

Scope and Sequence
Social Studies - 8th STREAM

Unit : Geography; Review Latitude & Longitude

Project Theme:	<i>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.</i>					
Project Breakdown:	<i>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.</i>					
Terms to Know:	<i>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</i>					
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday	
Week 1	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	

Bellwork Topic:	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 - 25 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
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Week 3	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	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	
	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	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	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	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		
	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	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	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	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		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
	Quick Write: What is something about Saint Adalbert that you could admire and try to imitate in him? (one paragraph) - 10 min	Share Venn Diagrams and compare notes about how Saint Adalbert was great; why should be honor him as a person? - 10 min	Discussion: Which relic in the video was most interesting to you? Why? - 10 min	Go to the website https://case.edu/ech/articles/o/our-lady-blessed-sacrament-parish and read aloud; discuss as time permits - 10 min		
Bellwork Topic:	What do you know about Saint Adalbert, the person? Who do you know about Saint Adalbert, the church or school?	What are three things that you really like about Cleveland? Why do you like them?	What are relics? What do you know about relics?	Who is Our Lady of the Blessed Sacrament? Try to figure it out based upon the words "Our Lady" if you don't know.	None	
Daily Homework:	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?	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)	Written Response: Which relic in the video that we saw today was most interesting to you? Why is that? (one paragraph)	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)	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?	
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday	
	Bellwork - 5 min	Bellwork - 5 min	Who are the Missionaries of the	Bellwork - 5 min		

Week 4	<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>Teacher-led discussion: Review Father Gene Wilson; Read aloud the top-two paragraphs on page 133 of the following article: https://books.google.com/books?id=wY0OG9o4IU8C&pg=PA133&lpg=PA133&dq=father+gene+wilson+black+panther+party&source=bl&ots=wqgNC7GGr7&sig=ACFu3U3KN-zjJaWcIE7-fcqWMq1TAZgwQ&hl=en&sa=X&ved=2ahUKEwiR6tnr6XkAhUGTKwKHarcD2MQ6AEwFHoEAsQAQ#v=onepage&q=father%20gene%20wilson%20black%20panther%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</p>	<p>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>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>
	<p>As a class, read aloud and discuss "http://www.clevelandmemory.org/pray/traditions/spring2010.pdf"; 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 OLSB was founded, why is this important for Catholics in Cleveland? - 20 min</p>	<p>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</p>	<p>Read aloud the reopening letter from Father Gary in 2012: "https://d2wldr9tsuuj1b.cloudfront.net/2224/documents/St.%20Adalbert/Pastor%27s%20Letter%20of%20Introduction.pdf"; how does our school display the characteristics of the Precious Blood? - 15 min</p>	<p>Who is Lydia Harris? Read aloud: "https://ashbrook.org/publications/onprin-v5n6-byrne/"; 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</p>	<p>Read and discuss the following article: "https://www.cleveland.com/galleries/VJVVHRRPGCZHD5G5W3L6ZIT2HBA/"; 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</p>
	<p>Review the homework from the previous day; who was Principal in our school in 2011? What was the school like then?</p>	<p>Write three things that you remember from yesterday's lesson</p>	<p>None</p>	<p>Write three things that you remember from yesterday's lesson</p>	<p>None</p>
Daily Homework:	<p>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)</p>	<p>Written Response: Why was Father Gene Wilson important to all people in our school community? (one paragraph)</p>	<p>Written Response: In what ways are you personally living out the ways of the Precious Blood? What ways could you personally improve? (one paragraph)</p>	<p>Study for test tomorrow on the history of our school and parish</p>	<p>None</p>

Unit : Life before the 13 Colonies

Terms to Know:	<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>				
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 5	<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 & 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 I of III) Students in groups of 3 or 4,</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 6	<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>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, correctly place and list major cities 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 & 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 & 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 7	<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	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 : American Revolution, the Declaration of Independence, and their Causes

Terms to Know:	<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>				
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, 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	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	<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	<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	<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

Week 8	<p><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</p>	<p><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</p>	<p>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</p>	<p><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</p>	<p>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</p>
	<p><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</p>	<p>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</p>	<p><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</p>	<p><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</p>	<p><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</p>
Daily Homework:	<p>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)</p>	<p>Written Response: In your 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)</p>	<p><i>HMH US History, Module 4, Lesson 1 Assessment, Page 112</i> - Complete #'s 1-4; due tomorrow!</p>	<p>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)</p>	<p><i>HMH US History, Module 4, Lesson 2 Assessment, Page 118</i> - Complete #'s 1-4; due tomorrow!</p>
Daily Bellwork:	<p>What do you know about the United States Revolution? Who did they earn it from? When did they fight for it?</p>	<p>What was the Stamp Act and the Sugar Act? Why were they important Acts in US History?</p>	<p><i>HMH US History, Module Four, Page 110</i> - Read "The Boston Massacre" and answer the question</p>	<p>Why do you think the Battle of Lexington-Concord is called "the shot heard 'round the world"?</p>	<p><i>HMH US History, Module Four, Page 116</i> - Read "George Washington" and answer the question</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><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</p>	<p>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</p>	<p>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</p>	<p><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</p>	<p><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</p>

Week 9	<p><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</p>	<p><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</p>	<p><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</p>	<p><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</p>	<p><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</p>
	<p>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</p>	<p><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</p>	<p><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 more so to punish the Colonists or for the good of England? Why do you think that? - 20 min</p>	<p>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</p>	<p>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</p>
Daily Homework:	<p>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)</p>	<p>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?</p>	<p><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?</p>	<p><i>HMH US History, Module 4, Lesson 3 Assessment, Page 123</i> - Complete #'s 1-5; due tomorrow!</p>	<p>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?</p>
Daily Bellwork:	<p><i>HMH US History, Module Four, Lesson Three, Page 119</i> - Read "If YOU were there" and answer the question; discuss as a class</p>	<p>What was the Declaration of Independence? Who wrote it? When was it written?</p>	<p><i>HMH US History, Module Four, Lesson Three, Page 121</i> - Read "Choosing Sides" and answer the question</p>	<p>What day was the Declaration of Independence approved by the Continental Congress? When was it actually signed?</p>	<p>What type of commander was George Washington? How is this demonstrated in the Battle of Trenton?</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	

Week 10	<p><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</p>	<p><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</p>	<p><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</p>	<p>Review Study Guide on the American Revolution and the Declaration of Independence - 20 min</p>	<p>Test on the American Revolution and the Declaration of Independence - 30 min</p>
	<p>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</p>	<p>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</p>	<p><i>HMH US History, Module Four Assessment, Page 146</i> - Students in pairs, complete "Comprehension and Critical Thinking #'s 5-9" via Google Docs and submit to your Teacher; one paper per student; discuss when complete - 30 min</p>	<p>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, people's actions, or laws coming into place; review as a class and discuss - 30 min</p>	<p><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 Atlantic Ocean, Pacific Ocean, Caribbean Sea, Great Lakes, Mississippi River, Ohio River, Rocky Mountains, and Appalachian Mountains; label Canada; include a compass - 25 min</p>
	<p><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</p>	<p><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</p>			
Daily Homework:	<p><i>HMH US History, Module 4, Lesson 4 Assessment, Page 138</i> - Complete #'s 1-5; due tomorrow!</p>	<p><i>HMH US History, Module Four, Lesson Five, Page 143</i> - Read "Sentiments of an American Woman" and answer the questions; due tomorrow!</p>	<p><i>HMH US History, Module 4, Lesson 5 Assessment, Page 144</i> - Complete #'s 1-4; due tomorrow!</p>	<p>Study for test tomorrow on the American Revolution and Declaration of Independence!</p>	<p>Complete your map of North America as divided by the Treaty of Paris of 1783 if it is not completed in class</p>
Daily Bellwork:	<p><i>HMH US History, Module Four, Lesson Four, Page 135</i> - Read "Valley Forge" and answer the question</p>	<p>Who was the "Swamp Fox"? Why was he important in fighting the British in the Southern Colonies?</p>	<p><i>HMH US History, Module Four Assessment, Page 146</i> - Complete #'s 1-4 and discuss</p>	<p>Why do you think the Native American land claims were ignored at the Treaty of Paris of 1783?</p>	<p>None</p>

Unit : The Articles of Confederation

Terms to Know:	<i>Magna Carta, Constitution, Virginia Statue 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>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 11	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
	<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	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	<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	<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	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
<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	<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	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	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		
Daily Homework:	Review the conditions of the Northwest Ordinance of 1787; what other condition would you add to these requirements? Why would you add that?	<i>HMH US History, Module 5, Lesson 1 Assessment, Page 155</i> - Complete #'s 1-3; due tomorrow!	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	<i>HMH US History, Module 5, Lesson 2 Assessment, Page 163</i> - Complete #'s 1-4; due tomorrow!	What are "checks and balances"? How does each branch of government "check" the other branches?

Daily Bellwork:	How many different governments did we have in the United States history?	Name three States that came from the Northwest Territory?	How did Britain make it difficult for the young country of the USA to trade?	What are three reasons why the Articles of Confederation were terrible for our young country?	<i>HMH US History, Module Five, Pages 156-157</i> - Read "History and Geography" and answer the questions
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 12	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	Teacher to introduce Articles of Confederation to Constitution Simulation - 10 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 - 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	<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	Use poster board and cut down the 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 research their assigned State; use the textbook and Chromebooks to gather research - 30 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	
Students to share what they learned about their states and how they interacted with eachother in the 1780's - 10 min	<i>HMH US History, Module Five, Lesson Four, Pages 170-173 (stop at "Bill of Rights")</i> - 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		<i>HMH US History, Module Five, Lesson Four, Pages 173-174</i> - 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:	<i>HMH US History, Module 5, Lesson 3 Assessment, Page 169</i> - Complete #'s 1-2; due tomorrow!	<i>HMH US History, Module 5, Lesson 3 Assessment, Page 169</i> - Complete #'s 3-4; due tomorrow!	<i>HMH US History, Module 5, Lesson 3 Assessment, Page 169</i> - Complete #'s 5-8; due tomorrow!	<i>HMH US History, Module Five Assessment, Page 177</i> - Complete "Focus on Writing # 19"; due tomorrow!	<i>HMH US History, Module 5, Lesson 4 Assessment, Page 174</i> - 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?	<i>HMH US History, Module 5, Lesson 4, Page 172</i> - Read "Federalist Papers Nos. 10 and 51"; answer the question
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min		
	Students to present their posters of the Bill of Rights - 15 min	<i>HMH US History, Module Five Assessment, Page 176</i> - 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	Test on Articles of Confederation - 30 min	

Week 13	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 crossword puzzles to the teacher; teacher to make photocopies of crossword puzzles and provide them to other students at random for homework - 30 min	Play "Kahoot!" to review for the test tomorrow; Approved games to play are "Articles of Confederation, 14 questions, 30 seconds", "Articles of Confederation, 20 questions, 30 seconds", and "Articles of Confederation & Constitutional Convention, 15 questions, 10 seconds" - 25 min	Create an acrostic of any one of the "Terms to Know from Week Twenty-Two" and surround it with other important descriptive terms, phrases, and knowledge; color and decorate it for additional emphasis - 20 min
	<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			
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

Terms to Know:	<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
	<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 "www.icivics.org/" 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

Week 14	<p><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</p>	<p>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</p>	<p>Students to go to the following website "www.congress.gov/resources/display/content/The+Federalist+Papers" 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</p>	<p>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, 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</p>	<p>(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, 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</p>
	<p>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</p>	<p>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</p>	<p><i>HMH US History, Module Six, Pages 188-190</i> - 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</p>		
Daily Homework:	<p>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)</p>	<p>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)</p>	<p><i>HMH US History, Module 6, Lesson 1 Assessment, Page 187</i> - Complete #'s 1-3; due tomorrow!</p>	<p><i>HMH US History, Module 6, Lesson 1 Assessment, Page 187</i> - Complete #'s 4-7; due tomorrow!</p>	<p>Work on your Google Slides Project about the three Branches of the US Government System</p>
Daily Bellwork:	<p>Samuel Adams has been nicknamed the "Father of the Revolution". Why do you think that is?</p>	<p>Think of the people involved in the writing of the Constitution and in the Revolution; what did many of them eventually become?</p>	<p>Why was The Great Compromise critical to the Constitution coming into effect? What could have happened without it?</p>	<p>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?</p>	<p><i>HMH US History, Module Six, Lesson Two, Page 192</i> - Read "Supreme Court Decisions" and answer questions #'s 1-2</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>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>

Week 15	(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	<i>HMH US History, Module Six, Pages 196-203 (stop at "Article II. The Executive")</i> - 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	<i>HMH US History, Module Six, Pages 196-203 (stop at "Article II. The Executive")</i> - 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 <i>HMH US History, Module Six, Page 199</i> - 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"
	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	Bellwork - 5 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	Bellwork - 5 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	Bellwork - 5 min <i>HMH US History, Module Six, Pages 203 & 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	Bellwork - 5 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?

Week 16	(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	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 of these Amendments? What was the only Amendment to be repealed (18)? What is the most-recently passed Amendment (27)? - 25 min
	<p><i>HMH US History, Module Six, Pages 203-207 (stop at "Article IV. Relations Among States")</i> - 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</p>	<p><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 "https://en.wikipedia.org/wiki/List_of_U.S._state_partition_proposals" 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</p>	<p><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</p>	<p>Teacher and students to go to the following website "www.goodhousekeeping.com/life/g5126/president-facts/" 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</p>	<p>(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 (www.powtoon.com) 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</p>		
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"		
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min		
	<p><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</p>	<p><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</p>	<p>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</p>	<p><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</p>	<p><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</p>		

Week 17	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 "www.icivics.org/games" 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 : African-American History

Research Project:	<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>				
Project Breakdown:	<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>				
Project Requirements:	<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>				
Project Themes:	<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 18	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 Gospel Music and Leo's Casino " 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 19	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-	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 - 30 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 : Building up to the War of 1812

Terms to Know:	<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>				
Field Trip Included:	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 "www.clevelandfed.org/learningcenter/visit-us.aspx" to arrange the visit.				
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
	<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	Teacher and students to go to the following website " www.mapsofworld.com/usa/new-york-city-map.html " 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 " http://legacy.lib.utexas.edu/maps/historical/population_growth_1909/index.html " 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	<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	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	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

Week 20	<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 & 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 "https://metroparkstoledo.com/explore-your-parks/fallen-timbers-battlefield-metropark-fort-miamis/battlefield-site-history/" 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 "https://en.m.wikipedia.org/wiki/File:Fallen_Timber_s_Battlefield_-_Lossing.jpg" 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 & 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 & 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 & 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 & 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:	<p>Who was the first President of the United States? Who was his wife?</p>	<p>What was the first capital of the USA? Why was this site chosen?</p>	<p><i>HMH US History, Module Seven, Page 253</i> - Read "Role of a Citizen" and answer the question; discuss as a class</p>	<p>Go to the following website to take a virtual tour of the mint located in the city of Cleveland "www.clevelandfed.org/en/learningcenter/virtual-tour.aspx"</p>	<p>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?</p>	
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"	Field Trip:
	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	

Week 21	<p>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</p>	<p><i>HMH US History, Module Seven, Page 264</i> - 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</p>	<p><i>HMH US History, Module Seven, Pages 271-274</i> - 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</p>	<p>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</p>	<p><i>HMH US History, Module Seven, Pages 243-274</i> - 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</p>	<p>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 https://www.clevelandfed.org/learningcenter/visit-us.aspx for more information</p>
	<p><i>HMH US History, Module Seven, Pages 263-266 (stop at "The Alien and Sedition Acts")</i> - 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-Reps (right); share your charts with the class and discuss - 25 min</p>	<p><i>HMH US History, Module Seven, Pages 266-267</i> - Read aloud and discuss the Alien and Sedition Acts; how were these laws used to keep down the opinions of Dem-Reps? 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</p>	<p>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</p>	<p>Teacher to go to the following website PRIOR to this lesson www.icivics.org/teachers/lesson-plans/louisiana-purchase-1803 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</p>		
	<p>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</p>	<p><i>HMH US History, Module Seven, Pages 268-271 (stop at "The Louisiana Purchase")</i> - 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</p>	<p>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</p>	<p><i>HMH US History, Module Seven Assessment, Page 277</i> - 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</p>		
Daily Homework:	<p><i>HMH US History, Module 7, Lesson 3 Assessment, Page 262</i> - Complete #'s 1-4 due tomorrow!</p>	<p>What are two things that John Adams did well as President? What are two things that he did not do well as President?</p>	<p><i>HMH US History, Module 7, Lesson 4 Assessment, Page 267</i> - Complete #'s 1-3 due tomorrow!</p>	<p><i>HMH US History, Module Seven Assessment, Page 276</i> - Complete #'s 9-10; due tomorrow!</p>	<p><i>HMH US History, Module 7, Lesson 5 Assessment, Page 274</i> - Complete #'s 1-3 due tomorrow!</p>	
Daily Bellwork:	<p><i>HMH US History, Module Seven, Page 261</i> - Reread "Washington's Farewell Address" and answer #'s 1-2; discuss as a class</p>	<p>What was the XYZ Affair? How did the average US citizen respond to this? How did John Adams respond to this?</p>	<p><i>HMH US History, Module Seven, Page 270</i> - Read "Jefferson's Inaugural Address" and answer the question; discuss as a class</p>	<p><i>HMH US History, Module Seven, Page 273</i> - Read "Marbury v. Madison" and answer "Analyze Information #'s 1-2"</p>	<p>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?</p>	

Unit: War of 1812

Terms to Know:	<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>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 22	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 " https://en.wikipedia.org/wiki/Barbary_Wars " 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 " www.history.com/topics/19th-century/the-star-spangled-banner " 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 this war? 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 " https://en.wikipedia.org/wiki/Battle_of_Lake_Erie " 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	

Daily Homework:	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:	<i>Nationalism, Era of Good Feelings, Monroe Doctrine, Henry Clay, American System, Cumberland Road, Erie Canal, Sectionalism, Missouri Compromise, John Quincy Adams, Washington Irving</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 23	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	<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	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	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 each other; 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, 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	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	<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 know-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 24	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 10 min	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		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	<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	Using the "Terms to Know from Week Twenty-Two" and "Terms to Know from Week Twenty-Three", 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	<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	<i>HMH US History, Module Fifteen, Timeline of Events, Page 473</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

	(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	whole - 50 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	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 Fifteen, "You Try It!", Pages 474-475</i> - Read aloud and discuss comparing & contrasting historical facts; How can Venn Diagrams be helpful? Read and review the passage and complete the questions in "You Try It, #'s 1-3"; discuss similar and different facts; share your thoughts & 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?

Unit : The Underground Railroad

Field Trip Included:	Teacher to immediately, upon beginning this unit, pass out permission slips to the Hubbard House (Underground Railroad and Museum) in Ashtabula, Ohio. Go to the following website "www.hubbardhouseugrrmuseum.org/contact-us-2/" to contact and for images of the items. Teacher to charge \$5.00 per student; make arrangements for times and student lunch based upon scheduling.				
Terms to Know:	<i>Immune, Middle Passage, African Diaspora, Folktales, Spirituals, Nat Turner, Abolition, William Lloyd Garrison, American Anti-Slavery Society, Angelina and Sarah Grimke, Frederick Douglass, Sojourner Truth, Underground Railroad, Harriet Tubman, Wilmot Proviso, Sectionalism, Free-Soil Party, Secede, Compromise of 1850, Fugitive Slave Act, Anthony Burns, Harriet Beecher Stowe, Uncle Tom's Cabin</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 25	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
	<i>HMH US History, Module Fifteen, Pages 476-479</i> -		<i>HMH US History, Module Fifteen, Pages 485-488</i> -		
		<i>HMH US History, Module Fifteen, Pages 482-485 (stop at "Slave Culture")</i> -	<i>HMH US History, Module Fifteen, Page 487</i> - Using the "Explore ONLINE!" feature of your Chromebooks, review the map on this page; discuss the rivers visible on this map; How may they have shaped the route that Turner took? What two states are pictured? How many miles did Turner and his groups travel? Answer "Interpret Maps #'s 1-2" and discuss - 10 min	<i>HMH US History, Module Fifteen, Pages 489-492 (stop at "The Underground Railroad")</i> -	<i>HMH US History, Module Fifteen, Pages 492-495</i> -

Daily Homework:	Have your permission slips signed and returned for the Hubbard House; cost is \$5.00				
Daily Bellwork:	Teacher to pass out and review field trip permission slips to the Hubbard House in Ashtabula; Underground Railroad stop				
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 - 10 min
	<i>HMH US History, Module Fifteen, Page 493</i> - Using the "Explore ONLINE!" feature of your Chromebooks, review the map on this page; discuss the geography on this map and how it may have effected travel; Why do you think Illinois, Indiana, and Ohio were popular destinations? What river in the western half of this map did slaves have to cross to get to free land? Answer "Interpret Maps" and discuss - 10 min		<i>HMH US History, Module Seventeen, Timeline of Events, Page 539</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 Seventeen, Pages 545-547</i> - Students in pairs, read these pages together; then using Google Sheets create three columns to evaluate the Fugitive Slave Act; in the first column list in each row specific features of the Act from the text; in the second column, write how abolitionists would feel about this segment and give an example if possible; in the third column write how this segment helped southern continue slavery; discuss as a class and share - 25 min	Students in pairs, create a "Flow Chart" graphic organizer outlining how the events of the Compromise of 1850, Uncle Tom's Cabin, the Fugitive Slave Act, and other aspects lead to the US Civil War; share and discuss thoughts as a class - 20 min
			<i>HMH US History, Module Seventeen, "You Try It!", Pages 540-541</i> - Read aloud and discuss how to separate fact from opinion and fiction; Read the passage about the Lincoln-Douglas Debate; under "You Try It, #'s 1-6" discuss what you think is the best answer to each; Teacher to assist in reviewing content; share your responses - 15 min	<i>HMH US History, Module Seventeen, Pages 543-545</i> - Review Henry Clay and John C. Calhoun thoughts about the Compromise of 1850; as a class use a T-Chart to break down the two arguments that each Senator made for their cause; what did Calhoun forshadow in his statement about seceding from the Union? How did Daniel Webster criticize this topic? - 10 min	<i>HMH US History, Module Seventeen, Page 550</i> - Using the "Explore ONLINE!" feature in your Chromebooks, review the map of the different ways the country has been divided from 1820 to the mid-1850s; how did the Compromise of 1850 change the status quo? How did the Kansas-Nebraska Act really upset abolitionists? What previous law (or Compromise) was forgotten by this new law? Answer questions #'s 1-2 and discuss aloud - 10 min

	<i>HMH US History, Module Fifteen, Pages 496-499 -</i>		<i>HMH US History, Module Seventeen, Pages 542-545 (stop at "Fugitive Slave Act") - Students in pairs, read together and discuss how the Compromise of 1850 would allow new States to join acceptably for both abolitionists and slave owners; students to write notes about the Compromise, specifically how both parties felt about the act and their reasons for those feelings; as a class, read aloud HMH US History, Module Seventeen, Pages 545-547 and discuss the Fugitive Slave Act and how it was advocated against - 25 min</i>	<i>HMH US History, Module Seventeen, Pages 548-550 - Read aloud and discuss Franklin Pierce becoming President; how was he a weak selection? Why was it poorly ironic that he would follow the Fugitive Slave Act (he was from the NORTH)? What is another huge irony about Millard Fillmore not getting the Whigs Party nomination? Describe the Kansas-Nebraska Act? Why was this plan doomed to fail from the beginning? - 15 min</i>	<i>HMH US History, Module Seventeen, Pages 549-552 - Teacher to review the "Kansas-Nebraska Act" by creating a list of pros and cons created by it; Students to predict what they think will eventually happen based upon this list; read aloud pages 551-552 about "Bleeding Kansas", the Sack of Lawrence, and John Brown's Response; What did Preston Brooks do to Charles Sumner on the Congress floor? How savage was this beating? - 15 min</i>
Daily Homework:			What are three concerns that northerners had about the Fugitive Slave Act?	Should slavery have been based upon popular sovereignty or geography? Why do you think that?	<i>HMH US History, Module 17, Lesson One Assessment, Page 547 - Complete #'s 1-4; due tomorrow!</i>
Daily Bellwork:			What are abolitionists? What are some ways that they advocated against slavery in the United States in the 1800s?	What was the Compromise of 1850? What law did it allow to form that angered many abolitionists?	<i>HMH US History, Module Seventeen, Page 544 - Read "Historical Source" about the Compromise of 1850 and answer the questions; discuss as a class when complete</i>

Unit : The Build up to the US Civil War

Terms to Know:	<i>Popular Sovereignty, Sectionalism, Secede, Compromise of 1850, Fugitive Slave Act, Uncle Tom's Cabin, Harriet Beecher Stowe, Stephen Douglas, Kansas-Nebraska Act, John Brown, Pottawatomie Massacre, Charles Sumner, Preston Brooks, Republican Party, Dred Scott, Abraham Lincoln, Lincoln-Douglas Debates, Harpers Ferry, Jefferson Davis, Confederate States of America,</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
	Discussion: Review the impact of the novel "Uncle Tom's Cabin" by Harriet Beecher Stowe; where was the author when she met fugitive slaves? How do you think their stories contributed to Stowe's writing? How did the Compromise of 1850 upset people? - 10 min	<i>HMH US History, Module Seventeen, Pages 553-554 (stop at "Dred Scott Decision") - Read aloud and discuss the founding of the Republican Party; why would James Buchanan have logically been a good choice? Watch "The worst president in U.S. history" on YouTube (4:44 min) and discuss the consensus; why was supporting slavery yet being from the NORTH his undoing? What other recently discussed President also did this? - 15 min</i>	Students in pairs, use a "Concept Map" to review the Dred Scott Decision and the three precepts from it; for each precept of the decision, include a statement as to how Northerners were upset about that particular aspect; share maps with the class and discuss; how does this case foreshadow the hatred of each other brewing into the US Civil War? - 20 min	<i>HMH US History, Module Seventeen, Pages 556-557 - As a class review the "Freeport Doctrine"; why is this decision dangerous to the safety of people in various cities? This doctrine states that police departments will uphold and overturn laws if locals so choose, even if the Supreme Court rules in the opposite direction; provide examples of why this doctrine could be hazardous - 15 min</i>	<i>HMH US History, Module Seventeen, "Social Studies Skills", Page 563 - Read aloud and discuss how point of view is important in history; discuss the phrase, "History is written by the winners"; what does this phrase mean? What happens to the losers' story? Complete reading "Learn the Skill #'s 1-5" and review how to interpret; students in pairs, read and complete "Practice the Skill #'s 1-3" via Google Docs and submit to Teacher; review as a class and discuss - 20 min</i>

Week 27	Students in pairs, use a "Cause and Effect" graphic organizer to outline how the "Kansas-Nebraska Act" caused Charles Sumner's injury, the Sack of Lawrence, the Pottawatomie Massacre, and the potential spread of slavery; share and discuss as a class - 20 min	<i>HMH US History, Module Seventeen, Pages 554-555</i> - Students in groups of 3 or 4, read and discuss the Dred Scott Decision; students to outline the three basic precepts of the case; how do you think Dred Scott had a valid case for his claim for freedom? How did the Supreme Court disregard those claims? How did this ruling actually HELP the cause for spreading slavery in the United States? Discuss as a class and review - 20 min	<i>HMH US History, Module Seventeen, Pages 555-557</i> - Teacher to read this section aloud; students to follow along and quickly write three important notes while listening; students to review and share their notes afterwards; the object of this exercise is to practice quick note-taking skills; review the debates overall; why do you think these were important focal points for slavery? - 15 min	<i>HMH US History, Module Seventeen, Pages 558-559</i> - Students in pairs, read together about John Brown's raid on Harpers Ferry, Virginia; What were his intentions? What actually happened instead? Who caught and stopped the rebellion (Robert E. Lee)? Students to discuss as a class their opinion of John Brown, were his actions noble or treason? Would you have supported his cause or found it an attack on the nation? How did the Freeport Doctrine influence John Brown's actions? - 20 min	<i>HMH US History, Module Seventeen, Pages 560-561 (stop at "The South Secedes")</i> - Read aloud and discuss the election of 1860; What happened to James Buchanan? What four political parties existed at the time? Teacher to create a chart on the board outlining the following about each candidate: what State he was from? How he felt about slavery? What percentage of the election he won? Number of Electoral Votes; how did the North and South feel about the results? - 15 min
	Watch "How one piece of legislation divided a nation - Ben Labaree, Jr." on YouTube (6:03) and discuss how the Kansas-Nebraska Act turned the USA at the time upside down and infuriated people to the point of fighting in Congress, killing in the streets, and political parties being destroyed; do you think it caused the Civil War? Or was the war going to happen regardless? - 10 min	Mini-Debate: Students will debate their thoughts and reasons for why the Dred Scott decision should have been overturned; what grounds for their argument would they make? In the students' opinion, how could Dred Scott have remained free? What evidence could be cited to ensure his freedom? - 15 min	Students in pairs, use a T-Chart to compare Stephen Douglas to Abraham Lincoln during the infamous "Lincoln-Douglas Debates"; refer to the text for each person's stance on the different topics discussed; who do you think made a better case for each topic? Why? - 15 min	Teacher to go to Google Images to view "Harpers Ferry 1859"; there are several images of the armory, rifle house, arsenal, and the layout of the region; several routes show his trip from the Kennedy House in Maryland to the Fire House in the armory; students to strategize and discuss what plans may have been better; where else may have been logical to attack? Weigh the pros and cons of the various locations; the objective is to strategize and plan appropriately - 15 min	<i>HMH US History, Module Seventeen, Page 560</i> - Using the "Explore ONLINE!" feature in your Chromebooks, review the map of the electoral votes for each candidate; Is it possible that a two party system with all the other votes added together would have beat Lincoln? If Kansas was a State then, how do you think they may have voted? What State that borders Ohio currently is missing from this map? Answer the question and discuss aloud - 10 min
Daily Homework:	<i>HMH US History, Module 17, Lesson Two Assessment, Page 552</i> - Complete #'s 1-3; due tomorrow!	<i>HMH US History, Module Seventeen Assessment, Page 564</i> - Complete "Comprehension #'s 8-9"; due tomorrow!	<i>HMH US History, Module Seventeen Assessment, Page 564</i> - Complete "Comprehension # 10"; due tomorrow!	<i>HMH US History, Module 17, Lesson Three Assessment, Page 557</i> - Complete #'s 1-3; due tomorrow!	Many Southerners believe John Brown's raid on Harpers Ferry, Virginia, was a direct attack to the Southern lifestyle. Do you agree? Why or why not?
Daily Bellwork:	What is popular sovereignty? What two regions would vote on slavery based upon this concept?	If the Transcontinental Railroad ran from New Orleans to California as also suggested, would the "Kansas-Nebraska Act" have still happened? Why or why not?	How was Dred Scott? How did his Supreme Court case anger Northerners in the 1850s?	<i>HMH US History, Module Seventeen, Page 556</i> - Read "Historical Source" and answer the question; discuss as a class	<i>HMH US History, Module Seventeen, Page 559</i> - Read "Historical Source" and answer the question; discuss as a class
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min			Bellwork - 10 min	

Week 28	<p><i>HMH US History, Module Seventeen, Pages 561-562</i> - Students in groups of 2 or 3, read aloud and discuss the Southern states seceding from the Union; what did James Buchanan do to stop them leaving? What was Lincoln's response? What was the first State to secede from the Union? What was the President of the CSA (Confederate States of America)? Did he willing accept the role? What role did he want instead? Why did the Southern States believe that they could leave the Union peacefully? - 15 min</p>	<p>Watch "Ex Slaves talk about Slavery in the USA" on YouTube (9:55 min) and discuss the struggles that former slaves in the United States informed reporters in the 1930s and 1940s about their day-to-day lives; what are your overall thoughts on this video? How does it make you feel to hear their voices? - 15 min</p>	<p>Students to share reflections from last night's homework as a class; reflect again upon the video from yesterday and the movie watched in class; how do these two videos/movies put a different twist on slavery in your mind? - 10 min</p>			
	<p><i>HMH US History, Module Seventeen, Page 562</i> - Students to review Lincoln's statement about preserving the Union; is he naive to think that the Southern States may come back? Is he out of touch to think that he could create laws to bring them back? He states that federal property in the South will remain federal property, assume that this foreshadows events; What do you think will happen? What would you do if you were Lincoln? - 10 min</p>	<p>(Part I of III) Students will watch the movie "12 Years a Slave" starring Chiwetel Ejiofor and Michael Fassbender (Rated R, 134 min); students MUST HAVE A SIGNED PERMISSION SLIP to watch; those that do not have a signed permission slip will be required to leave the classroom; some scenes in the movie are graphic portrayals of life during this time - 40 min</p>	<p>(Part II of III) Students will continue watching the movie "12 Years a Slave" starring Chiwetel Ejiofor and Michael Fassbender (Rated R, 134 min); students MUST HAVE A SIGNED PERMISSION SLIP to watch; those that do not have a signed permission slip will be required to leave the classroom; some scenes in the movie are graphic portrayals of life during this time - 45 min</p>	<p>(Part III of III) Students will complete watching the movie "12 Years a Slave" starring Chiwetel Ejiofor and Michael Fassbender (Rated R, 134 min); students MUST HAVE A SIGNED PERMISSION SLIP to watch; those that do not have a signed permission slip will be required to leave the classroom; some scenes in the movie are graphic portrayals of life during this time - 45 min</p>	<p>Field Trip to the Hubbard House in Ashtabula, Ohio, to see a home that was used as a stop on the Underground Railroad that is still in the condition and structure now as it was back then; Students to pay \$5.00 to attend, arrange lunch around the schedule of the trip; museum has no set hours at this time, Teacher must contact for tours and arrange the times, tour the entire grounds and house</p>	
	<p>Students to go to the following website "www.activehistory.co.uk/Miscellaneous/menus/Year_9/american_civil_war/game/frameset.htm" and play the simulation about the forming of the CSA and the preservation of the Union; print out the student worksheet beforehand but know that much of this is all new material that has not been covered yet - 25 min</p>					
Daily Homework:	<p><i>HMH US History, Module Seventeen Assessment, Page 564</i> - Complete "Comprehension # 11"; due tomorrow!</p>	<p>Think of the voices of the actual former slaves in the United States, what do you think about that video, those people, and what they endured?</p>	<p>In one paragraph, what are your thoughts on the movie "12 Years a Slave"?</p>	<p>Prepare for the field trip tomorrow as instructed by the Teacher</p>	<p>How did the field trip today help you to better understand the Underground Railroad and the lives of Northern people prior to the Civil War?</p>	
Daily Bellwork:	<p>What was the first State to secede from the Union? Who was the President of the Confederate States of America?</p>	<p>None</p>	<p>Take out the previous night's homework for discussion</p>	<p>Teacher to review the field trip tomorrow and discuss how the Hubbard House and Underground Railroad relates to the movie</p>	<p>None</p>	

Unit : The US Civil War

Terms to Know:	<i>Fort Sumter, Border States, Cotton Diplomacy, Thomas "Stonewall" Jackson, Battle of Bull Run, George McClellan, Robert E. Lee, Battle of Antietam, Ironclads, Battle of Shiloh, Ulysses S. Grant, Siege of Vicksburg, Emancipation Proclamation, Contrabands, Copperheads, Clara Barton, Battle of Gettysburg, Pickett's Charge, Gettysburg Address, William Tecumseh Sherman, Total War, Appomattox Courthouse,</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 29	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
		As a class using separate Chromebooks, watch "Civil War 1864: A Virtual Reality Experience, Full Version" on YouTube (11:57 min) and discuss what it was like in the battlefield camps, brief battles, and field hospitals - 15 min			
Daily Homework:					
Daily Bellwork:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 30	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 5 min

Daily Homework:					
Daily Bellwork:					
Timeline:	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
Daily Homework:					
Daily Bellwork:					
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

Daily Homework:					
Daily Bellwork:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 33	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
Daily Homework:					
Daily Bellwork:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 34	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 5 min

Daily Homework:					
Daily Bellwork:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 35	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min
Daily Homework:					
Daily Bellwork:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 36	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 5 min

Daily Homework:					
Daily Bellwork:					