa, Europe, and Asia? (one paragraph)</p>	<p><i>HMH Ancient Civ, Mod 18, Lesson 1 Assess, Page 618</i> - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!</p>	<p>Written Response: Why do you think that many ancient cultures used hieroglyphs, built temples, and had pyramids if they were so far away from eachother? (one paragraph)</p>	<p>Make a list of five achievements that the Mayans made; compare those on a T-chart to another ancient civilization (Egypt, Rome, China, Greece, etc); have at least five comparisons</p>	<p><i>HMH Ancient Civilization, Module 18, Lesson 2 Assessment, Page 627</i> - Complete #'s 1-6 in complete sentences or as indicated; due tomorrow!</p>
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min

Week 8	(Part II of II) Complete your illustration, labeling, and caption of your Mayan city and hieroglyph - 20 min	Teacher to review the content from the Mayan civilization; review major terms and how they apply - 15 min	<i>HMH Ancient Civilization, Mod 18, Lesson 3, Pages 630-632 (stop at "Aztec Society")</i> - Read aloud and discuss the Aztec way of life; how did they survive? What was the key to their survival? Review Tenochtitlan, its size, and its importance to their culture How did the emperor use spies in his kingdom? Use the Map as a resource to draw the connection to the people and their cities - 25 min	Quiz on "Terms to Know from Week Seven" - 15 min	<i>HMH Ancient Civ, Mod 18, Lesson 3, Pages 637-639</i> - Read aloud and discuss how the Spanish conquered the Aztecs with minimal effort; what are the four factors that contributed the Aztec downfall? Teacher and students together to outline how each of these four factors defeated the Aztecs - 25 min
	<i>HMH Ancient Civ, Mod 18, "Literature in History", Pages 628-629</i> - Read this Mayan story from the Popol Vuh aloud and discuss what happened to the animals and people that did not respect the Heart of Heaven; as a class, answer the questions on page 629 together - 15 min	Students in pairs, using a "Cause and Effect" diagram explain two causes of the Mayan Empire to potentially fall and their suspected causes; share examples with the class; refer to the book as needed - 30 min	Teacher to Google images of Tenochtitlan and Aztec images; how do they look similar to Mayan, Egyptian, and other ancient cultures? How did the Spanish people describe Tenochtitlan (page 632)? Teacher to review terms for quiz tomorrow but also make comparison of several of them to the Aztec people - 20 min	<i>HMH Ancient Civilization, Mod 18, Lesson 3, Pages 632-637 (stop at "Cortes Conquers the Aztecs")</i> - Read aloud and discuss: what was Aztec society like? Students in pairs, create a table to relate it back to the Mayans (15 min) and discuss; what was the role of the Aztec warrior? How was religion a major part of the Aztec life? How many people were sacrificed a year to the Aztec gods? How is the Aztec sacrifice similar YET DIFFERENT to the Jewish sacrifices at holidays? Teacher to Google images of Aztec art and calendars, how are these similar to Mayan art and science? - 35 min	Watch "Moctezuma and Cortés" on YouTube (7:03 min) and discuss why Moctezuma thought that Cortez was a god; what omens did he see that lead him to believe that something bad would happen? - 15 min
	Students in pairs, use a T-chart and your Chromebooks to compare the Mayan legend of the first men and what happened to them vs the Bible's story of creation and how mankind was created; how are the two stories similar? Does the Mayan story also seem to tell another Bible story too? Which one? How do you think it is possible that these two recordings can be so similar in some ways? What may that suggest? - 20 min				Discussion: What do you think would have happened if the Aztecs did not view Cortez the way that they did (as a god); what if they thought he was an invader? How may that have changed history? - 10 min
Bellwork Topic:	<i>HMH Anc Civ, Mod 18, Lesson 2, Page 626</i> - Reread "A Maya Carving" and answer the question	What do you think happened to the Mayan civilization?	<i>HMH Anc Civ, Mod18, Lesson 3, Page 630</i> - Read "If You Were There..." and answer both questions	<i>HMH Anc Civ, Mod 18, Lesson 3, Page 633</i> - Read "An Aztec Festival" and answer the questions	In your opinion, was Aztec artwork beautiful? Why or why not?
Daily Homework:	Written Response: What is one thing that you think is genuinely interesting about the Native American people, specifically the Mayans? Use your prior knowledge of history in your answer (one paragraph)	Work on your Native American Tribe Research Project!	Study for quiz tomorrow on "Terms to Know from Week Seven"!	Using a blank map of Central America, color where the Mayans and Aztecs lived; use your book to help; label at least five cities, the Caribbean Sea, the Pacific Ocean, and where the rainforests are located	<i>HMH Ancient Civilization, Module 18, Lesson 3 Assessment, Page 639</i> - Complete #'s 1-5 in complete sentences or as indicated; due tomorrow!
<b>Terms to Know:</b>	<b><i>Aztec, Chinampas, Tenochtitlan, Sacrifice, Moctezuma II, Conquistador, Cortes, Inca, Cuzco, Mita, Llama, Adobe, Potlatch, Wampum</i></b>				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min

Week 9	Teacher to review the Mayan and Aztec Empires; Review what led to the downfall of each; Students in pairs, using a Venn Diagram discuss how each of these two civilizations is similar yet different; review when complete - 25 min	Students in pairs, create a table on computer paper similar to that on page 643; Compare the Incas and two of the three other civilizations on this chart to the Ancient Egyptians and Ancient Romans; use your Chromebook/Internet to help gather data that you don't recall; compare on a table at least five features listed with all empires; students should discover that the Incas, Mayans, Aztecs, and Olmecs were each advanced civilizations and compare to other traditionally-known cultures across the world - 30 min	HMH Ancient Civ, Mod 18, Lesson 4, Pages 645-647 - Read aloud and discuss the Incan art, building, and road system; Teacher to Google images of Incan art and cities; in what shape are many of their cities designed? What benefit may there be in using this outline? - 25 min	(Part II of II) Students will complete their illustration, coloring, and captions for two pieces of Incan art; must be fully-colored! - 20 min	HMH Ancient Civilization, Mod 18, Lesson 5, Pages 653-656 - Read "Northwest Cultures" in pairs, discuss how this region had a distinct way of life; what geographic features may have created that distinction? Read aloud about the Plans and Eastern Cultures; what was the Iroquois Confederacy? - 20 min
	HMH Ancient Civ, Mod 18, Lesson 4, Pages 640-642 - Read aloud and discuss how the geography of the Andes Mountains helped the Incas; what is the climate like here? Use the interactive map on page 641 "Explore ONLINE!" to discuss the range of the empire; use the scale to measure how long it spread; why do you think it did not expand farther east? How did the Incas move trade quickly through their empire? How did they use Lake Titicaca to build irrigation channels? - 20 min	HMH Ancient Civ, Mod 18, Lesson 4, Pages 643-644 - Read aloud and discuss Inca society; compare their religion and culture to that of the Mayans, Aztecs, and other cultures; What did they sacrifice? Relate that to Ancient Jews; What is Machu Picchu? How was life different among the classes? - 20 min	(Part I of II) Students will illustrate, color, and label two school-appropriate examples of Incan Art; students will color their artwork and write a caption under each describing what their artwork is a depiction of; students may use their Chromebooks / Internet to locate appropriate images of Incan artwork including textiles, statues, clothing, and pottery - 25 min	HMH Ancient Civ, Mod 18, Lesson 5, Pages 650-653 (stop at "Later Cultures") - Read aloud "Southwestern Cultures" and discuss the Anasazi people and adobe buildings; students in pairs, read "The Mound Builders" and note that these people had a wide trading network along the rivers; include the map in your discuss to tie-in the prior geography unit - 25 min	Watch "History Summarized: Iroquois Native Americans" on YouTube (11:24 min) and discuss the Iroquois Confederacy and its power across the region; what eventually led to their downfall? Who eventually betrayed them? What was the symbol of their people? Why was this important? - 15 min  HMH Ancient Civ, Mod 18, Lesson 5, "Interpret Culture Maps", Page 657 - Students in pairs, read and discuss the map about Lake Texcoco; answer #'s 1-6 via Google Docs and share with your teacher; one paper per student - 15 min
Bellwork Topic:	HMH Anc Civ, Mod 18, Lesson 3, Page 637 - Read "Moctezuma II" and answer the questions	What are some two advantages and disadvantages of living in the mountains?	How were llamas important to the Incan people? What are three things that they used them for?	Who was Francisco Pizarro? How did he influence the end of the Incan Empire?	HMH Ancient Civ, Mod 18, Lesson 4, Pages 648-649 - Read "History and Geography" and answer #'s 1-2
Daily Homework:	Using a blank map of South America, color where the Incas lived as well as label Cuzco, Quito, Talca, Nazca, the Pacific Ocean, the Amazon River, the Caribbean Sea, and roads between the cities	Work on your Native American Project!	HMH Ancient Civilization, Module 18, Lesson 4 Assessment, Page 647 - Complete #'s 1-4 in complete sentences or as indicated; due tomorrow!	Using a blank map of North America, color where the Rocky Mts, Appalachian Mts, Mississippi River, Missouri River, Great Lakes, and Caribbean Sea area; label at least ten Native American tribes from your book on your map	HMH Ancient Civilization, Module 18, Lesson 5 Assessment, Page 656 - Complete #'s 1-3 in complete sentences or as indicated; due tomorrow!
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 10	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	HMH Ancient Civ, Module 18 Assessment, Page 658 - Students in pairs, complete #'s 1-11 via Google Docs; share with your teacher when complete; one page per student - 20 min	HMH Ancient Civ, Module 18 Assessment, Page 658 - Students in pairs, complete #'s 12-14 via Google Docs; share with your teacher when complete; one page per student - 25 min	HMH Ancient Civ, Module 18 Assessment, Page 658-659 - Students in pairs, complete #'s 15, 19-25 via Google Docs; share with your teacher when complete; one page per student - 25 min	Define the "Terms to Know from Week Nine" via Google Docs; share with your teacher - 25 min	Test on Native American people - 30 min
	In-class time to work on your Native American People Project - 30 min	In-class time to work on your Native American People Project - 25 min	In-class time to work on your Native American People Project - 25 min	Review Study Guide for Native American People test tomorrow - 25 min	In-class time to work on your project; it is due tomorrow! - 15 min

Bellwork Topic:	<i>HMH Anc Civ, Mod 18, Lesson 5, Page 655</i> - Read "Link to Economics" and answer questions	<i>HMH Ancient Civ, Module 18 Assessment, Page 659</i> - Answer questions #16a-16c	<i>HMH Ancient Civ, Module 18 Assessment, Page 659</i> - Answer questions #17-18	Sharpen your pencils and prepare for your test today!	Sharpen your pencils and prepare for your test today!
Daily Homework:	Work on your Native American Tribe Research Project; it is due in five days!	Work on your Native American Tribe Research Project; it is due in four days!	Work on your Native American Tribe Research Project; it is due in three days!	Study for your test tomorrow on Native Americans! Work on your Native American Tribe Research Project; it is due in two days!	Finish your project on the Native American people! It is due tomorrow!

Unit : Colonizing the Americas & the Explorers

<b>Project Theme:</b>	<i>Students will research one of the great explorers of North and South America. Students will create a map outlining their travels as well as complete the requirements as listed below in the format required.</i>
<b>Project Breakdown:</b>	<i>Students will create a Prezi (www.prezi.com) about their explorer. Students will research the following requirements below that MUST appear in their presentation. Each circle in the presentation MUST contain factual information about their explorer. All Prezi's must have a minimum of ten bubbles and one bubble MUST contain a map of your explorers travels across the world. Students will give this presentation to the class. Use the free version of Prezi for your material.</i>
<b>Project Requirements to Include:</b>	<i>1. What country did this person sail for? 2. What country were they born in? 3. What was their most-famous discovery? 4. What year did they discover their most-famous discovery? 5. What was the name of their boat? 6. How many people were in their crew? 7. What hardships or difficulties did they face while they sailed? 8. What was the goal of most of their sailing trips? 9. What incredible things happened on their journey? 10. What happened to your explorer when he returned home? 11. What type of boat did he sail with? 12. What year did he die? 13. How does his country currently remember him? 14. Does your explorer have any holidays or anything famous named after him in our country or his home country?</i>
<b>Theme Options:</b>	<i>Christopher Columbus, Francisco Vasquez de Coronado, Ponce de Leon, Sir Walter Raleigh, Jacques Cartier, Henry Hudson, Hernando de Soto, John Cabot, Sir Francis Drake, Ferdinand Magellan, Vasco de Balboa, Amerigo Vespucci, Giovanni da Verrazzano, Samuel de Champlain, James Cook, Robert de la Salle</i>
<b>Terms to Know:</b>	<i>Leif Erikson, Henry the Navigator, Astrolabe, Caravels, Line of Demarcation, Christopher Columbus, Treaty of Tordesillas, Ferdinand Magellan, Circumnavigate, Conquistadors, Hernan Cortes, Moctezuma II, Francisco Pizarro, Encomienda System, Plantations, Bartolome de Las Casas, Protestant Reformation, Protestants, Spanish Armada, Northwest Passage, Charter, Jacques Cartier</i>

Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
Week 11	<i>HMH US History, Module 2, "You Try It!", Page 35</i> - Read aloud discuss your prior knowledge of Cortes and the Aztecs; as a class discuss outlining and how to pull key points from readings; complete the outline together on the board via discussion - 15 min	<i>HMH US History, Module 2, Lesson 1, Pages 39-40</i> - Use a "Sequence" graphic organizer, read aloud and track the progress of the Portugese sailors starting with Henry the Navigator past a few boxes to sailing to India; what were the negative effects of sailing on people at the time? - 20 min	<i>HMH US History, Module 2, Lesson 1, Page 39</i> - review the causes and effects of the discovery of the sea route from Europe to Asia; students in pairs, create a "Sequence Line" of events beginning with any of these causes and follow at least two steps until you reach the final box - 20 min	<i>HMH US History, Module 2, Lesson 2, Pages 41-44 (stop at "Other Explorers...")</i> - Read aloud and discuss Columbus; Who were King Ferdinand and Queen Isabella? How long did it take Columbus to sail from Spain to the Bahamas? What did he call the people that he met? Why did he call them that name? - 20 min	<i>HMH US History, Module 2, Lesson 2, Pages 44-45</i> - Read aloud and discuss the effects of European people intermingling with the Native Americans; What was the Columbian Exchange? Why is America called "North & South America"? - 15 min
	<i>HMH US History, Module 2, Timeline of Events, Page 33</i> - Use the Chromebook's interactive "Explore ONLINE!" feature to review the timeline on this page and these events; go to the website "www.preceden.com/timelines/45237-world-history-timeline--1450-1650-" to match it up with other events at this time 15 min	Teacher to review the geography of Europe and Africa including the major geographical features (mountains, deserts, grasslands, islands); Watch "Vasco da Gama: Portuguese Explorer - Fast Facts   History" on YouTube (3:37 min) and discuss his trip to India; how many of his crew died? Why was finding this route a HUGE discovery? - 15 min	<i>HMH US History, Module Two Assessment, Page 62</i> - Students in pairs, using Google Docs complete #'s 7a, 7b, and 7c; submit to your teacher when complete; teacher to review answers and why when completed - 20 min	Debate - Is the "Doctrine of Discovery" fair? The Pope at the time (Alexander VI) decided that all land west of a certain line would be part of Spain and all land east of that line would be part of Portugal; was this fair to other countries? What is Great Britian (England) wanted land? What about the Native Americans WHO LIVED ON THIS LAND ALREADY! Don't they get a	Students in pairs, create a concept map linking together each explorer discussed so far, their contributions, and the great feat that they made; did they explore North America, South America, or Africa? Share your map with the class when complete - 25 min

	<i>HMH US History, Module 2, Lesson 1, Pages 36-38</i> - Read aloud and discuss; use an outline as shown on page 35 to help track the major people and events in this section; make sure to note Leif Erikson, Henry the Navigator, Astrolabe, and Caravels - 20 min	<i>HMH US History, Module 2, Lesson 1, Page 40</i> - Review the interactive map "Explore ONLINE!" via your Chromebook; answer #'s 1-2 as a class; what island did Da Gama sail passed? What present-day countries would Da Gama have potentially seen? - 15 min	Teacher to introduce project and the requirements of it; students to select their explorers and ask any questions at this time; students may begin research if time permits - 10 min	say? Everyone at the time HAD TO FOLLOW THIS because the Pope indicated this and he had complete power over all countries and rulers at this time; two teams will compete, one that says that it is fair and the other that says that it is not fair - 30 min	<i>HMH US History, Module 2 Assessment, Page 62</i> - Students in groups of 3 or 4, students to complete #'s 8a, 8b, and 8c via Google Docs, submit to your teacher when complete; discuss with the class - 10 min
Bellwork Topic:	What explorers do you know? What did they discover or explore?	Who was Leif Erikson? What did they discover and name?	Who was Prince Henry the Navigator? What did he do that helped to spark exploration?	Why didn't the explorers stop at the various ports along Africa to get the spices that they needed? Why did they go all the way to India?	<i>HMH US History, Module 2, Lesson 2, Page 43</i> - Reread and answer the questions for "Document-Based Investigation"
Daily Homework:	Would you have gone out onto a ship to search for a new route to Asia? Why or why not? What dangers may they have faced?	The trip to India was difficult by sea; review a physical map in your textbook; explain in two reasons why traders didn't try to travel on land by a different route.	<i>HMH US History, Module 2, Lesson 1 Assessment, Page 40</i> - Complete #'s 1-3; due tomorrow!	Why is it ironic that Columbus called the first island that he landed on "San Salvador" (Holy Savior) and the second one "Hispanola" after Spain? What may this indicate about his journey?	Work on your Explorer Prezi Project!
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 12	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	Students in pairs, make a T-chart discussing the negative effects of the Columbian Exchange; on the left side, list the item and on the right side, write the consequence of it; share with your class - 15 min	<i>HMH US History, Module 2, Lesson 3, Page 47</i> - Review the "Cause and Effect" box on page 47; why did the Spanish have advantages over the Aztec and Incas? Which advantage do you think was the most important? - 10 min	<i>HMH US History, Module 2, Lesson 3, Page 50</i> - Use the "Explore ONLINE!" link in your Chromebook to review the map and the Spanish Viceroyalties; using the scale, how large was the Spanish Empire? Answer #'s 1-2 and discuss why you think they colonized these locations and not others; what may these regions have? - 10 min	<i>HMH US History, Module 2, Lesson 4, Pages 53-56</i> - As a class, review these pages and create a concept map outlining the divisions; start with the "Catholic Church" and divide it into "Protestant Reformation" and "Catholics", add countries, their explorations, and famous people from there - 20 min	<i>HMH US History, Module 2, Lesson 4, Page 55</i> - Use the "Explore ONLINE!" link in your Chromebook to review the Northwest Passage map; was a northern opening ever found? Answer #'s 1-2 and discuss the discoveries of each explorer; what resources existed in the north that were not in the south that the English and French sought? - 10 min
	<i>HMH US History, Module 2, Lesson 3, Pages 46-49</i> (stop at "Exploring the Southwest") - Read aloud and discuss; use a "Word Wheel" for the following people to outline their accomplishments: Pizzaro, Cortes, and Ponce de Leon - 25 min	<i>HMH US History, Module 2, Lesson 3, Page 48</i> - Use the "Explore ONLINE!" link in your Chromebook to review the map of discovery; answer questions # 1-2; what did each explorer discovery on their journeys? - 10 min	Students in pairs, create a table with three columns that lists the explorers that we've read about so far; the column on the left will list the explorers name, the middle column will state where they explored, and the third column will explain what they found - 25 min	In-class time to work on your Explorer Prezi Project - 25 min	<i>HMH US History, Module 2, Lesson 4, Pages 56-60</i> - Read aloud and discuss; use a "Main Idea & Supporting Ideas" graphic organizer to outline the material in this section; who was Sir Walter Raliegth? What happened at Roanoke Island? What was the original name of New York City? What country founded that city? How much was the island of Manhattan purchased for? - 25 min
	Watch "Juan Ponce de Leon" on YouTube (2:10 min) and discuss the difficulties that he faced in his explorations; do you think that the "Fountain of Youth" really exists? If so, how may it exist and where may it be? - 10 min	<i>HMH US History, Module 2, Lesson 3, Pages 49-52</i> - Read aloud and discuss the Empire of New Spain their territories; how were the Native Americans treated by the Spanish? Create an outline of the section entitled "Spanish Treatment of Native Americans", listing and reviewing the good and bad that came from their interactions - 30 min	<i>HMH US History, Module 2, Lesson 4, Pages 53-56</i> (stop at "European Presence in North America") - Read aloud and discuss how religion issues lead to political concerns and exploration rationales - 15 min		<i>HMH US History, Module 2, Lesson 4, Page 57</i> - Use the "Explore ONLINE!" link in your Chromebook to review the exploration of the northern part of North America; how many years separate Cabot's first voyage to La Salle's last voyage on this map? What did the following explorers discover: Cabot, Hudson, La Salle, Champlain, and Cartier? 15 min

Bellwork Topic:	How did horses change the lives of the Native Americans?	Why was the Colubian Exchange both good and bad for people?	<i>HMH US History, Module 2, Lesson 3, Page 51</i> - Reread and answer the questions for "Document-Based Investigation"	How did changes in religious beliefs lead to changes in political and exploratory needs?	What was the Spanish Armada? What were the sea dogs? Who eventually won the war between these two countries?
Daily Homework:	<i>HMH US History, Module 2, Lesson 2 Assessment, Page 45</i> - Complete #'s 1-2; due tomorrow!	In your opinion, did the Spanish have a right to treat the Native Americans in the way that they did? Why or why not?	<i>HMH US History, Module 2, Lesson 3 Assessment, Page 52</i> - Complete #'s 1-3; due tomorrow!	<i>HMH US History, Module 2 Assessment, Page 62</i> - Complete #'s 9a, 9b, and 9c in complete sentences; due tomorrow!	Work on your Explorer Prezi Project!
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 13	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Test on Explorers of the New World and "Terms to Know from Week Eleven" - 30 min
	Watch "https://watch.travelchannel.com/tv-shows/expedition-unknown-trav/full-episodes/the-lost-colony-of-roanoke" on the Lost Colony of Roanoke and beliefs as to what happened to it - 45 min	In-class time to work on your Explorer Prezi Project - 50 min	Using computer paper, graph paper, or the following website "www.puzzle-maker.com/CW", students will make a crossword puzzle out of the "Terms to Know from Week Eleven"; after it is complete, students will provide their crossword puzzles to the teacher; teacher to make photocopies of crossword puzzles and provide them to other students at random for homework - 30 min  <i>HMH US History, "Social Studies Skills", Page 61</i> - Read aloud and complete "Practice the Skill" #'s 1-2 and discuss what helps make good questions - 20 min	Review Study Guide for test tomorrow on Explorers of the New World and the "Terms to Know from Week Eleven" - 25 min  Students to play "Age of Exploration" Simulation Game: Crossing the Atlantic; teacher may need to lead the game while students partake in the simulation - 30 min	
Bellwork Topic:	<i>HMH US History, Module 2 Assessment, Page 62</i> - Complete #'s 10a, 10b, and 10c via Google Docs and submit to your teacher	What were the four countries listed in your book that tried to colonize the northern part of North America?	Review your textbook on pages 58-60, how many names of current cities, rivers, lakes, and general landforms do you recognize?	What are three things that you need to review before your test tomorrow?	None
Daily Homework:	What do you think happened to the lost colony at Roanoke? Why do you think this?	<i>HMH US History, Module 2, Lesson 4 Assessment, Page 60</i> - Complete #'s 1-3; due tomorrow!	<i>HMH US History, Module 2 Assessment, Page 63</i> - Complete #'s 11-13; due tomorrow!	Study for your Test tomorrow on Explorers of the New World and the "Terms to Know from Week Eleven"!	Work on your Explorer Prezi Project, it is due in five days!

Unit : Life before the 13 Colonies

<b>Terms to Know:</b>	<b><i>Jamestown, John Smith, Pocahontas, Indentured Servants, Slave Codes, Puritans, Pilgrims, Immigrants, Mayflower Compact, Squanto, Quakers, Town Meeting, Triangular Trade, French and Indian War, Pontiac</i></b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min

Week 14	<p><i>HMH US History, Module 3, "You Try It!", Page 67</i> - Read aloud discuss your prior knowledge of the American Colonies, life in Colonial America, and our independence from Great Britain (England); as a class discuss outlining and how to pull key points from readings; complete the outline together on the board via discussion - 15 min</p>	<p><i>HMH US History, Module 3, Lesson 1, Page 70</i> - Review life in early Virginia; the colonists could not be protected by the King and therefore had to govern and arm themselves; how do you think that they felt? How did the relationship between the Powhatan and English fall apart so quickly? What are indentured servants? How did slavery ultimately start in North America? - 15 min</p>	<p>Simulation of "Would you Survive Jamestown?"; teacher to facilitate, students to play the simulation game and partake activity in the roles; there are roughly 40 slides to participate in so this simulation will take the entire period; students to complete all segments as to learn and appreciate the full circumstances of the early settlers - 50 min</p>	<p>Teacher to provide a blank physical map of the eastern coast of North America including landforms; students will use colored pencils to color, outline, and label the locations of the original Thirteen Colonies, the Mississippi River, the Great Lakes, the Atlantic Ocean, the Appalachian Mountains, Spanish Florida, Canada, and any other major features; use different colors for the different features; students must use their best efforts to create quality work - 30 min</p>	<p>Discussion: <i>Trivia Question - What State was northeast Ohio originally part of? (Connecticut); what name was northeast Ohio known as at that time and is still known as today? (Western Reserve); what are some areas, buildings, or schools that keep this name? (CWRU)</i> ; teacher to show maps on Google Images or Wikipedia to display the old land claim - 10 min</p>
	<p><i>HMH US History, Module 3, Timeline of Events, Page 65</i> - Use the Chromebook's interactive "Explore ONLINE!" feature to review the timeline on this page and these events; go to the website "https://www.preceden.com/timelines/69228-us-history--1600-1800-" to match it up with other events at this time - 15 min</p>	<p>Teacher to review Bacon's Rebellion and the reasoning for it; what other rebellions or uprisings can you think of throughout history? Make a T-chart as a class of the rebellion (left side) and the cause (right side) and discuss; what similarities do you note? Examples include the Boston Tea Party, the American Revolution, and the Native American struggles - 15 min</p>			<p><i>HMH US History, Module 3, Lesson 2, Pages 79-83</i> - Read aloud and discuss life in the early colonies; students to individually write down what they feel are the three most important topics in this section; discuss each afterwards as a class and review why specific reasons are "main ideas" while others are "supporting ideas"; teacher to assist as needed - 20 min</p>
	<p><i>HMH US History, Module 3, Lesson 1, Pages 68-71 (stop at "Other Southern Colonies")</i> - Read aloud and discuss Jamestown; review the map on page 69 and the "Interpret Maps #'s 1-2"; why do you think this area was chosen? What are some strong reasons to select this area? Why was Smith's Fort located in a key location? - 20 min</p>	<p><i>HMH US History, Module 3, Lesson 1, Pages 71-74</i> - Read aloud and use a "Main Idea &amp; Supporting Ideas" graphic organizer to outline the reasoning as to why different colonies formed; what common themes are seen in the forming of all Thirteen Colonies? - 20 min</p>			<p><i>HMH US History, Module 3, Lesson 2, Pages 75-79 (stop at "Religion and Government...")</i> - Before reading, think back to the T-chart of reasons for rebellions, while reading think of how those reasons relate to the reasons for the colonies forming; what was the Mayflower Compact? Why was it important? Why do you think people wanted to leave England to seek religious freedom at this time? - 25 min</p>
Daily Homework:	<p>How would you have felt if you were a Powhatan and saw the English living on your land? How may you respond? (one paragraph)</p>	<p>Which of the 13 Colonies would you have lived in when they first formed? Why do you select that location?</p>	<p>How did the simulation help you to understand life in Jamestown? How did you do?</p>	<p><i>HMH US History, Module 3, Lesson 1 Assessment, Page 74</i> - Complete #'s 1-7; due tomorrow!</p>	<p>Using a Venn Diagram, compare and contrast education in New England verses the southern colonies</p>
Daily Bellwork:	<p>What do you know about the 13 American Colonies? What happened before they were the "13 Colonies"?</p>	<p>Who were the Powhatan? Did they have a right to be angry about the colonists on their land? What are your thoughts?</p>	<p>Prepare for the simulation today</p>	<p>Watch "Drawn History: The Founding of the 13 Colonies   History" on YouTube (1:46 min); what was the major reason for the colonise forming? If you could, why would you want to form a colony?</p>	<p>How did you always picture the Pilgrims landing at Plymouth Rock? How does history record this differently than you picture it?</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<p>Watch "When America Fought A War For the Midwest" on YouTube (9:17 min) and discuss Little Turtle's War; what are your thoughts about this? We are living on conquered land, is that morally okay? How else do you know that name "General St. Clair"? - 15 min</p>	<p><i>HMH US History, Module 3, Lesson 2, Pages 75-83</i> - Students in groups of 3 or 4, create a sequence chain of events in this section; include at least four blocks of information to discuss and summarize the various events in this section; share with the class when complete - 20 min</p>		<p>(Part II of III) Students in groups of 3 or 4, work on the map of the original 13 Colonies and required aspects of it - 20 min</p>	<p>(Part III of III) Students in groups of 3 or 4, work on the map of the original 13 Colonies and required aspects of it - 20 min</p>

Week 15	<p><i>HMH US History, Module 3, Lesson 2, Pages 82-83</i> - Review the section on education in the colonies at this time; why was there a focus on education? Keep in mind that this land was still part of Great Britain for another 100 years; why would the British want educated people in their colonies? - 10 min</p>	<p><i>HMH US History, Module 3, Lesson 3, Pages 84-87</i> - Read aloud and use a "concept map" to track how the Middle Colonies were formed and took shape; who were the "Quakers"? How else may you know that name? What was the capital of Pennsylvania? Why would this city become important in the colonies? What state used to be part of Pennsylvania? What country was New York originally part of? What was the original name of New York City? - 25 min</p>	<p>(Part I of III) Students in groups of 3 or 4, using poster board students will illustrate, color, and label a large map of the original 13 Colonies complete with labeling the "Northwest Territory", bodies of water (Ohio R., Mississippi R., Great Lakes, Atlantic Ocean), and Appalachian Mts; within each state (or neatly written next to it) list the following for it: State Name, Who founded it, what was their reason for founding it, what year it was founded, who was the King of England at the time, and one important fact; one board per group; must be colored in full and all work completed neatly; students to provide their best effort - 50 min</p>	<p><i>HMH US History, Module 3, Lesson 4, Pages 90-94 (stop at "Great Awakening and Enlightenment")</i> - Students in pairs, read together and write three important notes about the information that you read; teacher to discuss this section and the student notes; what are town meetings? where is New England? How did change in England effect the colonies? what was triangular trade? - 25 min</p>	<p>Watch "The Atlantic slave trade: What too few textbooks told you - Anthony Hazard" on YouTube (5:39 min) and discuss how the African Slave Trade effected all three continents, how it still effects Africa today, and how people used Christianity to justify why slavery should be permitted; what factors caused the slave trade to grow? What people did African slave traders sell to Europeans first? What did many Africans think white people were at first? - 10 min</p>
	<p>Students in pairs, create a Venn Diagram comparing &amp; contrasting the Pilgrims and the Puritans; how were they similar yet different; how do you think education played a role in each of these communities? Share with the class when complete - 20 min</p>			<p><i>HMH US History, Module 3, Lesson 4, Page 91</i> - Using the "Explore ONLINE!" feature in the Chromebook, review the map and answer #'s 1-2; what state eventually formed in the area claimed by New York &amp; New Hampshire? What country eventually formed from "New France"? Why do you think that they still speak French there today? - 10 min</p>	<p>Discussion: Power Point Presentation of "The Slave Trade: Photo Images of African Slavery"; discuss the images and captions depicting those people mistreated and unjustly kept; discuss openly - 20 min</p>
Daily Homework:	<p>Written Response: If you disagree with your colony's leaders, how would you state this? Do you think that Bacon's Rebellion was just? Why or why not?</p>	<p><i>HMH US History, Module 3, Lesson 2 Assessment, Page 83</i> - Complete #'s 1-5; due tomorrow!</p>	<p><i>HMH US History, Module 3, Lesson 3 Assessment, Page 87</i> - Complete #'s 1-3; due tomorrow!</p>	<p>What are two "pros" of town meetings and two "cons" of town meetings?</p>	<p><i>HMH US History, Module 3, Lesson 3 Assessment, Page 87</i> - Complete #'s 4-6; due tomorrow!</p>
Daily Bellwork:	<p>Describe what old forts in Ohio used to look like; what was life like in Ohio when early settlers arrived?</p>	<p>Why was education so important to the early colonists? What two universities were founded by early colonists?</p>	<p><i>HMH US History, Module 3, Lesson 3 "History and Geography", Pages 88-89</i> - Review the map, read the boxes, and answer #'s 1-2</p>	<p>What other countries had claim to land in North America (eventually the United States) at this time? What land did they claim?</p>	<p><i>HMH US History, Module 3, Lesson 4, Page 92</i> - Using the "Explore ONLINE!" feature, review the map and answer #'s 1-2</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 16	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>
	<p>Watch "Life Aboard a Slave Ship   History" on YouTube (4:15 min) and discuss life on a slave ship; describe life on a slave ship? How many people on average died on the voyage? What eventually stopped slavery in the United States? - 10 min</p>	<p><i>HMH US History, Module 3, Lesson 4, Page 96</i> - Using the "Explore ONLINE!" review the maps on this page; answer questions # 1-2; which country gained the most land in this war? Why do you think Canada is still somewhat loyal to England? - 10 min</p>	<p>Watch "What Was the French and Indian War?   History" on YouTube (3:25 min) and discuss how this war was the cause of several other events later in US History; what were five effects that came directly from this war? Use the video and your book to devise these - 15 min</p>	<p>Discussion: what are three examples of salutary neglect? (ex. Car seat laws, jay walking, speed limit enforcement); Why do we make laws if we are not going to enforce them? What benefits are there of making laws if there is limited intent to enforce them? - 10 min</p>	<p><i>HMH US History, Module Three Assessment, Pages 100-101</i> - Mini-Exam: Students will answer via their Chromebooks and submit to their teacher the responses to #'s 13-20; students to work silently and privately; they may use the book to assist them - 25 min</p>
	<p><i>HMH US History, Module 3, Lesson 4, Pages 94-98</i> - Read aloud and discuss John Locke; do people have natural rights to equality and liberty? Why or why not? What was the Enlightenment? How did the French and Indian War change North America at the time? - 20 min</p>	<p>Discussion (Part II of II) Students in pairs, work on the table outlining the three wars in this section and their required aspects - 20 min</p>	<p>Discussion (Part III of III) Finish the table outlining the three wars in this section and their required aspects - 20 min</p>	<p>Mini-Debate: The Proclamation of 1763 forbade settlers from living west of the Appalachian Mts.; did the settlers have a right to live there? Are should they follow the King's law and let the Native Americans have their land to themselves? Imagine if someone told you where to live; would you go there because it's the law, or do you have a right to live where you want? - 20 min</p>	<p><i>HMH US History, Module Three Assessment, Page 100</i> - Students will use colored pencils, markers, or crayons to</p>

	Discussion (Part I of III): This section outlines three wars (King Philip's War, French & Indian War, and Pontiac's Rebellion); create a table outlining the following in three columns; at the top of each column, write the name of one war; in the first row, indicate who fought in each war; second row, where the wars were fought; third row, important people on each side; fourth row, how it ended; fifth row, what land was gained by the winner - 20 min	<i>HMH US History Module 3, "Social Studies Skills", Page 99</i> - Read aloud and discuss the events on the two timelines; how does one timeline relate to the other? What relationships do they have? Complete "Practice the Skill, #'s 1-4" via Google Docs and submit to your teacher - 20 min	<i>HMH US History, Module Three Assessment, Page 100</i> - Divide the class into five groups, each group takes two problems from #'s 1-10; students will answer their assigned two problems; each group will then present their answers to the class and review for accuracy - 15 min	<i>HMH US History, Module Three Assessment, Page 100</i> - Students in pairs, complete #'s 11-12 in class via Google Docs and submit to your teacher; one paper per student - 20 min	colored pencils, markers, or crayons to create a "Word Splash" of the terms listed in #'s 1-10; students will then define all ten terms in their own words, but may not use the book for this portion - 25 min
Daily Homework:	Written Response: What are your thoughts on the African Slave Trade? (one paragraph)	<i>HMH US History, Module 3, Lesson 4 Assessment, Page 98</i> - Complete #'s 1-4; due tomorrow!	<i>HMH US History, Module 3, Lesson 4 Assessment, Page 98</i> - Complete #'s 5-6; due tomorrow!	<i>HMH US History, Module Three Assessment, Page 100</i> - Complete #'s 13-14 via notebook paper; due tomorrow!	None
Daily Bellwork:	Visit the following website and view the live map (you may need to press "Play"): "www.slate.com/articles/life/the_history_of_american_slavery/2015/06/animated_interactive_of_the_history_of_the_atlantic_slave_trade.html"; where did most slaves travel to from Africa? What part of Africa did most slaves leave from?	Watch "This Woman is Believed to be America's Last Slave" on YouTube (3:59 min) and discuss; what are your thoughts about this?	How did the French and Indian War lead to a direct change in North America? How did it offset power? Which country lost the most in this war?	List three reasons why the French and Indian War was important in US History, even though it occurred before we were a country.	Take out colored pencils, markers, or another coloring medium; prepare for mini-exam

Unit : African-American History

<b>Research Project:</b>	<i>Students will conduct research on one famous African-American person from the list below. Students MAY NOT duplicate people so that as many famous African-Americans can be researched and presented as possible. Each student will complete the following information for their project listed below.</i>				
<b>Project Breakdown:</b>	<i>Using poster board, students will TYPE AND CUT OUT to neatly present on their boards the following information about their person. Presentation boards MUST look neat and orderly! They MUST have a photo of their person, they MUST have decorated and neatly presented factual information, and the MUST have pride and respect for the appearance of their material. Students that do not follow the outline of this format will redo their presentation board. All boards will be presented in the "Black History Month Celebration". For extra credit (students may dress up as their researched person for the "Black History Month Celebration" and be able to answer questions on the spot about that person.</i>				
<b>Project Requirements:</b>	<i>Students will answer the following questions on their presentation board: Do you have a photo of this person? What year were they born? Where were they born? Did they have a large family? What was their childhood like? What are they best-known for in their life? What wonderful thing did they accomplish that made them famous? What struggles did they overcome in their life? Did they ever marry and have children? What are three interesting facts about this person that you did not already mention? When did they die (if applicable)? Where are they buried (if applicable)?</i>				
<b>Project Themes:</b>	<i>Nat Turner, Sam Sharpe, Ignatius Sancho, Olaudah Equiano, William H. Carney, George Washington Buckner, Benjamin Banneker, Peter Spencer, Jean Baptiste Point du Sable, Norbert Rilleaux, Frances Harper, Harriet Wilson, Madame C.J. Walker, Benjamin O. Davis Sr., George Herriman, Eubie Blake, Arthur W. Mitchell, Duke Ellington, Oscar Charleston, Josh Gibson, Louis "Satchmo" Armstrong,</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min

Week 17	Read the following online article "https://case.edu/ech/articles/a/african-americans" and discuss using a "Main Ideas & Supporting Ideas" graphic organizer to help track information and outline important facts; who was the first African-American settler in Cleveland; where was he from? what area in Cleveland was settled by Black immigrants first? How was Cleveland at first FAR AHEAD of the times regarding integrating people? What was Cleveland's role in the Underground Railroad? - 25 min	Read the following online article "www.cleveland.com/entertainment/2017/02/notable_african-americans_with.html" and discuss the list of 43 prominent African-Americans with ties to Cleveland; review the list and discuss notable people and their contributions; what names do you recognize? Many people are listed with high schools attended and neighborhoods that they resided in; are any near our school or near your homes? - 20 min	Go to the following website and review the following posts "https://clevelandhistorical.org/tours/show/43"; much of the opening paragraphs are information that was already discussed; focus upon the map and the different sites within our city; as a class you may choose to read any section but do please read specifically the information under #'s 18-23; review the interactive map at the top and bottom to view the location in relation to our school or students' homes - 20 min	Go to the following online article "www.clevelandrestoration.org/projects/the-african-american-experience-in-cleveland" and review; click the link about "The Great Migration" and discuss with the students how people moved here to the Fairfax and Central neighborhoods from the South in the early-20th Century; read through and locate on Google Maps where the Vera Apartments, Phillis Wheatley Association, and Judge Jean Murrell Capers' home; where is Outhwaite Homes? - 25 min	Go to the following online article "www.clevelandrestoration.org/projects/the-african-american-experience-in-cleveland" and review; click the link about "The Black Church" and use an outline (letters & numbers format) to outline the information about each church that was founded by or highly-attended by African-American people; review the notes taken and discuss the location of each church; use Google Maps to assist - 25 min
	Go to the following website "https://clevelandhistorical.org/tours/show/44" and read about a few of the Underground Railroad stops in Cleveland; some stops are still present while others have been demolished; what do many of the stops have in common with each other? Why was it a crime to harbor a fugitive slave? Why was Cleveland one of the last stops on the Underground Railroad? Look at the map, where is Lucy Bagby laid to rest? - 20 min	Go to the following website "http://clevelandnaacp.org/" and review the history of the Cleveland Chapter of the NAACP; go to "About Us" and "Branch History" to learn about the local Chapter - 10 min	Go to the following website and review the following posts "https://library.rockhall.com/black_history_month/BHM/Cleveland"; discuss the locations of each and the contributions of each; why was Leo's so popular? - 20 min	(Part I of II) Students in pairs, create a map using "www.mapcustomizer.com/" of important events discussed in this unit; place them in their correct location and print out; decorate your map colorfully using colored pencils, markers, or crayons; include at least twelve locations; one map per child; after printing and labeling, create a key by labeling the site with letters (A, B, C, D, etc.) and a "Key" that describes the labeled event - 25 min	(Part II of II) Students in pairs, create a map using "www.mapcustomizer.com/" of important events discussed in this unit; place them in their correct location and print out; decorate your map colorfully using colored pencils, markers, or crayons; include at least twelve locations; one map per child; after printing and labeling, create a key by labeling the site with letters (A, B, C, D, etc.) and a "Key" that describes the labeled event - 25 min
Daily Homework:	Who was the first black man to settle in Cleveland? What work did he do? How did he arrive here?	What is one thing that you admire about the famous local person that you read about today? Why do you admire that person? How can you use their example to be a better person?	What two events in African-American local history happened closest to your home? What were they?	Work on your map of important sites in Cleveland of African-American cultural heritage; it is due tomorrow!	What are three interesting things that you learned about the progression of African-American culture in Cleveland this week?
Daily Bellwork:	Create a list of everything that you know about "Black History" in the City of Cleveland	What groups or people are in Cleveland currently trying to promote or advance African-American culture?	Do you know any famous locations in Cleveland for African-American culture or history? If so, what are they?	When did most Black people move to Cleveland? What was happening at that time in the USA?	How have black churches have shape Cleveland? Are there any with famous people that visited?
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 18	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	Teacher to discuss the requirements of the project with the class; students to select a person to research; students may not select the same person as another person; teacher to review the EXTRA CREDIT opportunity and promote it strongly - 20 min	In-class time to work on your African-	In-class time to work on your African-	In-class time to work on your African-	Each student in the class will share something that they've learned already about their famous African-American person; all students MUST share at least one thing that they've learned - 20 min

	In-class time to work on your African-American Research Project - 25 min	American Research Project - 50 min	American Research Project - 50 min	In-class time to work on your African-American Research Project - 30 min	Students to present their projects to the class and share their knowledge of what they learned with each other; students to take pride in their presentation and their boards must comply with the requirements or they will need to be redone - 20 min
Daily Homework:	What are two new things that you learned today about your person that you are researching?	Did the person that you're researching have an interesting life, in your opinion? Why or why not?	Do you think that you would have been friends with the person that you're researching? Why or why not?	Finish your project, it is due tomorrow!	None
Daily Bellwork:	List as many famous African-American people as you can off of the top of your head	What career do you want to have when you get older? Why is that?	What is one goal that you have for this school year? What do you need to achieve in order to meet your goal?	How can you be a positive role model to others? Are you doing a good job of this now?	What is one goal that you have for your future as a young American? Why is that goal important to you?

Unit : American Revolution, the Declaration of Independence, and their Causes

<b>Terms to Know:</b>	<b><i>Samuel Adams, Committees of Correspondence, Stamp Act of 1795, Mercy Otis Warrn, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, Quartering Acts, First Continental Congress, Patriots, Minutemen, Redcoats, Second Continental Congress, Continental Army, George Washington, Battle of Bunker Hill, Common Sense, Thomas Paine, Declaration of Independence, Thomas Jefferson, Loyalists, Mercenaries, Battle of Trenton, Battle of Saratoga, Marquis de Lafayette, Baron Friedrich von Steuben, Jon Paul Jones, George Rogers Clark, Francis Marion, James Armistead, Comte de Rochambeau, Battle of Yorktown, Treaty of Paris of 1783</i></b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 19	Bellwork - 5 min  <i>HMH US History, Module Four, Page 103</i> - Using the "Explore ONLINE!" feature in your Chromebook, review the timeline of events presented as occurring in the United States and in world events; based upon this timeline, what two other world powers join with the US in their fight against Great Britain? - 10 min	Bellwork - 5 min  Teacher to review the Sugar Act, Stamp Act of 1765, and the Townshend Acts; divide the class into three groups, each of which may divide into pairs; each section will create a "Cause and Effect" graphic organizer about one of the three Acts and review with the class how it directly led to the American Revolution - 25 min	Bellwork - 5 min  <i>HMH US History, Module Four, Page 112</i> - As a class review the Intolerable Acts; students to look through the eyes of a government official and debate if any of these were fair to the English government based upon the actions of the Colonists; Could you make a case that Great Britain was trying to control their people? - 10 min	Bellwork - 5 min  <i>HMH US History, Module Four, Page 114</i> - Using your "Explore ONLINE!" feature in your Chromebooks, review the map of Paul Revere's Ride and the battles at Lexington and Concord; about how far away from each other were these cities? How did Robert Newman give Paul Revere and William Dawes the alert of the British coming? - 10 min	Bellwork - 5 min  <i>HMH US History, Module Four, Page 117</i> - Using your "Explore ONLINE!" feature in your Chromebooks, review the map of the "Battles for Boston" and how the Battle of Bunker Hill was won by the British; how do you think the British treated the people of Boston at this time? Answer "Interpret Maps #'s 1-2" and discuss - 10 min
	<i>HMH US History, Module Four, Pages 104-105</i> - Read through the section entitled "Main Ideas in Social Studies" and how to write a flow chart from the ideas; Practice "You Try It!" by reading the section about "The Treaty of Paris", discuss the treaty and the negotiations between Britain, Spanish, and the new United States; answer #'s 1-2 aloud and discuss - 20 min	<i>HMH US History, Module Four, Pages 109-112</i> - Read aloud and discuss the Tea Act of 1773 and the Boston Tea Party; what did the British government hope to do with the Tea Act of 1773? Why were the Colonists so angry? How did the Parliament respond to the Boston Tea Party? Teacher to show the events as a chain of events, one after the other - 20 min	Divide the class up into three groups, each group will discuss the six parts of the Intolerable Acts of 1774; each group to create a T-chart listing the six parts on the left side and whether they could be considered fair or justified due to the actions of the Colonists on the right side; remember that you are not SAYING that they're fair, only if they are justified; discuss and debate as a class each part - 25 min	<i>HMH US History, Module Four, Pages 116-118</i> - Students to read this section in pairs and write down six important notes about this material; Discuss afterwards and Teacher to confirm importance of the notes; how did King George's reaction to the Olive Branch Petition lead to war? What was the purpose of the Second Continental Congress? What was the Battle of Bunker Hill? How did General Washington surprise the British to make them retreat? - 25 min	Watch "American Revolution 1775 - The Battle of Bunker Hill" on YouTube (9:13 min) and discuss the format for war at the time, which was marching in rows into battle, as well as the outlay of Boston where the Battle was fought; had the Colonists not ran out of ammunition, what do you think would have been the outcome? What made this Battle so difficult overall? Based upon number of casualties, who actually won this battle? - 15 min

	<i>HMH US History, Module Four, Pages 106-109 (stop at "Boston Massacre")</i> - Read aloud and discuss the Stamp Act and the Townshend Act; make a table outlining both acts, their causes, and the fallout from them; discuss whether Great Britain had a right to apply these laws (Acts) upon their people (remember that the US was part of Britain at the time); discuss were these laws fair? - 20 min	Watch "The story behind the Boston Tea Party - Ben Labaree" on YouTube (3:48 min) and discuss how the Boston Tea Party, as a one day event conducted in angry, directly led to a chain of events concluding in war; who was Samuel Adams? How did he help to instigate the Boston Tea Party? - 10 min	<i>HMH US History, Module Four, Pages 113-115</i> - Read aloud about the days leading up to the American Revolution; what was the purpose of the First Continental Congress? Did they seek to leave Britain at that time? Who was Patrick Henry? What famous line is attributed to him? What was the first battle of the American Revolution (occurred in two nearby cities)? What made the British easy to see? - 15 min	<i>HMH US History, Module Four, Pages 113-118</i> - Students in pairs, several times before the war technically began the Colonists tried to peacefully voice their opinions to the British to no avail; Students will find three instances in which they peacefully tried but the British responded harshly; create a T-chart to outline this with the instances on the left and British treatment on the right - 15 min	<i>HMH US History, Module Four Assessment, Page 146</i> - Students in pairs, complete "Comprehension and Critical Thinking, #'s 5-6" via Google Docs and submit to your teacher - 20 min
Daily Homework:	Written Response: Were the Townshend Acts fair? Does the government have the right to search your goods simply because they're the government? Why or why not? (one paragraph)	Written Response: In you opinion, was the Boston Tea Party a major event in US History or a minor event? What events in US History may be considered more important? Provide your reasoning (one paragraph)	<i>HMH US History, Module 4, Lesson 1 Assessment, Page 112</i> - Complete #'s 1-4; due tomorrow!	Written Response: Imagine if King George listened to the Colonists attempts at peace; how would we be different if we were still part of Great Britain today? (one paragraph)	<i>HMH US History, Module 4, Lesson 2 Assessment, Page 118</i> - Complete #'s 1-4; due tomorrow!
Daily Bellwork:	What do you know about the United States Revolution? Who did they earn it from? When did they fight for it?	What was the Stamp Act and the Sugar Act? Why were they important Acts in US History?	<i>HMH US History, Module Four, Page 110</i> - Read "The Boston Massacre" and answer the question	Why do you think the Battle of Lexington-Concord is called "the shot heard 'round the world"?	<i>HMH US History, Module Four, Page 116</i> - Read "George Washington" and answer the question
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH US History, Module Four, Lesson Two, Pages 113-118</i> - Students in pairs, review this section and create a concept map outlining the purposes of the First Continental Congress and the Second Continental Congress; locate three purposes or statements for each; discuss as a class and share concept maps - 20 min	Watch "History Brief: The Intolerable Acts" on YouTube (4:02 min) and review them as a whole; Teacher to discuss the Quebec Act and why it infuriated the Colonists; relate the act to the government taking your land and giving it to someone else to live on; relate it also to allowing others to have freedoms while you do not have those same rights - 10 min	Discussion: In the first draft of the Declaration of Independence, the writers removed slavery from our country; but removed that passage in the final draft; why do you think the writers removing the passage about slavery? Do you think that the writers should have also addressed the situation with Native Americans? Why or why not? - 10 min	<i>HMH US History, Module Four, Lesson Four, Page 129</i> - Review the map on this page, suppose that the writers of the Declaration gave the Native Americans land and only kept certain lands; how do you think they would have divided these lands up? Do you think that this land division would have changed eventually anyway? Why or why not? - 10 min	<i>HMH US History, Module Four, Lesson Four, Page 133</i> - Using your Chromebook, review the "Explore ONLINE!" map and discuss the surrounding geography; what type of land surrounded Saratoga? What was the British's plan for attacking the Colonists' middle states? Why was Fort Ticonderoga important? - 10 min
Week 20	<i>HMH US History, Module Four, Lesson One, Page 111</i> - Students in pairs, review "The Road to Revolution" and use a "Sequence" graphic organizer to outline the chain of events in order; discuss sequences as a class; at what point does war seem inevitable? - 20 min	<i>HMH US History, Module Four, Lesson Three, Pages 119-121 (stop at "Unfinished Business")</i> - Read aloud about Thomas Paine's booklet "Common Sense"; how did it rally the Colonists to fight? Who authored the Declaration of Independence? What are the three main rights that the Declaration stated? Who were the Loyalists and the Patriots? How were Native Americans caught in the middle? - 20 min	<i>HMH US History, Module Four, Lesson Three, Pages 121-123</i> - Read aloud and use a "Main Ideas & Supporting Ideas" graphic organizer to outline how several groups of people were missed in the guaranteeing of rights; how was each group missed specifically? If you could go back in time and rewrite this document, how would you have changed it? Now think and debate, how would our country have been different for over 200 years with these rights initially in this document? - 20 min	<i>HMH US History, Module Four, Lesson Four, Pages 128-132</i> - Read aloud and create a table outlining battles and war efforts; What do you think about the attack on Canada? What type of commander was George Washington? Who was Nathan Hale and was were his last words? Who was Molly Pitcher? How did women and children help in the Revolution? What age was the average US soldier in the war? Review tables as use as a study guide - 25 min	<i>HMH US History, Module Four, Lesson Four, Pages 133-138</i> - Read aloud and create a "Flow Chart" outlining how the other countries involvement in the war lead to the positive changes and improvement in the war for them; How did the French help in three ways? How did the Prussians help? How did the Spanish help? How did men who were pirates help fight the British? What does it mean to be a "mountain man", such as George Rogers Clark? - 20 min

	Quick Write: In your opinion, what the war with the British for independence necessary? Could the British or Colonists have done something different to avoid the war? Think of each step discussed in today's lesson, where could events have gone differently to have avoided the war? Submit via Google Docs to your Teacher - 10 min	<i>HMH US History, Module Four, Lesson Three, Pages 124-127</i> - Read over the Declaration of Independence (don't read it in full); who are the writers of the Declaration writing to? What term do they refer to the king as? Why do you think the writers did not outlaw slavery, define boundaries of the new country, or address Native Americans at this time? - 20 min	<i>HMH US History, Module Four, Pages 124-127</i> - Review the grievances against King George III in this document; what specifically are the Colonists referring to when they state the wrongs that he has done? If you do not know exactly, what does it sound like the King did? Why do you think the King did these actions? Was it moreso to punish the Colonists or for the good of England? Why do you think that? - 20 min	Watch "The 10 Days That Changed The World, Washington's Crossing the Delaware, 1h" on YouTube (15:00 min) and discuss how these two battles turned the war around; they showed that the Americans were not backing down and would fight for their freedom; how did George Washington lead his troops in this battles? - 15 min	Create a chart of the major leaders of fight against the British in the Revolutionary War; include George Washington, George Rogers Clark, John Paul Jones, Marquis de Lafayette, Molly Pitcher, and Baron Friedrich von Steuben; in the first row list what country they were from; in the second row list each person's personal characteristics; in the third row list how they helped the Patriots' war efforts - 20 min
Daily Homework:	Written Response: After reviewing the features that happened prior to the war, would you have gone to war with the British? Or would you have stayed neutral? Why? (one paragraph)	Written Response: Based upon who they sided with, why would the Native Americans have lost in this war regardless? Why do you feel that way?	<i>HMH US History, Module Four, Lesson Three, Page 122</i> - Review the famous painting of the "Signing of the Declaration of Independence"; how accurate do you think this image really is? Why do you think that?	<i>HMH US History, Module 4, Lesson 3 Assessment, Page 123</i> - Complete #'s 1-5; due tomorrow!	Which of the major people to help in the Revolutionary War effort are you most-similar to? Are you a more of a gentleman (Washington), an outdoorsman (Clark), a disciplined leader (von Steuben), a great unknown (Lafayette or Pitcher), or an outcast (Jones)? Why do you believe that?
Daily Bellwork:	<i>HMH US History, Module Four, Lesson Three, Page 119</i> - Read "If YOU were there" and answer the question; discuss as a class	What was the Declaration of Independence? Who wrote it? When was it written?	<i>HMH US History, Module Four, Lesson Three, Page 121</i> - Read "Choosing Sides" and answer the question	What day was the Declaration of Independence approved by the Continental Congress? When was it actually signed?	What type of commander was George Washington? How is this demonstrated in the Battle of Trenton?
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 21	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Test on the American Revolution and the Declaration of Independence - 30 min
	<i>HMH US History, Module Four, Lesson Four, Page 137</i> - Using your Chromebook, review the "Explore ONLINE!" map and discuss the surrounding geography; what rivers are on this map? What cities do you think Fort Detroit and Fort Pitt later became? Why were the forts on the Ohio, Tennessee, and Mississippi Rivers important for the Colonists to capture? - 10 min	<i>HMH US History, Module Four, Lesson Five, Page 141</i> - Review the illustrated map of the Battle of Yorktown, what does each flag represent? Based upon the map, how did the French help the Patriots in their victory (two ways)? Refer back to the reading: why is this victory so important? Who was Charles Cornwallis? Why couldn't he receive aide? - 15 min	<i>HMH US History, Module Four, Social Studies Skills, Page 145</i> - Read "Define the Skill" and "Learn the Skill"; how are there different interpretations as to facts and what leads to conclusions? How could this difference lead to interpretation of the cause of the American Revolution? Students in pairs, read "Practice the Skill" and answer #'s 1-2 together; discuss which interpretation they believe is the cause and answer via Google Docs - 20 min	Review Study Guide on the American Revolution and the Declaration of Independence - 20 min	
	Watch "Valley Forge: The Revolutionary War in Four Minutes" on YouTube (4:40 min) and discuss the difficulties of Valley Forge; how long was Washington the general of the Patriot forces? How did this region prove to be both positive and negative for the Patriots? - 10 min	Students divide into groups of four (additional students will simulate representing the US); students will simulate the Treaty of Paris of 1783 in that they must negotiate how to draw boundaries for the new country of the United States, respect the boundaries of Canada, award land to the French, award land to the Spanish, and discuss what to do with Native American lands and rights; one member of each group will represent France, Spain, Great Britain, and the United States in negotiations; how would you fairly divide the lands and deal with Native American lands/rights? Refer to the map on page 142 for help as to what really was decided; was this an even and fair divide? - 25 min	<i>HMH US History, Module Four Assessment, Page 146</i> - Students in pairs, complete "Comprehension and Critical Thinking #'s 5-9" via Google	Students in pairs, create a timeline of events beginning with the Sugar Act of 1764 and extending through the Treaty of Paris of 1783; include at least twelve major events, battles	<i>HMH US History, Module Four Assessment, Page 147</i> - Complete "Map Skills # 15" using a computer paper and colored pencils; include the appropriate boundaries as discussed in the directions; include geographic features such as the

	<i>HMH US History, Module Four, Lesson Five, Pages 139-144</i> - Read in pairs, write at least five notes that you feel are important information about this section; Teacher to review the notes as a class and confirm their importance; Who was winning the war in the South? How did Francis Marion fight back? What are guerrilla soldiers? Why is the Battle of Yorktown important? What happened to Benedict Arnold? What was the Treaty of Paris? - 30 min	<i>HMH US History, Module Four, Lesson Five, Page 142</i> - Using your Chromebooks "Explore ONLINE!" feature, review the map and features of the Treaty of Paris of 1783; why do you think the division was conducted this way? In your opinion, did the French obtain a fair amount of land due to their help? Where is Britain mostly contained to after the war? How is Russia involved in this map? What two areas of land did the United States contest? - 10 min	Docs and submit to your Teacher; one paper per student; discuss when complete - 30 min	at least twelve major events, battles, people's actions, or laws coming into place; review as a class and discuss - 30 min	Atlantic Ocean, Pacific Ocean, Caribbean Sea, Great Lakes, Mississippi River, Ohio River, Rocky Mountains, and Appalachian Mountains; label Canada; include a compass - 25 min
Daily Homework:	<i>HMH US History, Module 4, Lesson 4 Assessment, Page 138</i> - Complete #'s 1-5; due tomorrow!	<i>HMH US History, Module Four, Lesson Five, Page 143</i> - Read "Sentiments of an American Woman" and answer the questions; due tomorrow!	<i>HMH US History, Module 4, Lesson 5 Assessment, Page 144</i> - Complete #'s 1-4; due tomorrow!	Study for test tomorrow on the American Revolution and Declaration of Independence!	Complete your map of North America as divided by the Treaty of Paris of 1783 if it is not completed in class
Daily Bellwork:	<i>HMH US History, Module Four, Lesson Four, Page 135</i> - Read "Valley Forge" and answer the question	Who was the "Swamp Fox"? Why was he important in fighting the British in the Southern Colonies?	<i>HMH US History, Module Four Assessment, Page 146</i> - Complete #'s 1-4 and discuss	Why do you think the Native American land claims were ignored at the Treaty of Paris of 1783?	None

Unit : The Articles of Confederation

<b>Terms to Know:</b>	<b><i>Magna Carta, Constitution, Virginia Statute for Religious Freedom, Suffrage, Articles of Confederation, Ratification, Land Ordinance of 1785, Northwest Ordinance of 1787, Northwest Territory, Tariffs, Interstate Commerce, Inflation, Depression, Daniel Shays, Shays's Rebellion, Constitutional Convention, James Madison, Virginia Plan, New Jersey Plan, Great Compromise, Three-Fifths Compromise, Popular Sovereignty, Legislative Branch, Executive Branch, Judicial Branch, Checks and Balances, Federalism, Antifederalists, George Mason, Federalists, Federalist Papers, Amendments, Bill of Rights</i></b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH US History, Module Five, Page 149</i> - Using the "Explore ONLINE!" feature in your Chromebook, review the timeline of events presented as occurring in the United States and in world events; subtract years from the current year until the events listed to indicate how long ago these events occurred; how did the Revolutionary War overlap with these events? - 10 min	<i>HMH US History, Module Five, Lesson One, Page 154</i> - Using your Chromebooks, review the "Explore ONLINE!" feature to review the map on this page; what geographical features are seen on this map? How does the Ohio River, Great Lakes, and Mississippi River create separation? What people live in these lands in the late-1700's? How was the land divided? Is that still the case now? - 10 min	Students in pairs, create a concept map outlining why the Articles of Confederation were poorly organized; include the failures with interstate commerce, no common currency, the inability to negotiate trade with Spain, the inability to export goods due to Britain, and no organized military; review maps as a class; how did each of these destroy our young country? - 20 min	Discussion: The names Thomas Jefferson, Alexander Hamilton, James Madison, and Benjamin Franklin have appeared quite a bit already as Founding Fathers of our country; divide the class into four groups and assign each group a "Founding Father", students to use Google to research this person and provide a quick presentation of their overall importance to our country and what happens to them in the not-too-distant future - (10 min research, 10 min to present) 20 min	<i>HMH US History, Module Five, Pages 167-169</i> - Read aloud and discuss the three branches of government; how does each branch regulate the others? What is that regulatory power called? What is popular sovereignty? How does the new government reflect this? How can new changes be made to the Constitution? How did the blunders of the Articles of Confederation allow these ideas to form? - 20 min

Week 22	<p><i>HMH US History, Module Five, Pages 150-151</i> - Read through the section entitled "Reading Social Studies" and how to write a sequence chain from the ideas; Practice "You Try It!" by reading the section about "Farmers Rebel", discuss the the revolt and how the farmers were able to shut down parts of the government; answer #'s 1-3 aloud and discuss - 20 min</p>	<p>Watch "What if We Kept the Articles of Confederation?" on YouTube (7:19 min) and discuss how the Articles of Confederation were set up to fail; There was no centralized government and the country would have been more like tiny countries instead of actual states; what do you think would have eventually happened to the US? Would we even be a country right now? - 15 min</p>	<p><i>HMH US History, Module Five, Lesson Two, Pages 161-163</i> - Read aloud and discuss how Shays's Rebellion demonstrated the weaknesses of the Articles; Massachusetts was in revolt and other states did not help and the central government could not force them to help! Why was this a poor format? What led to Shays's Rebellion? How did the first attempt to fix the Articles go in error? Why was this attempt also doomed to failure? - 15 min</p>	<p><i>HMH US History, Module Five, Lesson Three, Pages 164-167 (stop at "A New System of Government")</i> - Read aloud and discuss the anger over a new government forming; why would some people be opposed to a central government? Who was chosen the president of the Constitutional Congress? How is that foreshadowing? What did large states demand from the government? What did small states demand? What was the Great Compromise? What was the 3/5th Compromise? - 15 min</p>	<p>Students will create posters illustrating the system of "checks and balances" in the government; students should reference the text book for assistance; use computer paper and colored pencils, crayons, or markers to illustrate the differences in the three branches and how each branch "checks" the other; students should set up their diagrams like a triangle as the "checks" flow in a similar fashion - 30 min</p>
	<p><i>HMH US History, Module Five, Pages 152-155</i> - Read aloud and discuss the Articles of Confederation; what did the Articles provide for the country, yet what did it lack? Create a T-chart of features that the Articles implemented (left side) but still needed to create (right side); are there any features created that don't sound like good ideas? What is the Northwest Ordinance of 1787? How was the Northwest Territory divided? - 20 min</p>	<p><i>HMH US History, Module Five, Lesson Two, Pages 158-161 (stop at "Shays's Rebellion")</i> - Read in pairs and write five important notes from the reading; Teacher to discuss the notes taken and their importance; why couldn't trade with Spain occur? Why wouldn't trade with Britain occur? How were the American trade ships restricted in their trading? Why would Britain want to make trading or removal of troops difficult? What is interstate commerce? - 25 min</p>	<p>Students in pairs, review the material presented about the Articles in the text; create a table with three columns; on the left write one of the problems with the Articles, in the middle write why this issue was permitted to exist, and on the right write how this issue needed to be corrected; for the middle section, students should reflect on British rule and why the writers of the Articles may have tolerated this situation; share with the class if time permits - 20 min</p>	<p>Students in pairs, Teacher to provide each pair with a list of the numbers of students in each class from PreK-8th Grade; students will simulate the New Jersey Plan by assigning two students from each class to the "School Senate"; how many students are in the Senate? Students will then create a "School House of Representatives" based upon the Virginia Plan; for every five students, each class receives one representative; DO NOT ROUND UP, if there are 14 students, that's only two reps! It must follow intervals of five to earn a rep; which classes are the largest? Is this fair? Why or why not? - 15 min</p>	
Daily Homework:	<p>Review the conditions of the Northwest Ordinance of 1787; what other condition would you add to these requirements? Why would you add that?</p>	<p><i>HMH US History, Module 5, Lesson 1 Assessment, Page 155</i> - Complete #'s 1-3; due tomorrow!</p>	<p>Written Response: The young country of the USA was very weak; why do you think that Spain and Britain did NOT attack us to control our land? Write an answer for each country, refer to maps in the text for help if needed</p>	<p><i>HMH US History, Module 5, Lesson 2 Assessment, Page 163</i> - Complete #'s 1-4; due tomorrow!</p>	<p>What are "checks and balances"? How does each branch of government "check" the other branches?</p>
Daily Bellwork:	<p>How many different governments did we have in the United States history?</p>	<p>Name three States that came from the Northwest Territory?</p>	<p>How did Britain make it difficult for the young country of the USA to trade?</p>	<p>What are three reasons why the Articles of Confederation were terrible for our young country?</p>	<p><i>HMH US History, Module Five, Pages 156-157</i> - Read "History and Geography" and answer the questions</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<p>Teacher to introduce Articles of Confederation to Constitution Simulation - 10 min</p>		<p>Simulation continued - Teacher to review the previous day's simulation and the problems within the Articles of Confederation; discuss if there is a need to change; students to continue as their state and vote on it - 10 min</p>	<p><i>HMH US History, Module Five Assessment, Page 177</i> - As a class, discuss and review the answers (and reasoning) to #'s 15-18; make a T-chart outlining the differences between the Virginia and New Jersey Plans to easily see and outline - 20 min</p>	<p>Use poster board and cut down the</p>

Week 23	Students to research their assigned State; use the textbook and Chromebooks to gather research - 30 min	Simulation - Complete the simulation on the Articles of Confederation and the issues created within them; you may want to relocate to the cafeteria to conduct this and move the Clever Board into this room; it will ultimately depend on space - 50 min	Simulation continued - Students to continue to represent their state and review the Constitution; review each factor that requires discussion and debate about it; review the simulation overall and how it helped to draw comparisons to what actually happened; Teacher to remind students of what really happened - 25 min	Discussion: People were willing to riot in New York and had protests in Virginia over the Constitution, while Rhode Island sat out voting altogether; why does it make sense for New York, Virginia, and Rhode Island to dislike the newly written government? - 10 min	middle vertically to resemble stone tablets as in the Ten Commandments; students will be assigned one of the ten Bill of Rights to neatly write and decorate; students should include an illustration depicting the specific right and it's need; students should write a one paragraph caption as to why this right was important to the people; posters should be decorated and neatly presented with designs and care - 50 min
	Students to share what they learned about their states and how they interacted with eachother in the 1780's - 10 min		HMH US History, Module Five, Lesson Four, Pages 170-173 (stop at "Bill of Rights") - Read aloud and discuss how even after the Constitution was ratified, people still were against it; what did Antifederalists want added to the Constitution? How did people defend the Constitution? What were the last three states to ratify it? - 15 min	HMH US History, Module Five, Lesson Four, Pages 173-174 - Read aloud and discuss the importance of the Bill of Rights; how many rights were there at first? How many were ratified? What do the Bill of Rights specifically state? How does the Bill of Rights show the Constitution's ability to address the needs of the people? - 20 min	
Daily Homework:	HMH US History, Module 5, Lesson 3 Assessment, Page 169 - Complete #'s 1-2; due tomorrow!	HMH US History, Module 5, Lesson 3 Assessment, Page 169 - Complete #'s 3-4; due tomorrow!	HMH US History, Module 5, Lesson 3 Assessment, Page 169 - Complete #'s 5-8; due tomorrow!	HMH US History, Module Five Assessment, Page 177 - Complete "Focus on Writing # 19"; due tomorrow!	HMH US History, Module 5, Lesson 4 Assessment, Page 174 - Complete #'s 1-3; due tomorrow!
Daily Bellwork:	What is federalism? Provide an example	What are the three branches of the government set up by the Constitution?	What are two strengths of the Constitution?	Why do you think that Rhode Island was the last state to ratify the Constitution?	HMH US History, Module 5, Lesson 4, Page 172 - Read "Federalist Papers Nos. 10 and 51"; answer the question
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	
Week 24	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Test on Articles of Confederation - 30 min	
	Students to present their posters of the Bill of Rights - 15 min	HMH US History, Module Five Assessment, Page 176 - Students in pairs, complete "Review Vocabulary #'s 1-10" by writing answers on notebook cards, students to quiz eachother using these notecards to review key terms - 20 min	Review study guide for the Articles of Confederation - 25 min		
	Discussion - Which Right that is guaranteed in the Bill of Rights is the most important? This is an opinion based question and meant to spark debate and discussion; is free speech, freedom of religion, right to bare arms, trial rights, or something else most important? - 20 min	Using computer paper, graph paper, or the following website "www.puzzle-maker.com/CW", students will make a crossword puzzle out of the "Terms to Know from Week Twenty-Two"; after it is complete, students will provide their	Play "Kahoot!" to review for the test tomorrow; Approved games to play are "Articles of Confederation, 14 questions, 30 seconds", "Articles of Confederation,	Create an acrostic of any one of the "Terms to Know from Week Twenty-Two" and surround it with other important	

	<i>HMH US History, Module Five, "Social Studies Skills", Page 175</i> - Read the different points of view towards Shays's Rebellion; Review "Learn the Skill" to dissect how to interpret point of view; Complete "Practice the Skill #'s 1-3" as a class and discuss other points of view of the rebellion - 15 min	Complete, students will provide their crossword puzzles to the teacher; teacher to make photocopies of crossword puzzles and provide them to other students at random for homework - 30 min	20 questions, 30 seconds", and "Articles of Confederation & Constitutional Convention, 15 questions, 10 seconds" - 25 min	descriptive terms, phrases, and knowledge; color and decorate it for additional emphasis - 20 min
Daily Homework:	Keeping in mind that the Founding Fathers wrote the Bill of Rights only ten years after living under King George III's laws, are there any Rights that SHOULD BE repealed? If so, why? If not, why not?	Complete your crossword puzzle if you did not finish it already in class	Study for test on the Articles of Confederation tomorrow!	None
Daily Bellwork:	How many Rights in the Bill of Rights can you correctly name?	What four freedoms does the First Amendment guarantee?	What are three things that you do not understand about this unit?	None

Unit : The Constitution and the Bill of Rights

<b>Terms to Know:</b>	<i>Constitutional Convention, James Madison, Virginia Plan, New Jersey Plan, Great Compromise, Three-Fifths Plan, Popular Sovereignty, Legislative Branch, Executive Branch, Judicial Branch, Checks and Balances, Federalism, Amendments, Federalists, Antifederalists, Federalist Papers, Bill of Rights, Federal System, Impeach, Veto, Executive Orders, Pardon, Thurgood Marshall, Sandra Day O'Connor, Sonia Sotomayor, Majority Rule, Petition, Search Warrant, Due Process, Indict, Double Jeopardy, Eminent Domain, Naturalized Citizens, Deport, Draft, Interest Groups, Political Action Committees</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
Week 25	<i>HMH US History, Module Six, Page 179</i> - Using the "Explore ONLINE!" feature in your Chromebook, review the timeline of events presented as occurring in the United States from this section; review the events from the 18th Century, how long AFTER the Revolutionary War did they occur? Subtract the dates in the 20th Century from the present year to see how long ago other events occurred - 10 min	<i>HMH US History, Module Six, Pages 182-187</i> - Read aloud and discuss the new system of government and the major people involved in helping to shape it; what is the system called in which one branch can override the other branch? What is the name of the three branches? What does each branch specifically do? Who is known as the "Father of the Constitution"? What was the Great Compromise? - 20 min	Students in groups of 3 or 4, create a "Concept Map" or "Flow Chart" of the Constitutional Congress; include how the Great Compromise included both the New Jersey Plan and the Virginia Plan; what was the 3/5th Plan? How did the ratification process work? What state ratified first? Which of the original thirteen colonies ratified last? Share your maps with the class - 20 min	<i>HMH US History, Module Six, Lesson Two, Pages 191-194</i> - Students to read this section in pairs; take six notes of important information and share with the class; Teacher to review notes and discuss content and validity; review how each branch "checks" the other branch; what are three powers specifically that the President has? what chain of command exists within the Judicial Branch? - 25 min	Students to go to the following website " <a href="http://www.icivics.org/">www.icivics.org/</a> " and create a profile; click on the "Play" link which may appear as a tab on some electronic devices; go to "Argument Wars"; you may need to enable Adobe, do so; read through the case to state your reasons for why the judge should agree with you; play as much as time permits - 25 min
	<i>HMH US History, Module Six, Pages 180-181</i> - Read through the section entitled "Reading Social Studies" and how to organize summaries of information; Practice "You Try It!" by reading the section about "The Constitution Article I, Section 2", discuss the rules within the Constitution as stated, are they fair? answer #'s 1-3 aloud and discuss - 20 min	Watch "The Great Compromise" on YouTube (2:39 min) and discuss why The Great Compromise was critical to the Constitution being ratified; what would have happened if New York and Virginia never accepted the Constitution, do you think that they'd be independent countries right now? Review the Virginia Plan and the New Jersey Plan - 10 min	Students to go to the following website " <a href="http://www.congress.gov/resources/display/content/The+Federalist+Papers">www.congress.gov/resources/display/content/The+Federalist+Papers</a> " and review the Federalist Papers as they were written; click on an edition that was written close to today's date; don't read all of it, it's wordy as it is written in 18th Century English but obtain a grasp of the goal of the letters - 10 min	Students in pairs, create a "Flow Chart" demonstrating how the following events, people, or documents lead to or influenced the Constitution and its framework: the Magna Carta, Shays's Rebellion, the Articles of Confederation	(Part I of III) Students will create a Google Slides presentation of the three different branches of the US Government; students should include the following for each branch - why was it created? Who is the head of this branch? What other branch "checks" it? How can this branch "check" other branches? What smaller sections

	Debate: Students will argue whether the First Amendment's right to freedom of speech is outdated; should certain types of speech be limited? Is all aspects of speech free and permissible? Or should limitations about what someone can say aloud be created? - 20 min	Debate: Students will argue whether the Second Amendment is outdated and should be therefore eliminated; should rights be restricted for people to own and openly bare firearms (guns)? Should there be greater restrictions on gun ownership? Or should it be over-turned altogether so that only the military and police own guns? Can ordinary citizens be trusted with guns? - 20 min	HMH US History, Module Six, Pages 188-190 - Read aloud including the "Quick Facts" on page 189 & 190; students to create a table outlining the requirements for different houses of Congress; in your opinion, are these requirements fair? What role does the Vice President play? Who is in charge when the Vice President is away? - 20 min	Review, the Articles of Confederation, the Annapolis Convention, the Haudenosaunee people, failure to trade with Spain, and James Monroe; one "Flow Chart" per pair, present to the class when completed - 30 min	Other branches: What smaller sections, departments, or groups are there in this branch? What is the minimum age to serve in this branch? How long do people serve? How many terms may you serve? Include photos and graphs to liven up the presentation; Submit to Teacher when complete - 30 min
Daily Homework:	The Fifth Amendment allows the government to take your land as long as you are paid fairly for it. Is this a fair practice? Why or why not? (one paragraph)	The Fourth Amendment stops illegal search and seizure by law groups. Is this fair? Or should law enforcement be allowed to examine potential criminals without prior approval? (one paragraph)	HMH US History, Module 6, Lesson 1 Assessment, Page 187 - Complete #'s 1-3; due tomorrow!	HMH US History, Module 6, Lesson 1 Assessment, Page 187 - Complete #'s 4-7; due tomorrow!	Work on your Google Slides Project about the three Branches of the US Government System
Daily Bellwork:	Samuel Adams has been nicknamed the "Father of the Revolution". Why do you think that is?	Think of the people involved in the writing of the Constitution and in the Revolution; what did many of them eventually become?	Why was The Great Compromise critical to the Constitution coming into effect? What could have happened without it?	In your opinion, is it fair that members of Congress have to be a certain age or have lived in our country for a specific amount of time? Why or why not?	HMH US History, Module Six, Lesson Two, Page 192 - Read "Supreme Court Decisions" and answer questions #'s 1-2
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 26	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	Students to go to the following website "www.icivics.org/games" and login to your profile; go to "Countries Work" and read through the different situations to resolve conflict overall; how good of a leader are you? Play as much as time permits - 20 min	Students to go to the following website "www.icivics.org/games" and login to your profile; go to "Court Quest" and read through the different situations; guide people to the correct court system; Play as much as time permits - 20 min	Students to go to the following website "www.icivics.org/games" and login to your profile; go to "LawCraft" and read through the requirements to make a law; follow up as needed to be successful; Play as much as time permits - 20 min	Watch "Schoolhouse Rock: America - I'm Just a Bill Music Video" on YouTube (3:21 min) and discuss the process in which a bill becomes a law; how does it start (idea)? What is the process? What are a few laws that you think should be passed? Are there any that you'd like overturned? Why? - 10 min	Discussion: Teacher to review the steps for a bill to become a law; review Habeas Corpus, impeachment, census, Quorum, and counterfeiting; how were Native Americans and enslaved people viewed as written in the Constitution? - 10 min
	(Part II of III) Students will continue to work on their Google Slides presentation of the three different branches of the US Government; students should include the following for each branch - why was it created? Who is the head of this branch? What other branch "checks" it? How can this branch "check" other branches? What smaller sections, departments, or groups are there in this branch? What is the minimum age to serve in this branch? How long do people serve? How many terms may you serve? Include photos and graphs to liven up the presentation; Submit to Teacher when complete - 30 min	(Part III of III) Students will finish their Google Slides presentation of the three different branches of the US Government; students should include the following for each branch - why was it created? Who is the head of this branch? What other branch "checks" it? How can this branch "check" other branches? What smaller sections, departments, or groups are there in this branch? What is the minimum age to serve in this branch? How long do people serve? How many terms may you serve? Include photos and graphs to liven up the presentation; Submit to Teacher when complete - 30 min	HMH US History, Module Six, Pages 196-203 (stop at "Article II. The Executive") - Read through the "Legislature" stopping at various sections to review terms and roles of staff; Note the spelling of certain words in the Constitution, why are they spelled differently than we spell them now? Review and discuss Sec. 2, #3 (Enumeration and why the census is taken; question if citizens should have a right to not partake in the census) Sec. 3, #'s 3-6 (Discuss impeachment and the process; review Presidents to have been impeached; what does "pro tempore" mean?); Sec. 5, #1 (What is a quorum? ponder if it's right for senators to not be present to vote or discuss topics; isn't that part of their job?); Sec. 6, #2 (Sens and Reps cannot give themselves a raise during their term; would it be corrupt if they did? But what if they actually earned it?) - 30 min	HMH US History, Module Six, Pages 196-203 (stop at "Article II. The Executive") - Read through the "Legislature" stopping at various sections to review terms and roles of staff; Sec. 7, #'s 1-2 (how does a bill become a law?); Sec. 8, #'s 2-7 (what is credit? review how "Indian Tribes" are noted, who is in charge of roads and the post office? what is the term used for "fake money"?); Sec. 9, #'s 2 & 4 (what is Habeas Corpus? How are taxes decided?); and Sec. 10 (what are states NOT ALLOWED to do?) - 20 min  HMH US History, Module Six, Page 199 - Read aloud the steps to write and pass a bill before it becomes a law; discuss potential laws and process for becoming a law; (Part I of VI) Teacher to introduce the mini-project as outlined further in the next lesson - 20 min	(Part II of VI) Students to use a half a sheet of poster board to create a poster of the steps of how a bill becomes a law based upon the cartoon just viewed in a prior lesson; students to choose one of the following five potential laws (that are all make-believe) and track it from start (idea) to finish (law); students to illustrate, color, and label each step along the way including a discussion of what may be being discussed at those steps in regards to your chosen law; those five options are: 1. Citizens be allowed to own exotic animals (lions, tigers, elephants) as household pets, 2. All urban-living people must use RTA and public transportation to eliminate traffic accidents, 3. All citizens in Ohio must be vaccinated for the flu each year to prevent illness spreading, 4. Grocery stores may place a limit on the amount of food that a person may purchase at one time to help eliminate hunger issues, 5. Big businesses that pollute in Lake Erie may be fined up to 50% of their gross income to eliminate pollution; students MUST provide best effort in their illustrations; at the conclusion step, students will write one paragraph about how they think the world was changed by thier law passing; students may have in-class time to work on this mini-project - 40 min

Daily Homework:	<i>HMH US History, Module 6, Lesson 2 Assessment, Page 194</i> - Complete #'s 1-2; due tomorrow!	<i>HMH US History, Module 6, Lesson 2 Assessment, Page 194</i> - Complete #'s 3-5; due tomorrow!	Define the terms: Enumeration, Census, Impeachment, Quorum, and Pro Tempore in your own words	Our Constitution considers "Indian Tribes" as foreign countries or land; how do you feel about that? Why? Provide three reasons	Why did you choose the topic that you chose to be a law in your class mini-project? Why is this important to you?
Daily Bellwork:	Study the Preamble of the Constitution; what does it say?	What are the three branches of the US Government? Which branches "checks" the other branch?	Who is the head of each branch of the US Government?	<i>HMH US History, Module Six, Page 199</i> - Read "How a Bill Becomes a Law" and answer the question	What is Habeus Corpus? What does it represent for a citizens' rights?
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 27	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	Discussion: Review the steps of how a bill becomes a law; Review Habeus Corpus, Veto, and Quorum; Review checks and balances and how each branch checks another; Teacher to use a flow chart to diagram the "checks" to assist in the process - 10 min	Discussion: what is the only crime outlined in the Constitution (treason)? Why do you think that is? What famous US general committed treason during the Revolutionary War (Benedict Arnold)? Review the appeals process for courts; review the President's Oath, pardons, and the general duties; what is the Electoral College? - 10 min	Watch "Structure of the Court System: Crash Course Government and Politics #19" on YouTube (6:59 min) and review the court system and appeals courts; what should you do if you don't agree with a decision? How do appeals work? - 10 min	<i>HMH US History, Module Six, Pages 203 &amp; 207-210</i> - Teacher to review the Electoral College and the need for it; students to review the number of votes in each state per page 203 and find combinations of votes to reach 271 total votes; review Articles IV-VII - 15 min	<i>HMH US History, Module Six, Pages 211-216</i> - Beginning at page 211, review the Bill of Rights as the first Amendments to the Constitution; Why were the Bill of Rights so critical to the Constitution? What are the "Reconstruction Amendments" (#'s 13-15)? How did these amendments help provide more equality? Which President was an indentured servant as a child (Andrew Johnson)? Review page 216, why do you think that there are gaps and bunches in creation of them (they're a response to social wrongs at the time)? What wars or major events in our country (Civil War, WWI, WWII, Great Depression, Civil Rights Era) correlate with some these Amendments? What was the only Amendment to be repealed (18)? What is the most-recently passed Amendment (27)? - 25 min
	(This segment and time allotment to span three consecutive class periods as Parts II, III, IV, and V of VI) In-class time to work on the "How Bill from School House Rocks Became a Law"; each step must be fully colored with illustrations, décor, and pride put into work; MUST include the entire process of how a bill becomes a law; sketches and random artwork that do not show knowledge are unacceptable - 20 min			(Part VI of VI) Finish the in-class mini-project of the "How Bill from School House Rocks Became a Law"; students to complete all parts of the process as directed; provide to Teacher when complete - 15 min	
<i>HMH US History, Module Six, Pages 203-207</i> (stop at "Article IV. Relations Among States") - Read through the "The Executive" and "The Judiciary" stopping at various sections to review terms and roles of staff; Review and discuss Sec. 1, #'s 1-2, & 5-6 & 8 (Review terms of office, the Electoral College, qualifications, succession, and the Oath of Office), Sec. 2., #'s 1-2 (what is a pardon? how are treaties approved?), Sec. 4 (what are the grounds for impeachment?), Article III, Sec. 1 (what are qualifications for being a judge?), Sec. 2, #'s 1-3 (how does the appeals process work?), and Sec. 3 (what is treason?) - 20 min	<i>HMH US History, Module Six, Pages 207-210</i> - Read through Articles IV through VII stopping at various sections to review terms and roles; Review and discuss Sec. 2, #2 (what is Extradition?), Sec. 3, #'s 1-2 (can a new state form from an existing state? Students to go to the following website <a href="https://en.wikipedia.org/wiki/List_of_U.S._state_partition_proposals">https://en.wikipedia.org/wiki/List_of_U.S._state_partition_proposals</a> to review previous and current attempts at forming new states), Discuss roles that the States complete vs those that the Federal Gov't completes; Article V (how are amendments created?), Article VI (review how amendments are created), and Article VII (who signed the Constitution, do you recognize any names?) - 20 min	<i>HMH US History, Module Six, Page 208</i> - Review the differences in the rights between the States and Federal Government as per Article IV of the Constitution; students in pairs, review the Venn Diagram of national vs state powers and how they're shared; students will choose two powers that are nationally-regulated and two powers that are regulated by the states; students will write three notes about each of the four powers that they've selected (total of twelve notes) and share with the class their thoughts about what would happen if the OTHER group had that ability; for example, what would happen if states could declare war, not the federal gov't? Discuss as a class - 20 min	Teacher and students to go to the following website <a href="http://www.goodhousekeeping.com/life/g5126/president-facts/">www.goodhousekeeping.com/life/g5126/president-facts/</a> and review the presented facts about the presidents; which do you find the most amazing (Teddy Roosevelt, Harrison, Tyler)? Which surprised you most (John Adams & Thomas Jefferson, Madison, J.Q. Adams)? Why? What are your thoughts about what some of them looked like, acted, or how they dressed (Van Buren, Taft, or Buchanan)? Review as a class - 20 min	(Part I of V) Students will research one US President; students will not double-up, meaning all students must have a different President; students will create a Powtoon ( <a href="http://www.powtoon.com">www.powtoon.com</a> ) to present their material; Students will research the following about their President - what years were they born & died? What years were they President from? What President came before and after them? Which Amendments were passed while they were President? What are three major events that happened while they were President? How did those events change or shape our country? What was this President's approval rating, or how are they rated after serving as President? What US State were they from? Include a photo of your President in your presentation; in-class time to begin working - 20 min	
Daily Homework:	Only the federal gov't can make treaties with other countries; why do you think that is? What would happen is one state agreed to a treaty but another did not? Provide two reasons for your thoughts	Assume that Northeast Ohio formed their own state, independent from Ohio; how large would it be? What would be the capital? What resources do we have here? Where are the boundaries?	Laws exist differently in different states (such as driving ages or requirements for schools); why do you think this is? Provide two examples of your thoughts	Which President that we spoke about today did you find the most interesting? Why was that?	Conduct research on your Powtoon President Project

Daily Bellwork:	Write a quick overview of how a bill becomes a law	What does "veto" mean? What branch of the gov't uses the power to veto?	Aside from the Civil War, how many US states used to be independent countries or kingdoms (5)? Which ones were they (VT, TX, CA, HI, OR)?	Name two powers reserved to US States and two powers reserved to the federal gov't	Which President did you find the most interesting from the prior lesson? Why?
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 28	Bellwork - 5 min  <i>HMH US History, Module Six, Pages 217-222</i> - Read aloud Amendments # 16-27 and paraphrase as necessary; why would it be important to collect taxes? What is the 18th Amendment? Why was it repealed? What is suffrage? Who is the only President to serve more than two terms? Which amendment restricted terms to two? What are poll taxes? - 20 min	Bellwork - 5 min  <i>HMH US History, Module Six, Pages 223-225</i> - Read aloud and discuss the reasoning for the Bill of Rights; how are some amendments created to protect people directly? What does petition mean? What may be a law that you would petition? How do Amendments II, III, and IV protect a citizen's privacy? - 20 min	Bellwork - 5 min  Discussion: Review the 1st, 2nd, and 3rd Amendments; should free speech be restricted? Why or why not? If the USA left Great Britain peacefully without war, do you think that the 2nd, 3rd, and 4th Amendments would exist? Why or why not? Should police be allowed to search people, homes, or vehicles without warrants? Why or why not? - 10 min	Bellwork - 5 min  <i>HMH US History, Module Six, Pages 234-237 (stop at "Citizens and Society")</i> - Read aloud and discuss how people become US citizens; what are your civic duties (vote, pay taxes, register for draft)? Do you think it is fair that the President must be a naturally-born citizen? Why or why not? Why is voting so critical? - 15 min	Bellwork - 5 min  <i>HMH US History, Module Six, Pages 237-238</i> - Read aloud and discuss interest groups and how they lobby the gov't to act; How was the 18th Amendment ultimately formed? What interest groups do you think our in our neighborhood (health care, urban development)? How do you think these groups help to form our neighborhood? - 10 min
	Watch "Prohibition in the United States: National Ban of Alcohol" on YouTube (4:57 min) and discuss what prohibition was; why was this such an unpopular amendment? What expanded as this law took effect (organized crime)? What was bootlegging and speakeasies? Which amendment repealed the 18th Amendment? - 10 min	Watch "The Second Amendment: Firearms in the U.S.   History" on YouTube (4:24 min) and discuss the original intent of the 2nd Amendment; why were guns much more important to early settlers? Are they as necessary for survival now? Why or why not? In what way is the 2nd Amendment limited as per the "Heller Decision"? - 10 min	<i>HMH US History, Module Six, Pages 226-229</i> - Read aloud and discuss eminent domain; do you think that the gov't should be allowed to take your property for public use? Why or why not? Review the terms "due process, indict, and double jeopardy"; think back to the American Revolution, why do you think that these were added to the Constitution? - 20 min	Watch "Why Voting Is Important?" on YouTube (3:33 min) and discuss how voting leads to action and change in our country; how is our school leadership set up? Do you think that there is a voting or discussion process in that? Why or why not? How do you think it may be similar to the US gov't structure? - 10 min	Students to go to the following website " <a href="http://www.icivics.org/games">www.icivics.org/games</a> " and login to your profile; go to "Cast Your Vote" and learn how to be prepared to vote; follow the different concerns of the community and learn about them - 30 min
	(Part II of V) In-class time to work on you "Powtoon President Project" - 20 min	(Part III of V) In-class time to work on you "Powtoon President Project" - 20 min	(Part IV of V) In-class time to work on you "Powtoon President Project" - 20 min	(Part V of V) In-class time to work on you "Powtoon President Project" - 25 min	Discussion: Do you think it's right that interest groups can influence law making? Use smoking, gun, or medical companies as examples; why is volunteering an important civic duty? How does volunteering help you when applying for high schools? - 10 min
Daily Homework:	Imagine the world without alcohol or women voting; how would our country or city be different? Think of at least three examples	Do you feel that owning firearms (the 2nd Amendment) creates more problems or prevents them from happening? Why do you believe that?	<i>HMH US History, Module 6, Lesson 3 Assessment, Page 229</i> - Complete #'s 1-2; due tomorrow!	<i>HMH US History, Module 6, Lesson 3 Assessment, Page 229</i> - Complete #'s 3-5; due tomorrow!	Finish your "Powtoon President Project", it is due tomorrow!
Daily Bellwork:	Which amendments were the "Reconstruction Amendments"? What did they do?	Are there any other amendments that you think should be repealed? Why or why not?	Should the federal gov't be allowed to take people's personal property if the public needs it? Why or why not?	Do you think that voting is important? Why or why not?	What are interest groups? How do you think they can help shape laws? Think of the 18th Amendment as an example

Unit : Building up to the War of 1812

<b>Terms to Know:</b>	<i>George Washington, Electoral College, Martha Washington, Precedent, Judiciary Act of 1789, Alexander Hamilton, National Debt, Bonds, Speculators, Thomas Jefferson, French Revolution, Neutrality Proclamation, Privateers, Jay's Treaty, Pinckney's Treaty, Little Turtle, Battle of Fallen Timbers, Treaty of Greenville, Whiskey Rebellion, Political Parties, Federalist Party, Democratic-Republican Party, XYZ Affair, Alien and Sedition Acts, Kentucky and Virginia Resolutions, John Adams, Louisiana Purchase, Meriwether Lewis, William Clark, Sacagawea, John Marshall, Marbury v. Madison, Judicial Review</i>
<b>Field Trip Included:</b>	<i>Teacher to immediately, upon beginning this unit, pass out permission slips to the Federal Reserve Bank of Cleveland; students to visit the Federal Reserve Bank located on East 6th Street in Cleveland; visit the website "<a href="http://www.clevelandfed.org/learningcenter/visit-us.aspx">www.clevelandfed.org/learningcenter/visit-us.aspx</a>" to arrange the visit.</i>
Timeline:	Day "A" Day "B" Day "C" Day "D" Day "E"

	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 10 min	Bellwork - 10 min
Week 29	<p><i>HMH US History, Module Seven, Timeline of Events, Page 243</i> - Explore the timeline and review the dates; how long ago did these events happen? Subtract the year today from the years in this timeline to have a better understanding - 10 min</p>	<p>Teacher and students to go to the following website "<a href="http://www.mapsofworld.com/usa/new-york-city-map.html">www.mapsofworld.com/usa/new-york-city-map.html</a>" and discuss the size of New York City; NYC is broken up into five boroughs; what names or sites may you be familiar with currently (think of history, TV shows, or music); now go to the website "<a href="http://legacy.lib.utexas.edu/maps/historical/population_growth_1909/index.html">http://legacy.lib.utexas.edu/maps/historical/population_growth_1909/index.html</a>" and select "New York City Plan (2.8 MB)"; compare the two images; Teacher to keep the current NYC map open on the board while students open the map from 1789 on their chromebooks; what areas remain the same? - 15 min</p>	<p><i>HMH US History, Module Seven, Pages 251-252</i> - Review the plan for the nation's capital; what was the first capital of the USA? What was the second capital? Why was Washington D.C. selected? What compromise lead to this site being selected? Do you think that Hamilton and Jefferson had too much power in our early country? Or were they merely "so important" because they helped found the country? If you notice, only a few people are making decisions for the country; is this fair? - 15 min</p>	<p>Teacher to review loose construction and strict construction; students to locate their student handbook; if one is not available, you may go to the school website to find an online copy; Teacher to find a few areas in the handbook regarding uniforms, attendance, or other debatable topics; review them and discuss what can be a loose interpretation verses a strict interpretation; what are benefits to both sides? - 15 min</p>	<p>Students in pairs, using a "Sequence" graphic organizer discuss and create an imaginary chain of events in which the British help the Native Americans at the Battle of Fallen Timbers and win; what could have happened immediately afterwards? Would the British assistance be a declaration of war against the United States? Could the USA fight another war against Great Britain again and win? Share your thoughts with the class - 15 min</p>
	<p><i>HMH US History, Module Seven, "You Try It!", Pages 244-245</i> - Read aloud and answer: what are inferences? How may they relate to history? How may you already know Alexander Hamilton or see his picture frequently? Read "You Try It, #'s 1-2" and discuss the financial problems facing our young government; share your responses - 15 min</p>	<p>Watch "The American Presidential Election of 1788-1789" on YouTube (3:04 min) and discuss why only 11 of the original Thirteen Colonies voted; who helped to ensure that George Washington would be voted unanimously? Who became the Vice President? Do you think that this system of voting is more fair than what is used today? Why or why not? - 10 min</p>	<p><i>HMH US History, Module Seven, Pages 253-254</i> - Teacher to read aloud; as a class discuss the differences between having a national bank verses not having one; Who did George Washington eventually agree with? What is a mint? What is the difference between a loose construction and a strict construction of the Constitution? How do you think this still occurs today? - 10 min</p>	<p>Students in pairs, create a Venn Diagram to compare &amp; contrast Jay's Treaty vs Pinckney's Treaty; have three statements for each section (nine total statements); which do you think favored or helped the USA most? How were these treaties viewed by Washington? How were they viewed by the general public? Why do you think Washington wanted peace with all three countries? Discuss as a class - 20 min</p>	<p>Teacher and students to go to the following website "<a href="https://metroparkstoleado.com/explore-your-parks/fallen-timbers-battlefield-metropark-fort-miamis/battlefield-site-history/">https://metroparkstoleado.com/explore-your-parks/fallen-timbers-battlefield-metropark-fort-miamis/battlefield-site-history/</a>" to review the story and preservation of the battlefield in Ohio; what major city in Ohio is this site just south of? What are the names of other Native American warriors to fight in this battle? Go to the following site "<a href="https://en.m.wikipedia.org/wiki/File:Fallen_Timbers_Battlefield_-_Lossing.jpg">https://en.m.wikipedia.org/wiki/File:Fallen_Timbers_Battlefield_-_Lossing.jpg</a>" and discuss the alignment of the troops; would you have aligned the Native Americans differently? Why or why not? - 10 min</p>
	<p><i>HMH US History, Module Seven, Pages 246-249</i> - Read aloud and use a "Concept Map" graphic organizer to outline how our new nation developed; How did George &amp; Martha Washington adapt to their new roles? What is the "President's Cabinet"? How may you already know Alexander Hamilton and Thomas Jefferson? What did most cities in the US look like at this time? What were the largest cities at this time? What was the first capital of the United States? What happened famously and still occurs today on Wall Street? - 25 min</p>	<p><i>HMH US History, Module Seven, Pages 250-253 (stop at "A National Bank")</i> - Read aloud and discuss the the conflict between Alexander Hamilton and Thomas Jefferson regarding how to pay the national debt and the view of the capital city; students in pairs, create a T-chart outlining the beliefs of Thomas Jefferson (left) and Alexander Hamilton (right) as stated thus far; which belief system do you think is better, a strong central government or one that gives States more rights? Discuss your T-charts and share - 25 min</p>	<p><i>HMH US History, Module Seven, Pages 255-257</i> - Read aloud as a class and discuss the French Revolution; how do you think the Americans felt at the time about the King &amp; Queen of France being beheaded? Why do you think George Washington chose to keep the USA neutral in the war between Great Britain and France? Do you think that this was the right choice? What option did Jefferson and Hamilton want? What did Jefferson do in 1793 because of Washington's choice? Review Jay's Treaty and Pinckney's Treaty, how do you think the USA would respond today if these situations were occurring? Debate and discuss appropriate actions for our country - 25 min</p>	<p><i>HMH US History, Module Seven, Pages 258-259 (stop at "The Whiskey Rebellion")</i> - Read aloud and discuss the conflict with Little Turtle and the Miami tribe verses the US forces; review the "Explore ONLINE!" map on page 259 and view the battles that took place in what would become Ohio; what areas on this map do you recognize by name or visual depiction that are not shown as we normally see them? What US general eventually ended the wars in this region of the Northwest Territory? What city is named after him? What was the Battle of Fallen Timbers? Where did it take place? What treaty ended these wars? - 10 min</p>	<p><i>HMH US History, Module Seven, Pages 243 &amp; 259-262</i> - Read and discuss the Whiskey Rebellion; do you think that the farmers had a legitimate point about these taxes? What are your thoughts about President George Washington personally leading 13,000 troops into a potential battle? Would our current President do that? Why or why not? Read "Washington's Farewell Address", why did he want to retire? Turn to page 243, would he have lived through a third term? - 20 min</p>
Daily Homework:	<p>Why do you think George Washington was a unanimous decision to be our first President? Would you agree?</p>	<p><i>HMH US History, Module 7, Lesson 1 Assessment, Page 249</i> - Complete #'s 1-3 due tomorrow!</p>	<p>Do you think it was the right choice to remain neutral in the war between France and Great Britain in the 1790s? Why or why not? What pros &amp; cons could have happened to our young country? (one paragraph)</p>	<p><i>HMH US History, Module 7, Lesson 2 Assessment, Page 254</i> - Complete #'s 1-3 due tomorrow!</p>	<p>What are your thoughts about the Whiskey Rebellion? Did the farmers have a right to rebel against taxes? Why or why not?</p>

Daily Bellwork:	Who was the first President of the United States? Who was his wife?	What was the first capital of the USA? Why was this site chosen?	HMH US History, Module Seven, Page 253 - Read "Role of a Citizen" and answer the question; discuss as a class	Go to the following website to take a virtual tour of the mint located in the city of Cleveland <a href="http://www.clevelandfed.org/en/learningcenter/virtual-tour.aspx">www.clevelandfed.org/en/learningcenter/virtual-tour.aspx</a>	Watch "Battle of Fallen Timbers 1794" on YouTube (8:35 min) and discuss the rendition from the Native Americans' perspective; how did the British betray them?	
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"	Field Trip:
Week 30	Bellwork - 10 min  Teacher to review Washington's declaration of neutrality in war in 1793; why didn't the US forces stop fighting the Native Americans? How do you think the US viewed Native Americans and their land? - 10 min	Bellwork - 5 min  HMH US History, Module Seven, Page 264 - Using the "Explore ONLINE!" feature in your Chromebooks, review the map of the first political parties; where were they each centralized? Which states had the top-five votes? How does that compare to today? What two states are added to this map that were not on previous maps? What river do they stretch to on the west? - 10 min	Bellwork - 5 min  HMH US History, Module Seven, Pages 271-274 - Read aloud about the Louisiana Purchase and the Supreme Court; what country owned this land at the time? How did they obtain it from Spain? Why would they be eager to sell? Teacher to go to Google Images and view the land from this HUGE purchase, what modern States make up this region? - 20 min	Bellwork - 5 min  Discussion: <i>Marbury vs. Madison</i> is considered one of the most important cases in US History; it establishes judicial review in that it rules that Congress made a law that was unconstitutional; students to debate briefly which is more important: that law that was declared unconstitutional being gone (midnight judges permitted) or the fact that the Judicial Branch overrode the Legislature? - 10 min	Bellwork - 5 min  HMH US History, Module Seven, Pages 243-274 - Using Google Sheets, students will complete the following table individually: create five columns and three rows; each row will be titled "George Washington", "John Adams", and "Thomas Jefferson"; each column will be titled "One major achievement", "one major adversity", "How that adversity was overcome", "In my opinion, was he a good President?", and "Reason for why I think that"; students will complete this individually; share with the Teacher when completed; discuss thoughts as a class when complete; this assignment will TAKE THE PLACE OF A TEST FOR THIS CHAPTER - 30 min	Field Trip to the US Federal Reserve Bank in Cleveland; Teacher to Chaperone; cost of trip to equal the price of admission PLUS THREE DOLLARS; address lunch based upon the hours of the trip; visit <a href="https://www.clevelandfed.org/learningcenter/visit-us.aspx">https://www.clevelandfed.org/learningcenter/visit-us.aspx</a> for more information
	HMH US History, Module Seven, Pages 263-266 (stop at "The Alien and Sedition Acts") - Read aloud and discuss the presidency of John Adams; what was the "XYZ Affair"? Why was France suddenly an enemy? What two military aspects are John Adams responsible for? How were political parties at the time driven by where you lived or your job? Students in pairs, create a T-chart comparing the Federalists (left) and Dem-Rep (right); share your charts with the class and discuss - 25 min	HMH US History, Module Seven, Pages 266-267 - Read aloud and discuss the Alien and Sedition Acts; how were these laws used to keep down the opinions of Dem-Rep? How did Thomas Jefferson feel about these laws (recall that he was the VICE PRESIDENT!); students in pairs, complete using Google Sheets <i>Lesson 4 Assessment, "Critical Thinking #4"</i> on page 267; one chart per pair, submit to Teacher when complete and discuss - 25 min	Watch "Thomas Jefferson - Author of The Declaration of Independence & 3rd U.S. President   Mini Bio   BIO" on YouTube (4:18 min) and discuss Thomas Jefferson's importance to our early-country? Who is Sally Hemmings? Other than the Louisiana Purchase, what are three other major things that Jefferson did? Would you consider him a great President? Why or why not? - 10 min	Teacher to go to the following website PRIOR to this lesson <a href="http://www.icivics.org/teachers/lesson-plans/louisiana-purchase-1803">www.icivics.org/teachers/lesson-plans/louisiana-purchase-1803</a> and obtain the Power Point, teacher materials, and student materials; Read aloud about Livingstone and Monroe making the \$15 million purchase; why were they eager to do this? What Constitutional problem came from this? What future lands came from this huge purchase? - 25 min		
	Watch "John Adams: The 2nd President of the United States   Biography" on YouTube (3:16 min) and discuss; was John Adams considered a good or bad President (or neither)? What did he do well? What series of laws that were passed lead to his downfall and failure? - 10 min	HMH US History, Module Seven, Pages 268-271 (stop at "The Louisiana Purchase") - Read aloud and write three immediate notes about how Jefferson tried to change the tone in the capital; do you think that these were good actions? Why was the 12th Amendment so important after this election? what was the capital city at this time? What did Jefferson remove and continue during his Presidency? - 15 min	Students in pairs, use a Venn Diagram to compare & contrast Thomas Jefferson and John Adams; write three statements for each section (nine total statements) and share with the class; which President do you think influenced the United States more? Why do you think that? - 20 min	HMH US History, Module Seven Assessment, Page 277 - Students in groups of 3 or 4, complete "Make Group Decisions, #'s 14-15" and discuss the Alien and Sedition Acts; how did these laws restrict the freedom of press and freedom of speech? How could these laws lead to further restrictions being placed upon people? Is there too much freedom of speech and press nowadays? Why or why not? - 15 min	HMH US History, Module Seven Assessment, Page 276 - Students in pairs, using Google Docs complete "Comprehension and Critical Thinking, #'s 6-8" and submit to Teacher when complete - 20 min	
Daily Homework:	HMH US History, Module 7, Lesson 3 Assessment, Page 262 - Complete #'s 1-4 due tomorrow!	What are two things that John Adams did well as President? What are two things that he did not do well as President?	HMH US History, Module 7, Lesson 4 Assessment, Page 267 - Complete #'s 1-3 due tomorrow!	HMH US History, Module Seven Assessment, Page 276 - Complete #'s 9-10; due tomorrow!	HMH US History, Module 7, Lesson 5 Assessment, Page 274 - Complete #'s 1-3 due tomorrow!	
Daily Bellwork:	HMH US History, Module Seven, Page 261 - Reread "Washington's Farewell Address" and answer #'s 1-2; discuss as a class	What was the XYZ Affair? How did the average US citizen respond to this? How did John Adams respond to this?	HMH US History, Module Seven, Page 270 - Read "Jefferson's Inaugural Address" and answer the question; discuss as a class	HMH US History, Module Seven, Page 273 - Read "Marbury v. Madison" and answer "Analyze Information #'s 1-2"	In your opinion what was the greater achievement by Thomas Jefferson: the Louisiana Purchase or removing the Alien and Sedition Acts? Why do you believe this?	

<b>Terms to Know:</b>	<b><i>USS Constitution, Impressment, Embargo, Embargo Act, Non-Intercourse Act, Tecumseh, Battle of Tippecanoe, War Hawks, James Madison, War of 1812, Oliver Hazard Perry, Battle of Lake Erie, Andrew Jackson, Treaty of Fort Jackson, Battle of New Orleans, Hartford Convention, Treaty of Ghent, James Monroe, Rush-Bagot Agreement, Convention of 1818, Adams-Onis Treaty</i></b>				
<b>Timeline:</b>	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 31	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH US History, Module Eight, Timeline of Events, Page 279</i> - Explore the timeline and review the dates; how long ago did these events happen? Subtract the year today from the years in this timeline to have a better understanding - 10 min	Teacher and students to go to the following website " <a href="https://en.wikipedia.org/wiki/Barbary_Wars">https://en.wikipedia.org/wiki/Barbary_Wars</a> " to review the Barbary Wars, or the attack of US merchant ships while trading in the Mediterranean Sea; there are several links to highlight and discuss but review the two wars, Presidents during each, and the approach to each war; what were the pirates trying to obtain? What countries were they from? - 10 min	Watch "James Madison - 4th U.S. President & Father of the Constitution   Mini Bio   BIO" on YouTube (3:28 min) and discuss Madison's contributions overall; what important document did he write? What did his wife throw first in 1807? What happened to the White House during his time in office? - 10 min	Students and teacher to go to the following website " <a href="http://www.history.com/topics/19th-century/the-star-spangled-banner">www.history.com/topics/19th-century/the-star-spangled-banner</a> " and read about the "Star Spangled Banner"; what is this song/poem actually about? What city was being attacked by the British when this poem was written? Did the US win that battle? - 15 min	Watch "The War of 1812 - Crash Course US History #11" on YouTube (12:43 min) and discuss the causes and outcomes of the war; what did the Hartford Convention try to change (the 3/5 compromise and require Congress to declare war)? What did Great Britain want to give to the Native Americans after this war (huge areas of land as a country)? What do you think of Great Britain's plan for this? How may this have changed our country's landscape? - 15 min
	<i>HMH US History, Module Eight, "You Try It!", Pages 280-281</i> - Read aloud and discuss public documents from the past; How can they tell you about history? What does this tell you about the past office in our early-country? Read "You Try It, #'s 1-4" and discuss what this document alludes to about the past; share your responses - 15 min	<i>HMH US History, Module Eight, Pages 286-287</i> - Read aloud and discuss the causes and calls for war with Great Britain a second time; who were the War Hawks? What were three reasons that they saw as reasons for war? Teacher to outline each of these three reasons (influence Native Americans, land to gain in Canada, hurting financial gain) and discuss predictions as to if it appears that this war was successful for our country - 15 min	<i>HMH US History, Module Eight, Pages 282-287</i> - Students in pairs, create a "Concept Map" outlining the reasons for the War of 1812; the purpose of this map is to see how BOTH foreign and domestic issues lead to this war; specifically include - how did the Barbary Wars incite it? How did the War Hawks ignite it? How did the US feel about Britain's presence in Canada and out west? Share your maps with the class - 20 min	<i>HMH US History, Module Eight, Page 289</i> - Using the "Explore ONLINE!" feature in your Chromebooks, review the map of the War of 1812 and its major battles; where were they mostly located? Why do you think Lake Erie and Ohio were major areas for fighting? Review the areas labeled as "Territory", what states do these eventually become? What country owned Florida and Texas? How do you think the British blockade effected US trade? Answer questions #'s 1-2 and discuss aloud - 10 min	Students and Teacher to go to the following website " <a href="https://en.wikipedia.org/wiki/Battle_of_Lake_Erie">https://en.wikipedia.org/wiki/Battle_of_Lake_Erie</a> " and read the first paragraph, "Battle", "Casualties", and O.H. Perry's quotes in "Aftermath"; why was this so an amazing victory for the United States? How did this open the door to victory in Detroit and at the Battle of the Thames River? Where on Lake Erie did this occur? How far did this battle occur from our school? - 15 min
<i>HMH US History, Module Eight, Pages 282-286 (stop at "Call for War")</i> - Read aloud and discuss the two different military engagements in this section so far (Barbary Pirates & Tecumseh); how were pirates looting American ships? What were France and Great Britain doing as well? Do you personally agree with the Embargo Act? Why do you think the Non-Intercourse Act was also unpopular, especially in the North? Students in pairs, create a T-chart outlining the Embargo Act (left) and Non-Intercourse Act (right) and compare; share your thoughts with the class - 25 min	Students in pairs, using TWO "Cause and Effect Diagram" graphic organizers students will outline the reasons for the USA going to war with both the Native Americans under Tecumseh and the British in the War of 1812; students will present at least two causes for both wars; share with the class and discuss - 25 min	<i>HMH US History, Module Eight, Pages 288-291</i> - Read aloud about the War of 1812 and discuss the battles on the Canadian border; Who commanded the Battle of Lake Erie for the US? What happened in Detroit, causing the US forces to lose that fort? What happened to Tecumseh at the Battle of the Thames? Who was Andrew Jackson and what two famous victories did he win in this war? What is ironic about the Battle of New Orleans (it occurred after the war was over)? What were three outcomes of the war? - 20 min	Divide the class into four groups; each group will use their Chromebooks to research ONE of four different battles from this war: the Battle of Lake Erie, the Battle of New Orleans, the Burning of Washington D.C., and the Battle of the Thames River; students will write several notes about this battle and try to obtain a battlefield map of the fight; students will present their research to the class and discuss the importance of this battle in the war - 25 min	<i>HMH US History, Module Eight, Pages 292-294</i> - Students in pairs, read together about the border disputes and settling with Great Britain and Spain; what three agreements established borders and how we will live along those borders? Do you think that the Convention of 1818 is still in place today along Lake Erie? Why or why not? Students to write six notes about the reading and share with the class; Teacher to mediate between information and discuss as a class - 20 min	
<b>Daily Homework:</b>	Do you agree more with Tecumseh that the land was the Native Americans, or with the settlers that they had a right to settle upon it? Why do you think that?	<i>HMH US History, Module 8, Lesson 1 Assessment, Page 287</i> - Complete #'s 1-3 due tomorrow!	<i>HMH US History, Module Eight Assessment, Page 296</i> - Complete "Comprehension, # 7"; due tomorrow!	<i>HMH US History, Module Eight Assessment, Page 296</i> - Complete "Comprehension, # 8"; due tomorrow!	<i>HMH US History, Module 8, Lesson 2 Assessment, Page 291</i> - Complete #'s 1-3 due tomorrow!

Daily Bellwork:	How do you think the US Navy would respond to pirates nowadays? How did you think they responded in the early-1800's?	<i>HMH US History, Module Eight, Page 285</i> - Review the timeline titled "America's Road to War" and answer the question	<i>HMH US History, Module Eight, Page 286</i> - Review the Historical Source titled "Views of War" and answer the question	How do you think that the death of Tecumseh effected the Native American's desire to fight? Provide two reasons	Which battle of the War of 1812 was most important? Why do you think that?
Terms to Know:	<b>Nationalism, Era of Good Feelings, Monroe Doctrine, Henry Clay, American System, Cumberland Road, Erie Canal, Sectionalism, Missouri Compromise, John Quincy Adams, Washington Irving</b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 32	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH US History, Module Eight, Page 293</i> - Using the "Explore ONLINE!" feature in your Chromebooks, review the map of the US Boundar Changes in 1818-1819; what States are new to this map from previous maps? Why do you think there was no formal agreement with Oregon at this time? What line of latitude was set as the border for the USA and Canada? Do you think these borders with Spain and Britain were necessary at this time? Why or why not? Answer questions #'s 1-2 and discuss aloud - 10 min	<i>HMH US History, Module Eight, "Social Studies Skills", Page 295</i> - Read aloud and discuss "Learn the Skill", discuss #'s 1-4 and how compromises helped with dealing with Great Britain during this unit; how did the concept of going to war work out? Was there a specific victor in the War of 1812? How did the compromises with Spain and Great Britain regarding land fair better for the USA? Answer questions #'s 1-2 aloud and discuss how this relates practically to your lives - 15 min	<i>HMH US History, Module Nine, Timeline of Events, Page 299</i> - Explore the timeline and review the dates; how long ago did these events happen? Subtract the year today from the years in this timeline to have a better understanding - 10 min	<i>HMH US History, Module Nine, Pages 304-305</i> - Students in pairs, review the four major points of the Monroe Doctrine; Imagine that you are the rulers of EACH France, Great Britain, and Spain; for EACH country write your thoughts about how EACH country would feel about this declaration, especially after your country previously had vast claims of land in North America; complete via Google Docs and share with Teacher; discuss as a class - 20 min	(Part II of II) Complete the Simulation on the Monroe Doctrine from the previous lesson; discuss and share answers as a class, especially with each political cartoon - 20 min
	Watch "#05 James Monroe" on YouTube (7:25 min) and discuss the presidency of James Monroe; what is statement is he famously known for saying? Why is he considered the last of the Founding Fathers? How did he expand the USA during his time in office? - 10 min	<i>HMH US History, Module Eight Assessment, Page 297</i> - Read "Focus on Writing, # 14" and discuss Andrew Jackson; what are some great things that he has done that would earn him a future position in leadership later in his life? What future position do you predict he may earn eventually? Students in pairs, list his accomplishments and write a sentence FOR EACH discussing how they speak for him as a leader; when complete, practice writing a list of accomplishments for yourself and a sentence for each accomplishment indicating why you'd be a good leader one day; students to continue working to pairs to assist eachother; how do your accomplishments indicate your ability to lead? Complete via Google Docs and share with Teacher - 30 min	<i>HMH US History, Module Nine, "You Try It!", Pages 300-301</i> - Read aloud and discuss bias and historical events; How can they tell you about history yet also distort it? What are some ways that you can recognize bias in reading? Read "You Try It, #'s 1-2" and discuss what you think may be bias shared by the author; share your responses - 15 min	(Part I of II) Simulation: Monroe Doctrine - Teacher will lead the simulation and assist in processing each step; students in pairs, as a class read aloud and complete various steps in stages as indicated; Teacher to lead the flow of the discussion and help form thought-processing and conversation points; students to answer each step as indicated and provide advice based upon information obtained and prior knowledge; students to review each situation as it arises and weigh what the approach to foreign policy should be for each - 30 min	Quick Write: students to individually use Google Docs to respond to this topic - Do you believe that the USA still follows the Monroe Doctrine today? Do we still protect other countries and the people within them? Why or why not? - 15 min
<i>HMH US History, Module Eight, Lesson 3 Assessment, Page 294</i> - Students in pairs, complete using Google Sheets # 4 and submit to Teacher when complete; students to use the following three situations as the "Agreement / Treaty" to evaluate: Rush-Bagot Agreement, Convention of 1818, and Adams-Onis Treaty; use the First Seminole War as one situation under the "Issue" column; total of four situations to complete; share with the class - 30 min		<i>HMH US History, Module Nine, Pages 302-305</i> - Read aloud and discuss; How did the Monroe Doctrine strengthen the United States as a country in the world? What did it state (or actually warn) other countries about doing in North America? If you were a European or African leader, would you have listened? Consider the War of 1812 in your response; What is your opinion of James Monroe? How did he influence revolutions in South America? - 20 min		<i>HMH US History, Module Nine, Pages 306-309</i> - Students in groups of 3 or 4, read in literacy circles (aka "Lit Circles") and write five notes about Nationalism and how it guided US Policy; what major features were built at this time? How did this time influence our current known-world? What was the Erie Canal? Who was Henry Clay? Write your five statements into Google Drive and share them with Teacher - 15 min	
Daily Homework:	<i>HMH US History, Module Eight Assessment, Page 296</i> - Complete "Comprehension, # 9"; due tomorrow!	<i>HMH US History, Module 8, Lesson 3 Assessment, Page 294</i> - Complete #'s 1-2 due tomorrow!	<i>HMH US History, Module Eight Assessment, Page 296</i> - Complete "Review Vocabulary, #'s 1-6"; due tomorrow!	How did the Monroe Doctrine both strengthen the US foreign policy but also create problems for it? Provide two examples	<i>HMH US History, Module 9, Lesson 1 Assessment, Page 305</i> - Complete #'s 1-2 due tomorrow!

Daily Bellwork:	Who was the US commander at the Battle of Lake Erie? What did he famously say after winning the battle?	James Monroe had a relatively peaceful presidency; does that make him a successful President? Why or why not?	<i>HMH US History, Module Eight Assessment, Page 297</i> - Complete "Review Themes #'s 10-11" via Google Docs and submit to Teacher	<i>HMH US History, Module Nine, "Historical Source", Page 304</i> - Read "The Monroe Doctrine" and answer #'s 1-2; discuss as a class	What was the Monroe Doctrine? Why was it important to the US foreign policy at the time?
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 33	Bellwork - 5 min  <i>HMH US History, Module Nine, Page 308</i> - Using the "Explore ONLINE!" feature in your Chromebooks, review the map of the US Roads and Canals; What cities that were chosen for the National Road seem like odd choices by today's city sizes? Do you think that there were other reasons that they were chosen? Where are most canals located? Why is that? Answer questions #'s 1-2 and discuss aloud - 10 min	Bellwork - 5 min	Watch "John Quincy Adams - 6th U.S. President & Son of Founding Father John Adams   Mini Bio   BIO" on YouTube (3:32 min) and discuss; what roles did he have both before and after his presidency? Why is his career outside of being President so much better than his time as President? How did he become elected to be President? Who was his father? - 10 min	Bellwork - 10 min  <i>HMH US History, Module Nine, "Literature in History", Pages 319-320</i> - Read the segments of both stories aloud and discuss the precepts of the stories; as a class, answer #'s 1-3 and discuss why these may have been popular stories to read; based upon these segments, which story would you have rather read? - 15 min	Bellwork - 5 min  Using the "Terms to Know from Week Thirty-One" and "Terms to Know from Thirty-Two", students will create a crossword puzzle using these terms as the answer and definitions as the questions; student definitions should be in their own words; students may use their notes and the textbook for this work; THIS WILL REPLACE A TEST FOR THIS UNIT - 30 min
	Teacher to go to Google Images and enter "Erie Canal"; display images of the canal for students to see what it appeared as; a good website of facts to refer to is "www.mentalfloss.com/article/79853/14-navigable-facts-about-erie-canal" including size of the canal, uses, and controversies - 15 min	(Part II of II) Complete "Missouri Compromise Simulation" and discuss; students in pairs to work on it together; Teacher to lead conversations and direct flow for the material; students will need their colored pencils; what age-range was the highest amount of slaves in Missouri in 1820? Refer to the map of slavery distribution by county in the Southern States, where were the highest concentrations located? Answer questions and share with the class thoughts about the Compromise as a whole - 50 min	<i>HMH US History, Module Nine, "Social Studies Skills", Page 321</i> - Read aloud about identifying central issues; what is Sectionalism? What was the main issue in 1820 during the Missouri Compromise? How did Sectionalism and the beliefs about slavery become a central issue? As a class, discuss "Learn the Skill, #'s 1-4" then read "Practice the Skill" aloud; students in pairs, discuss and answer #'s 1-3 together; share thoughts and responses as a class - 20 min	Students will reflect upon the two story segments read in class today about "Last of the Mohicans" and "The Legend of Sleepy Hollow"; using computer paper students will illustrate, color, and write a caption for the ONE OF THE TWO excerpts of the stories read in class that they choose; students' captions will include a statement about the story from the excerpt and why they would like to read this story in the future; illustrations should be what they believe the excerpt is discussing or scenes that they believe are part of the story based upon that excerpt - 30 min	<i>HMH US History, Module Ten Timeline of Events, Page 325</i> - Explore the timeline and review the dates; how long ago did these events happen? Subtract the year today from the years in this timeline to have a better understanding - 5 min
	(Part I of II) <i>HMH US History, Module Nine, Pages 310-311</i> - Read aloud about Sectionalism, the Missouri Compromise and election of John Quincy Adams; What were the three parts of the Missouri Compromise? Who suggested this to Congress? Do you think it was a fair compromise to the Northern and Southern States? Why or why not? Refer to the map on page 310, how do you think people felt about Missouri being a "Slave State" based upon its location? Begin " <i>Missouri Compromise Simulation</i> " and discussion - 25 min		<i>HMH US History, Module Nine, Pages 314-318</i> - Read aloud and use a "Main Ideas & Supporting Ideas" graphic organizer to outline the major concepts of this section; Teacher to assist in outlining the section with the headings of "American Writers", "New Style of Art", "Religion & Music", and "Architecture & Education"; discuss the changes that occurred at this time and how they lead to things that we are still familiar with today (ex. important buildings in the city, educational principles, and stories we may know) - 20 min		<i>HMH US History, Module Ten, "You Try It!", Pages 326-327</i> - Read aloud and discuss about drawing conclusions from previous events; Based upon the segments on both pages, do you believe that Jackson was a good president? How about Martin van Buren? What clues in the reading hint towards this? How may Andrew Jackson be familiar to you already? Read "You Try It, #'s 1-4" and discuss what inferences may be made about this chapter based upon these excerpts; share your responses - 15 min
Daily Homework:	How did canals change the USA in the early-1800s? Why was the Erie Canal so important? What are two impacts that it had?	<i>HMH US History, Module Nine, "History and Geography", Pages 312-313</i> - Read about the review the images; answer questions #'s 1-3; due tomorrow! (one paragraph)	<i>HMH US History, Module 9, Lesson 2 Assessment, Page 311</i> - Complete #'s 1-3 due tomorrow!	<i>HMH US History, Module Nine Assessment, Page 322</i> - Complete "Comprehension #'s 11-12"; due tomorrow!	Complete the crossword puzzle of "Terms to Know" if it was not completed in class today; due tomorrow! This is a TEST GRADE!

Daily Bellwork:	What are canals? What is the most famous canal linking Lake Erie to the Hudson River? What city boomed from the created of this canal?	Who was Henry Clay? Why was he said to have a silver tongue?	What is Sectionalism? How did it create a division in the USA during the 1820s?	<i>HMH US History, Module Nine Assessment, Page 323</i> - Complete "Reading Skills #16" and "Social Studies Skills, #17" and discuss	Who was Washington Irving? What famous American story did he write?
<b>Terms to Know:</b>	<b><i>Nominating Conventions, Jacksonian Democracy, Democratic Party, John C. Calhoun, Spoils System, Martin Van Buren, Kitchen Cabinet, Tariff of Abominations, States' Rights Doctrine, Nullification Crisis, Whig Party, Panic of 1837, William Henry Harrison</i></b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 34	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH US History, Module Ten, Pages 328-332</i> - Divide the class in half; students in pairs within each half, one group of students will read and discuss "Expansion of Democracy" and another group will read and discuss "Election of 1828"; each group to write important notes about each section, then combine with other groups to discuss the main ideas of the section; Teacher to assist in note gathering and review; Each group will present the information gathered and discussed to the class; Teacher to assist as needed - 25 min	Discussion: What is the "spoils system"? Which President incorporated this system into the US Presidency? Do you think that this system is fair? Students in pairs, create a T-chart comparing the benefits (left) and drawbacks (right) to this system; share responses and discuss as a class - 15 min	Discussion: How did Andrew Jackson change political campaigning? What two parties went against each other in the election of 1828? What happened to the Federalist? Why do you think Andrew Johnson was more popular than John Quincy Adams? - 15 min	<i>HMH US History, Module Ten, Pages 336-339</i> - Read aloud and discuss the battle with the National Bank; as students read aloud, Teacher to outline by using a concept map on the board how Jackson's fight with the National Bank was dividing the country; where did Jackson send the governments' money? How did he ORDER people to fix this problem? Did this work? Why or why not? - 15 min	Mini-Debate: with no prompting or preparation (only a Socratic Dialogue) students will debate whether they think Jackson made the right choice to leave office; could he have fixed the problems that he created with strong authority and the people's support? Or did he collapse the federal government by putting all of the money into the States? Was he decision to leave office in 1836 smart, cowardly, or well-deserved after years of fighting wars against the British, Indian tribes, and politicians? - 15 min
	<i>HMH US History, Module Ten, Page 330</i> - As a class read "Biography - Andrew Jackson" and answer the question as a class; based upon this information and what you read about the expansion of democracy and the election of 1828, do you think he will be a poor, fair, good, or excellent President? What clues lead you to this? - 10 min	Students to go to the following website " <a href="http://www.icivics.org/games">www.icivics.org/games</a> " and login to your profile; go to "Win the White House" and set up your candidate; make sure to read each situation that the candidates are facing; campaign for your party nomination, then count the electoral votes; campaign in different states and complete the election; make smart choices and take time to read each section before doing things at random; what is political momentum? How does it help a candidate? - 35 min	<i>HMH US History, Module Ten, Pages 333-336 (stop at "Jackson attacks the Bank")</i> - Divide the class in half, each half will divide further into pairs; one half will read "Sectional Differences Increase" while the other half reads "States' Rights Debate"; students will write four major points on notecards and share with other members of the group; each group will present information learned to class and teach this information to the rest of the class; Teacher to correct any misinformation; specifically discuss how the Tariff of Abominations was a direct cause of the US Civil War roughly thirty years later; what was the states' rights doctrine? Do you think that individual states should be allowed to change or nullify federal laws that they think are unfair? Why or why not? - 35 min	Watch "#08 Martin Van Buren" on YouTube (4:08 min) and discuss how he took the blame for many of the problems that Andrew Jackson created; why did people consider him a weak President? What do you think? Why do you think Jackson is remembered as a strong President when he caused these problems for Van Buren? - 10 min	<i>HMH US History, Module Ten, "Social Studies Skills", Page 345</i> - Read aloud about understanding and evaluating problems; Jackson gave orders and did not work well with others, which created problems in his Presidency; read aloud "Learn the Skill" and discuss how these effected Jackson; as a class discuss "Practice the Skill #'s 1-4" and if you think Jackson handed the nullification crisis well - 20 min
Students and Teacher to go to the following website " <a href="http://www.ushistory.org/us/24.asp">www.ushistory.org/us/24.asp</a> " and read about Andrew Jackson as he was viewed by both the urban and rural citizens; Which group viewed him as "one of them" and which group viewed him as "King Andrew"? As a class, use a T-Chart to compare Presidents Andrew Jackson (left) to Donald Trump (right); what similarities can be noted? - 15 min			Students in pairs, use a "Cause and Effect" graphic organizer to outline how Andrew Jackson created problems for Martin Van Buren's Presidency; how was Van Buren's time in office doomed before it started? How did Jackson's fight with the National Bank sink Van Buren's Presidency? Where did Jackson place the federal money, which caused the issue with the National Bank? Share and discuss as a class - 25 min	<i>HMH US History, Module Ten, Pages 340-343 (stop at "Other Native Americans Resist")</i> - Read aloud and discuss the Indian Removal Act; although this did not occur during his Presidency, review how the "Trail of Tears" was caused by Jackson; how were the Creek and Choctaw Tribes mistreated? What present-day State was called "Indian Territory"? - 15 min	

Daily Homework:	Based upon what has been learned so far about Andrew Jackson, do you think he will be a good President? Why or why not?	Discuss in three ways your election campaign from class today; Compare it to Andrew Jackson's, did you have the popular vote? Did you have the strong momentum that he did? Why or why not?	<i>HMH US History, Module 10, Lesson 1 Assessment, Page 332</i> - Complete #'s 1-2 due tomorrow!	<i>HMH US History, Module 10, Lesson 2 Assessment, Page 339</i> - Complete #'s 1-2 due tomorrow!	<i>HMH US History, Module 10, Lesson 2 Assessment, Page 339</i> - Complete #'s 3-4 due tomorrow!
Daily Bellwork:	What do you know about Andrew Jackson? Do you think he would be a good President?	<i>HMH US History, Module Ten, Page 331</i> - Read "People's President" and "Views of Democracy"; answer questions and discuss	What is the "spoils system"? How did Jackson implement it in his presidency? What was the "Kitchen Cabinet"?	What were the Tariff of Abominations? What was the States' Rights Doctrine?	<i>HMH US History, Module Ten, Page 337</i> - Read "Historical Source" and answer the question; how do you feel about this topic?
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 35	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 5 min
	Watch "How the Brutal Trail of Tears Got Its Name" on YouTube (2:45 min) and discuss; how was this removal of the Native Americans unfair? What specifically did the Cherokee rely upon to claim their land? Who said that they could not keep it? - 10 min	<i>HMH US History, Module Ten, Pages 340-344</i> - Students in pairs, using Google Sheets review this section and create a table outlining the Seminole, Cherokee, Fox & Sauk, Choctaw, Creek, and Chickasaw Tribes' response to the Indian Removal Act; in the first column write the Tribe's name, in the second column write how they responded, in the third column write the outcome of this response, in the fourth column provide your opinion about the course of action that they each took; share with the Teacher when complete - 25 min	<i>HMH US History, Module Twelve, Pages 392-394 (stop at "Texans Revolt Against Mexico")</i> - Read aloud and discuss how Mexico paid empresarios to locate American settlers to come there to settle the land; where did the name "Texas" come from? What year did Mexico become independent from Spain? How many years did it take before Mexico stopped paying empresarios to bring Americans into Texas? How did their plan backfire? - 15 min	<i>HMH US History, Module Twelve, Page 394</i> - Teacher to go to Google Images to display images of "The Alamo, Texas" and go to the following site <a href="http://www.foxnews.com/science/human-remains-uncovered-the-alamo-archaeological-exploration">"www.foxnews.com/science/human-remains-uncovered-the-alamo-archaeological-exploration"</a> and read the brief article; why do you think human remains have been found here several times and in so many different places? Refer back to the textbook, how many people were killed at the Alamo? - 15 min	Students in pairs, using a "Cause and Effect" graphic organizer students will link together the Mexicans use of empresarios to the Texas Revolution; Students to include that Mexico had outlawed slavery but that the United States did not; students to further connect their graphic organizer to Texas becoming a "Slave State" in the USA; share and discuss - 20 min
	<i>HMH US History, Module Ten, Pages 340-344</i> - Review and discuss the Indian Removal Act and how it forced the tribes east of the Mississippi River to leave their land; what did the Cherokee try to do to avoid this? What was the decision in the Supreme Court case " <i>Worcester v. Georgia</i> " and how should it have effected the Cherokee? What happened instead? Read about the Second Seminole War, Osceola, and Black Hawk; what was the sad outcome of this war? - 15 min		<i>HMH US History, Module Twelve, Pages 394-395</i> - Divide the class into three groups; Teacher to read the first paragraph aloud under "Texans Revolt against Mexico" and explain the Texas Revolution starting; each group will read EITHER "Texas Independence", "Battle at the Alamo", or "Battle of San Jacinto" and will write notes about their paragraphs; students will present their information to the class in a short but informative presentation - 20 min	<i>HMH US History, Module Twelve, Pages 395-396</i> - Students to go to the following website <a href="http://www.thealamo.org/visit/grounds/virtual-tour/alamo-vtour/index.html">"www.thealamo.org/visit/grounds/virtual-tour/alamo-vtour/index.html"</a> to take a virtual tour of the Alamo; keep in mind as you review this building that it was a church where 200 people died fighting for Texas' independence; try to place yourself in that fight as you explore; then read aloud "An Independent Nation" to see how Texas was born; did they allow slavery or not? - 20 min	<i>HMH US History, Module Twelve, Pages 397-399 (stop at "The Mexican Borderlands")</i> - Read aloud and discuss Manifest Destiny; would you have believed in the USA's right or duty to own all of North America? Do you think it is our duty to safeguard those who need it, or only protect those in our country? Discuss "Fifty-four forty, or fight", how would the USA be different now if we owned Canada up to this region? What would a third war with Great Britain have looked like, in your opinion? - 20 min

	<p><i>HMH US History, Module Ten, Page 343</i> - Review the map using the "Explore ONLINE!" feature in your chromebooks; using the scale, how much Seminole land was given up in miles? How many major battles were fought in the Second Seminole War? Answer questions #'s 1-2 and discuss; students to each select one of the seven major battles and research it online; students to write one paragraph about this battle in Google Docs and submit to Teacher; present their findings to the class - 25 min</p>	<p><i>HMH US History, Module Ten, "History and Geography", Pages 346-347</i> - Read and review the map and captions about the Native American tribes being forced to move to Indian Territory; students in pairs, each pair to select one Treaty from the first column, research online about this treaty and discuss how it benefited the US but harmed the specific tribe; discuss battles for land, issues with fairness, and any betrayals that occurred; students to present findings to the class; do you think treatment of Native Americans has improved since this time? Why or why not? - 25 min</p>	<p><i>HMH US History, Module Twelve, Page 395</i> - Using the "Explore ONLINE!" feature in your Chromebooks, review the map of the war for Texas' Independence; how does Texas differ in size now verses its size and shape then? What three major battles took place in this war? Which one gained Texas' independence? How do you think that Andrew Jackson did not want to annex Texas? How do you think the massacres at Goliad and the Alamo enraged the Texans to fight at San Jacinto? Answer questions #'s 1-2 and discuss aloud - 10 min</p>	<p>Discussion: As a class, Teacher to lead the creation of a "Sequence" flow chart to outline the process in which Texas became an independent country; begin with Mexico's independence from Spain and end with Texas recongnized by Andrew Jackson as a free country; include Stephen Austin and Sam Houston, as well as American settlers coming into Texas from Southern states; discuss as a class the pride that many Texans have in being an independent country and fighting for their own freedom; why do you think Texas called the "Lone Star Republic"? - 15 min</p>	<p>Students in pairs, create a T-chart analyzing the differences in the United States with our current northern border (left side) verses if we owned up to the 54th parallel (right side); Discuss on the right side- what major cities would be part of the USA? What geographic regions would be in the USA? How may shipping and industry in the USA be different? Would some cities be larger or smaller than they are now? On the left side - What geographic areas shape our Northern border now? How developed do you think these regions are based upon cities and features? - 10 min</p>
Daily Homework:	<p>Reflect on and discuss the Cherokee and Seminole Tribes' fight for freedom; were either a true victory or loss for them? Explain your thoughts (one paragraph)</p>	<p><i>HMH US History, Module 10, Lesson 3 Assessment, Page 344</i> - Complete #'s 1-3 due tomorrow!</p>	<p><i>HMH US History, Module Ten Assessment, Page 348</i> - Complete "Comprehension #'s 7-8"; due tomorrow!</p>	<p>If you were Andrew Jackson, would you have added Texas to the USA to gain the land and resources? Why or why not?</p>	<p><i>HMH US History, Module 12, Lesson 1 Assessment, Page 396</i> - Complete #'s 1-2 due tomorrow!</p>
Daily Bellwork:	<p>What was the Indian Removal Act? What US President wanted this law passed?</p>	<p>Go to the website <a href="https://americanindian.si.edu/nk360/removal-six-nations/chokechee/image">https://americanindian.si.edu/nk360/removal-six-nations/chokechee/image</a> and answer the three questions</p>	<p><i>HMH US History, Module Ten Assessment, Page 349</i> - Complete "Reading Skills, # 13" and "Social Studies Skills, # 14" and discuss</p>	<p>How did Andrew Jackson's failure to help Texas in their fight for independence go against the Monroe Doctrine?</p>	<p>What was the Alamo? How was it important in the war for Texas' independence from Mexico?</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 36	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>
	<p><i>HMH US History, Module Twelve, Pages 399-400</i> - Read aloud and discuss the disconnect created by Mexico and those in the Southwest United States; what are vaqueros and californios? How did they feel about living under Mexican rule? Why may they want to break free from Mexico to form their own country? Think of three reasons why - 15 min</p>	<p><i>HMH US History, Module Twelve, Page 402</i> - Review the map using the "Explore ONLINE!" feature in your chromebooks; using the scale, estimate how far Mexico City is from Los Angeles and San Francisco; what US generals commanded armies in this war? Who was the Mexican general? How do you know this name already? Count the US victories verses the Mexican victories, how do you think this war went for both sides? - 10 min</p>	<p>Time to prepare to present lessons on the assigned materials; group collaboration time provided - 15 min</p>	<p>(Part I of II) Students in pairs, using poster board students will draw the continental United States free hand with each of the continental State's borders included; include the captial city of each State and the year that each State joined the United States in your illustration; students will then refer to the textbook or online to reference a map to see how EACH STATE joined the United States; students will select different colors to group together and color the land purchases and aquisitions to the United States (example: Louisiana Purchase, Northwest Territory,</p>	<p>(Part II of II) Students in pairs, finish the previous lesson's in-class assignment; students to use poster board to draw the continental United States free hand with each of the continental State's borders included; include the captial city of each State and the year that each State joined the United States in your illustration; students will then refer to the textbook or online to reference a map to see how EACH STATE joined the United States; students will select different colors to group together and color the land purchases and aquisitions to the United States (example: Louisiana Purchase,</p>
	<p>Students in pairs, use a Venn Diagram to compare and contrast the reasons for people wanting to leave Mexico to form an independent nation of Texas vs an independent nation of California; have three reasons for each section (nine total statements) and discuss as a class - 20 min</p>	<p>Watch "How Did a Grizzly Bear Get on California's Flag?" on YouTube (3:23 min) and discuss the Bear Flag Revolt; what city did the mission of San Francisco de Assisi eventually become? What fort did the people revolt from? How did the US already try to obtain California from Mexico? - 10 min</p>	<p><i>HMH US History, Module Twelve, Pages 403-407</i> - Students in groups, present your lessons and materials for teaching your assigned sections; students to provide copies if needed and may teach the lesson as desired - 30 min</p>		

	<p><i>HMH US History, Module Twelve, Pages 401-403 (stop at "War's End")</i> - students in pairs, read together about the Mexican-American War and the major events of it; answer the following questions in pairs and be prepared to discuss - Why do you think some of the major cities fell so quickly? What happened to the California Republic? Why do you think the Californios continued to fight after being claimed for the United States? Share and discuss your responses with the class together - 15 min</p>	<p><i>HMH US History, Module Twelve, Pages 403-407</i> - Read aloud the section titled "War's End"; divide the class into four groups, each group will read a section about the Treaty of Guadalupe Hidalgo, "Diplomatic Agreements and Payments", "Surge of American Settlers", and "Cultural Encounters"; students will prepare and plan a lesson for teaching this content to the remainder of the class; this may include maps, graphic organizers, group discussions, or online photos and sites; presentations to occur in the following lesson - 30 min</p>	<p>Discussion: How did the proclamation of Manifest Destiny lead to the Texas Revolution and annexation of Texas? How did it lead to the Mexican-American War? In your opinion, was the United States justified in this war or were they being aggressive attackers? - 10 min</p>	<p>and Gadsden Purchase); ultimately this map will illustrate and outline how each State in the 48 Continental States joined the United States, including how they were acquired, the year they joined, and their capital city - 50 min</p>	<p>Northwest Territory, and Gadsden Purchase); ultimately this map will illustrate and outline how each State in the 48 Continental States joined the United States, including how they were acquired, the year they joined, and their capital city; to be finished in class today - 50 min</p>
<p>Daily Homework:</p>	<p>How did the Texas Revolution and Mexican-American War change the USA? Think of three ways</p>	<p>Work on your presentation of your assigned section to teach for tomorrow</p>	<p><i>HMH US History, Module Twelve Assessment, Page 418</i> - Complete "Comprehension, #'s 8-9"; due tomorrow!</p>	<p>Gather research for your in-class assignment; due tomorrow!</p>	<p>None</p>
<p>Daily Bellwork:</p>	<p>What is Manifest Destiny? What are your thoughts about it?</p>	<p>How would the USA be different if Texas and California were not states, but instead separate countries? Why do you think that?</p>	<p>Would you consider the Mexican-American War a "major US war"? Why or why not?</p>	<p>What is one way that Mexicans and Native Americans were opposed after the Mexican-American War?</p>	<p>Gather your materials to finish your in-class assignment today!</p>