

5th Grade Social Studies(Master)

Teacher: Master Map



Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
August	<p><u>Week 1</u> Civics and Government A. School Keys to Success</p> <p>What does appropriate behavior look like? Sound Like?</p> <p>How can I help make my school better?</p> <p>What are rights and responsibilities of citizens?</p> <p>B. Geography of the United States</p> <p>How and why do we label places?</p> <p>What can geography teach us about the United States?</p> <p>What is absolute location, latitude, longitude and relative location?</p>	<p>A. School Keys to Success Analyze and practice rights, roles, and responsibilities of citizens</p> <p>A 1. Discuss ways an individual can contribute to a school or community.</p> <p>A 2. Identify traits of character (e.g., responsibility, respect, perseverance, loyalty, integrity, involvement, justice and tolerance) that are important to the preservation and improvement of democracy.</p> <p>Describe and provide sources and examples of individual rights</p> <p>Give examples of group and individual actions that illustrate civic ideals (rules, equality, civility, cooperation, respect)</p> <p>B. Geography of the United States Develop spatial understanding, perspectives, and personal connections to the world</p> <p>Examine places and regions and the connections among them</p> <p>Identify key elements of a world map and</p>	<p>School Keys to Success</p> <p>Observation of student behavior in different areas</p> <p>Referrals</p> <p>B. Geography of the United States</p> <p>Vocabulary Quiz: geography, climate, globe, longitude, latitude, geographic term, physical feature, compass, landform, isthmus</p> <p>Create Journal entries about their planned trip to California and the route they chose</p> <p>Student created challenge questions and</p>	<p>School Keys to Success</p> <p>Take students on a tour of the building, showing them what appropriate behavior looks and sounds like in each area</p> <p>Review classroom rules and expectations</p> <p>character education</p> <p>Geography of the US</p> <p>Vocabulary Notebook (see words in Assessment column)</p> <p>Phase 1 Preview how we describe location with activity in classroom. Transparency 1 A. Tape off area and have students examine</p>	<p>A. School Keys to Success</p> <p>Student Handbook Posters Character Education Classes Quote of the day Kagan Structures (Rally Robin) what good behavior looks like and doesn't look like</p> <p>B. Geography of the United States</p> <p>Social Studies Alive Curriculum (SSA) Chapter 1 pages 3-15 Transparencies 1 A-F Interactive Student Notebook (ISN) pages 1-8 Lesson Masters Student Handouts 1 A-D Interactive Desk Maps Blank Paper Masking tape 3x5 index cards www.mapofthemoth.com</p>

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	<p>What human and physical characteristics have motivated, prevented, or impeded migration and immigration over time?</p>	<p>key geographic terms.</p> <p>Use latitude and longitude to determine absolute locations on Earth.</p> <p>Label major physical features of the United States.</p> <p>Draw and label a map.</p> <p>Describe and analyze how specific physical and political features influenced history, movement, and adaptation to the environment.</p> <p>Answer questions about regions of the US using various types of maps</p> <p>Use Geographic tools to identify, locate and describe places, resources, and regions in the US</p>	<p>then play game</p> <p>ISN P. 1-8</p> <p>Formal assessment (Lesson master p. 7-9)</p>	<p>what is inside the area. Draw what they see on the top of the paper. Then use papers labeled A-F and 1-10 and create a grid for the area. Tape off the inside. Repeat the process. Compare the two maps to decide which is more accurate.</p> <p>Read 1.1. Look carefully at images as they read. Show Transparency 1 B and introduce map elements. compass rose, equator, north and south hemispheres, prime meridian, east and west hemispheres, Continents (have students name each), Discuss our continent and the countries on it, how many oceans and their names (4)</p> <p>(Copy student handout 1 A for each partner. ) Read 1.2. Hand out 2-3 questions from handouts to each pair. Answer by labeling the correct location on map with the number of question and the answer on ISN page 2. Repeat until they have answered most of the questions.</p> <p>Show Transparency 1 C. Discuss latitude and longitude. Read 1.3. Repeat activity with map on ISN 3.</p> <p>Phase 2 Copy student handouts 1C-D for partners. Show Transparency 1 D and discuss landforms and bodies of water. Read 1.4. Complete geography challenge 1 C (ISN 4) as in phase 1.</p> <p>Play geography charades.</p> <p>Show Transparency 1 E. Have students</p>	

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				<p>come forward and point out physical features.</p> <p>Read 1.5. Repeat activity for challenge 1 D (ISN 5)</p> <p>Students construct a human map of the physical features in the United States.</p> <p>Read summary and review.</p> <p>Reading Further: Where geography meets History Transparency 1 F, Routes to California. Describe Primary sources and identify while reading. Students decide which route they would choose and draw it in ISN page 6.</p> <p>Create journal entries about their trip to California and the route they chose.</p> <p>Students create own Challenge questions and play game.</p>	
<p><b>September</b></p>	<p>Week 1 A. American Indians and Their Land (Chapter 2)</p> <p>How did American Indians adapt to different environments in North America?</p> <p><a href="#">Why is it important to understand the historical context of events?</a></p> <p><a href="#">How do sources with varied perspectives help us to understand what happened in the past?</a></p>	<p>A. American Indians and Their Land Trace the migration routes of American Indians into North America.</p> <p>Summarize key features of four environments.</p> <p>Identify ways in which the Inuits adapted to their Arctic environment.</p> <p>Examine historical events recorded in Sioux pictographs that show how</p>	<p>A. American Indians and Their Land Vocabulary Quiz on the following words: origin story, migrate, environment, adapt, kiva, migration, natural resource, adaptation, pictograph.</p> <p>Illustrated Vocabulary charts</p> <p>ISN pages 9-14</p> <p>Formal Assessment (Lesson Masters pages</p>	<p>Transparency 2 D. Explain that students will complete an act-it-out on what they think is happening. Divide class into 3 equal groups. Follow directions in Lesson Guide 21. Complete Reading Notes ISN 12.</p> <p>Reading Further: Recording Sioux History.</p>	<p>A. American Indians and Their Land</p> <ul style="list-style-type: none"> <li>• Social Studies Alive Curriculum (SSA) Chapter 2 pages 17-27</li> <li>• Transparencies 2 A-E</li> <li>• Interactive Student Notebook (ISN) pages 9-14</li> <li>• Lesson Masters</li> <li>o Information Master 2</li> </ul>

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	<p>How can various types of maps and other geographic tools communicate geographic information?</p> <p>How have places and regions in the US been influenced by the physical geography of North America over time?</p> <p>Weeks 2-3</p> <p>B. American Indian Cultural Regions</p> <p>How and why did American Indian cultural regions differ?</p> <p>How did historical individuals contribute to diversity in the US?</p> <p>Weeks 4-5</p> <p>C. How and why did Europeans come to the Americas?</p>	<p>geography affected the lives of the Sioux.</p> <p>Analyze artifacts/artwork</p> <p>Answer questions about regions of the US.</p> <p>Use geographic tools</p> <p>Describe similarities and differences between physical geography of the US</p> <p>B. American Indian Cultural Regions</p> <p>Identify, compare, and contrast seven American Indian cultural regions.</p> <p>Analyze artifacts to identify which ones American Indians may have used as they adapted to each region.</p> <p>Identify aspects of the ways of life of four young American Indians from different cultural regions.</p> <p>Identify and explain cultural interactions</p> <p>Identify and describe the significant individuals and groups of Native Americans</p> <p>C. How and Why Europeans came to the Americas?</p>	<p>12-14)</p> <p><b>B. American Indian Cultural Regions</b></p> <p><b>Vocabulary Quiz on the following words: culture, nomadic, cultural region, artifact, mesa, gorge, government.</b></p> <p><b>Letter to director of movie.</b></p> <p><b>ISN pages 15-20</b></p> <p><b>Formal assessment (lesson masters pages 20-22.</b></p> <p>C. How and Why Europeans came to the Americas?</p> <p>Vocabulary Quiz on the following words: New World, Age of Exploration, explorer, archaeologist, astrolabe, the Americas, cash crop, nation-state.</p> <p>Formal Assessment (Lesson masters pages</p>	<p>Transparency 2 E. Discuss that the Sioux made pictures to record memorable events. (class copies of Information Master 2)</p> <p>Examine how geography affects their own lives. Create their own winter counts. (ISN 13) Share with another student.</p> <p>Create illustrated vocabulary chart (ISN 14).</p> <p>B. American Indian Cultural Regions</p> <p>Vocabulary booklet on the following words: culture, nomadic, cultural region, artifact, mesa, gorge, government.</p> <p>Look at ISN page 15. Discuss where these sports equipment might be used in the United States. This is all due to the environment. Introduce Cultural Regions. Show Transparency 3 A.</p> <p>Hand out Student handout 3 A and open ISN books to 16-17. Point out the 7 regions on the map and the artifacts. Students will use information to debate which region the artifacts are from. Read 3.1 and 3.2, 1st paragraph. Look at Northwest coast and identify specific geographic features. Label and color features on reading notes. Groups analyze artifacts on Student handout for this region. Present answers as a group to class. Each group should be</p>	<p>B. American Indian Cultural Regions</p> <ul style="list-style-type: none"> <li>• Social Studies Alive Curriculum (SSA) Chapter 3 pages 29-43</li> <li>• Transparencies 3 A-B</li> <li>• Interactive Student Notebook (ISN) pages 15-20</li> <li>• Lesson Masters</li> <li>• Student Handouts 3 A-B</li> <li>• Index cards</li> </ul> <p>C. How and Why Europeans came to the Americas?</p> <ul style="list-style-type: none"> <li>• Social Studies Alive Curriculum (SSA) Chapter 4</li> <li>• Transparencies 4 A-C</li> <li>• Placards 4 A-H</li> </ul>

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	<p>What did explorers take to and from the New World during the Age of Exploration?</p>	<p>Make connections between exploration in the 1400s and 1500s and exploration today.</p> <p>Identify and record key information about objects on an explorer's ship.</p> <p>Categorize eight objects of exploration as one of the following: a navigation tool, a motive for exploration, or a newly introduced product from the Americas.</p> <p>Create timelines of eras and themes in North America</p> <p>Identify variables associated with discovery and exploration</p>	<p>23-25</p> <p>ISN Pages 21-25</p> <p>Write an entry in an exploration log.</p>	<p>able to defend their decisions. Finish reading of 3.2 Compare the information with their answers. Repeat steps for the other 6 regions. 3.3-3.8</p> <p>Compare and contrast the regions by creating and then playing a game. Student handout 3 B. One group can complete each row by using reading notes. Groups ask compare or contrast questions about the regions.</p> <p>Reading Further: Four young American Indians. Transparency 3 B. Examine features that make up a culture. Discuss what foods they eat, clothes they wear, homes and places they practice religion. Read and fill out chart. Role play a skit scene.</p> <p>Write a persuasive letter to a movie director. Share with class.</p> <p>C. How and Why Europeans came to the Americas</p> <p>Vocabulary booklet on the following words: New World, Age of Exploration, explorer, archaeologist, astrolabe, the Americas, cash crop, nation-state.</p> <p>Act out four key events of this time.</p> <p>Write an exploration log.</p> <p>Examine and categorize objects as navigation tools, motives for exploration,</p>	<ul style="list-style-type: none"> <li>• Interactive Student Notebook (ISN)</li> <li>• CD Track 1</li> <li>• Masking tape</li> </ul>

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				or new products from the Americas.  Reading Further: Changes in Europe Spur Exploration	
September	<p><b>Week 1</b>  <b>A. American Indians and Their Land (Chapter 2)</b></p> <p>How did American Indians adapt to different environments in North America?  <a href="#">How do sources with varied perspectives help us to understand what happened in the past?</a></p>	<p><b>A. American Indians and Their Land</b></p> <p><a href="#">Identify and describe the significant individuals and groups of Native Americans...before the American Revolution</a>                      Trace the migration routes of American Indians into North America.</p> <p>Summarize key features of four environments.</p> <p>Identify ways in which the Inuits adapted to their Arctic environment.</p> <p>Examine historical events recorded in Sioux pictographs that show how geography affected the lives of the Sioux.</p>	<p><b>A. American Indians and Their Land</b></p> <p>Vocabulary Quiz on the following words: origin story, migrate, environment, adapt, kiva, migration, natural resource, adaptation, pictograph.</p> <p>Illustrated Vocabulary charts</p> <p>ISN pages 9-14</p> <p>Formal Assessment (Lesson Masters pages 12-14)</p>	<p><b>A. American Indians and Their Land</b></p> <p>Vocabulary booklet on the following words: origin story, migrate, environment, adapt, kiva, migration, natural resource, adaptation, pictograph.</p> <p>Share experiences, challenges and benefits of moving to a new place. Complete Preview 2 (ISN 9)</p> <p>Transparency 2 A. Discuss how people adapt to environments.</p> <p>Read 2.1. Learn and discuss how the Hopi's came to settle in the Southwest.</p> <p>Read 2.2. Discuss how American Indians passed down stories to explain history. Explain ISN reading notes pg. 10.                      Show Transparency 2 B. Trace migration routes.</p> <p>Read 2.3 and complete reading notes with key points about migration from Asia.                      Show Transparency 2 C.                      Read 2.4 and complete reading notes (ISN 11)</p> <p>Transparency 2 D. Explain that students</p>	<p><b>A. American Indians and Their Land</b></p> <ul style="list-style-type: none"> <li>• <b>Social Studies Alive Curriculum (SSA) Chapter 2 pages 17-27</b></li> <li>• <b>Transparencies 2 A-E</b></li> <li>• <b>Interactive Student Notebook (ISN) pages 9-14</b></li> <li>• <b>Lesson Masters</b> <ul style="list-style-type: none"> <li>○ <b>Information Master 2</b></li> </ul> </li> </ul>

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	<p><b>Weeks 2-3</b></p> <p><b>B. American Indian Cultural Regions</b></p> <p>How and why did American Indian cultural regions differ?</p>	<p><b>B. American Indian Cultural Regions</b></p> <p>Identify, compare, and contrast seven American Indian cultural regions.</p> <p>Analyze artifacts to identify which ones American Indians may have used as they adapted to each region.</p> <p>Identify aspects of the ways of life of four young American Indians from different cultural regions.</p> <p><b>C. How and Why Europeans came to the Americas?</b></p> <p>Make connections between exploration in the 1400s and 1500s and exploration today.</p> <p>Identify and record key information about objects on an explorer's ship.</p> <p>Categorize eight objects of</p>	<p><b>B. American Indian Cultural Regions</b></p> <p>Vocabulary Quiz on the following words: culture, nomadic, cultural region, artifact, mesa, gorge, government.</p> <p>Letter to director of movie.</p> <p>ISN pages 15-20</p> <p>Formal assessment (lesson masters pages 20-22.</p> <p><b>C. How and Why Europeans came to the Americas?</b></p> <p>Vocabulary Quiz on the following words: New World, Age of Exploration, explorer, archaeologist, astrolabe, the Americas, cash crop, nation-state.</p> <p>Formal Assessment (Lesson masters pages 23-25</p> <p>ISN Pages 21-25</p> <p>Write an entry in an exploration log.</p>	<p>will complete an act-it-out on what they think is happening. Divide class into 3 equal groups. Follow directions in Lesson Guide 21. Complete Reading Notes ISN 12.</p> <p>Reading Further: Recording Sioux History. Transparency 2 E. Discuss that the Sioux made pictures to record memorable events. (class copies of Information Master 2)</p> <p>Examine how geography affects their own lives. Create their own winter counts. (ISN 13) Share with another student.</p> <p>Create illustrated vocabulary chart (ISN 14).</p> <p><b>B. American Indian Cultural Regions</b></p> <p>Vocabulary booklet on the following words: culture, nomadic, cultural region, artifact, mesa, gorge, government.</p> <p>Look at ISN page 15. Discuss where these sports equipment might be used in the United States. This is all due to the environment. Introduce Cultural Regions. Show Transparency 3 A.</p> <p>Hand out Student handout 3 A and open ISN books to 16-17. Point out the 7 regions on the map and the artifacts. Students will use information to debate which region the artifacts are from. Read 3.1 and 3.2, 1st paragraph. Look at</p>	<p><b>B. American Indian Cultural Regions</b></p> <ul style="list-style-type: none"> <li><b>Social Studies Alive Curriculum (SSA) Chapter 3 pages 29-43</b></li> </ul> <p><b>Transparencies 3 A-B</b></p> <p><b>Interactive Student Notebook (ISN) pages 15-20</b></p> <p><b>Lesson Masters</b></p> <ul style="list-style-type: none"> <li><b>Student Handouts 3 A-B</b></li> </ul> <p><b>Index cards</b></p>

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	<p><b>Weeks 4-5</b>  <b>C. How and Why Europeans came to the Americas?</b></p> <p>What did explorers take to and from the New World during the Age of Exploration?</p> <p>How did historical events and individuals contribute to the diversity in the United States?</p>	<p>exploration as one of the following: a navigation tool, a motive for exploration, or a newly introduced product from the Americas.</p> <p>Identify variables associated with discovery and exploration.</p>		<p>Northwest coast and identify specific geographic features. Label and color features on reading notes.</p> <p>Groups analyze artifacts on Student handout for this region. Present answers as a group to class. Each group should be able to defend their decisions.</p> <p>Finish reading of 3.2 Compare the information with their answers.</p> <p>Repeat steps for the other 6 regions. 3.3-3.8</p> <p>Compare and contrast the regions by creating and then playing a game. Student handout 3 B. One group can complete each row by using reading notes. Groups ask compare or contrast questions about the regions.</p> <p>Reading Further: Four young American Indians.                      Transparency 3 B.                      Examine features that make up a culture. Discuss what foods they eat, clothes they wear, homes and places they practice religion.                      Read and fill out chart. Role play a skit scene.</p> <p>Write a persuasive letter to a movie director. Share with class.</p> <p><b>C. How and Why Europeans came to the Americas?</b></p>	<p><b>C. How and Why Europeans came to the Americas?</b></p> <ul style="list-style-type: none"> <li>• <b>Social Studies Alive Curriculum (SSA) Chapter 4</b></li> <li>• <b>Transparencies 4 A-C</b></li> <li>• <b>Placards 4 A-H</b></li> <li>• <b>Interactive Student Notebook (ISN)</b></li> <li>• <b>CD Track 1</b></li> <li>• <b>Masking tape</b></li> </ul>

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				<p>Vocabulary booklet on the following words: New World, Age of Exploration, explorer, archaeologist, astrolabe, the Americas, cash crop, nation-state.</p> <p>Act out four key events of this time.</p> <p>Write an exploration log.</p> <p>Examine and categorize objects as navigation tools, motives for exploration, or new products from the Americas.</p> <p>Reading Further: Changes in Europe Spur Exploration</p>	
<p>October</p>	<p><b>Weeks 1-2</b></p> <p><b>A. Routes of Exploration to the New World.</b></p> <p>How did exploration of the Americas lead to settlement?</p> <p><a href="#">How can migration and immigration be represented geographically?</a></p>	<p><b>A. Routes of Exploration to the New World.</b></p> <p>Identify, organize, and analyze key facts about eight early European explorers who led expeditions to the New World.</p> <p>Trace and Label explorer's routes and identify the motives for the explorations of eight early European explorers.</p> <p>Predict the level of impact eight early European explorers had on North American History.</p> <p><a href="#">Locate resources in the US and describe the influence of access on the development of local and regional communities</a></p>	<p><b>A. Routes of Exploration to the New World.</b></p> <p>Vocabulary Quiz on the following words: conquistador, Northwest Passage, contagious disease, East Indies, colony</p> <p>ISN pages 27-32</p> <p>Trace and label routes of early explorers an evaluate their impact on history.</p> <p>Write a news report on a historical event.</p> <p>Formal assessment (lesson master page 37-39.</p> <p>Internet Tutorial-- <a href="http://www.teachtci.com">www.teachtci.com</a></p>	<p><b>A. Routes of Exploration to the New World.</b></p> <p>Vocabulary booklet on the following words: conquistador, Northwest Passage, contagious disease, East Indies, colony</p> <p>Understand that people can feel differently about an event depending on how it affects them.</p> <p>Guide through Preview 5</p> <p>Read 5.1- Prepare activity with Info master 5 and Student master 5</p> <p>Read 5.2 and discuss explorations of Columbus.</p> <p>Model how to complete activity. Read 5.2-5.9 Each pair needs to identify key facts about an explorer. Post work.</p>	<p><b>A. Routes of Exploration to the New World.</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SSA Curriculum Chapter 5 pages 57-71</a></li> <li>• <a href="#">Transparencies 5 A-B</a></li> <li>• <a href="#">ISN pages 27-32</a></li> <li>• <a href="#">Lesson Master</a></li> <li>○ <a href="#">Student handout 5</a></li> <li>○ <a href="#">Information Master 5</a></li> </ul>



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	<p>historical context of events?</p> <p>Why are there different types of financial institutions?</p>	<p>York, Pennsylvania, Maryland, and Georgia.</p> <p>Design a billboard to promote one colony.</p> <p>Compare and contrast the New England Middle, and Southern colonies.</p> <p>Draw conclusions from a map.</p> <p>Explain the development of political, social, and economic institutions in the British American colonies</p> <p>Define a capitalist market economy.</p> <p>Identify government activities that affect financial institutions and the economy at the local, state, and national level</p>	<p>economy, plantation, indentured servant, industry, West Indies, grant, assembly, apprentice.</p> <p>ISN pages 39-43</p> <p>Prepare and deliver a persuasive presentation about a colony.</p> <p>Design a billboard.</p> <p>Compare employment options in each colonial region.</p> <p>Write a letter that presents key concepts of the lesson.</p> <p>Formal assessment (lesson master pages 51-53.</p>	<p>servant, industry, West Indies, grant, assembly, apprentice.</p> <p>Discuss advertisements and how they persuade people to do something.</p> <p>Read 7.1 Divide into groups read 7.2 focusing on the 13 colonies and the 3 regions. Discuss differences in geography.</p> <p>Assign each group a colony in sections 7.3-7.8. Explain that they need to create a billboard and sales presentation that tries to get others to settle in their colony. Review steps and show model.</p> <p>Class presentations and selection of colony they would settle.</p> <p>Compare and contrast regions using notes with key features. Reevaluate choices.</p> <p>Reading Further: Choosing a Career in the Colonies. Compare and contrast job choices in each region.</p>	<ul style="list-style-type: none"> <li>SSA Curriculum Chapter 7 pages 85-97</li> </ul> <p>Transparencies 7 A-B</p> <p>ISN pages 39-43</p> <p>Lesson Master</p> <ul style="list-style-type: none"> <li>Student handout 7</li> <li>Information Master 7</li> </ul> <p>pictures of community billboards</p> <p>U. S. Map</p> <p>small clear jar of soil</p> <p>classified section of news paper</p> <p>small cardboard box</p> <p>butcher paper, markers, and other craft supplies</p>

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November	<p><b>Weeks 1-2</b></p> <p><b>A. Facing Slavery</b></p> <p>What was the impact of slavery on Africans?</p> <p>How did historical events and individuals contribute to diversity in the US?</p> <p><b>Weeks 3-4</b></p> <p><b>B. Life In Colonial Williamsburg</b></p> <p>What were the key parts of life for Southern colonists in the 1700s?</p> <p>How has the movement of people and their belongings affected the environment?</p> <p>How might citizens view an issue differently because of their background?</p>	<p><b>A. Facing Slavery</b></p> <p>Analyze three dilemmas faced by West Africans in the European slave trade.</p> <p>Consider the available choices for West Africans in slave trade dilemmas and identify what actions they took.</p> <p>Identify aspects of the lives of enslaved Africans and consider the ways in which plantation owners viewed these activities. Identify and explain the cultural interactions between, and relationship between Europeans and enslaved Africans.</p> <p><b>B. Life In Colonial Williamsburg</b></p> <p>Identify important sites in colonial Williamsburg.</p> <p>Describe six aspects of life in colonial Williamsburg: education, trades, social life, government, slavery, and religion.</p> <p>Compare and contrast life in colonial</p>	<p><b>A. Facing Slavery</b></p> <p>Vocabulary Quiz on the following words: slave trade, dilemma, Middle Passage, triangular trade, slave auction, overseer, groit, spiritual.</p> <p>ISN Pages 45-50</p> <p>Role play West Africans experiences</p> <p>Write a journal entry as a West African caught up in the slave trade.</p> <p>Internet Tutorial</p> <p><b>B. Life In Colonial Williamsburg</b></p> <p>Vocabulary Quiz on the following words: Williamsburg, capitol, craftsman, trade, politics, royal colony, bill.</p> <p>ISN pages 51-54</p> <p>Role play colonists' daily lives.</p> <p>Write a letter describing life in colonial Williamsburg and comparing it to life in own community.</p> <p>Formal Assessment (lesson master pages 81-83.</p>	<p><b>A. Facing Slavery</b></p> <p>Vocabulary booklet on the following words: slave trade, dilemma, Middle Passage, triangular trade, slave auction, overseer, groit, spiritual.</p> <p>Understand about dilemmas.</p> <p>Overview the system of slavery in the Americas as described in Lesson masters. Read 8.1</p> <p>Analyze first dilemma. Group and introduce activity. Read 8.2-Introduce dilemma-Trading Slaves for guns in West Africa. Read 8.3, analyze dilemma and consider choices. Discuss as a class and read 8.4 to identify choices West Africans made.</p> <p>Dilemma 2-Surviving the middle passage. Read 8.5, analyze and consider choices. Discuss as a class and read 8.6 to identify choices West Africans made.</p> <p>Dilemma 3- Living as a Slave in the Colonies. Read 8.7, Analyze and consider choices. Discuss as a class. Read 8.8 and identify choices made.</p> <p>Reading Further: The Lives of Enslaved Africans. Identify music and religion as aspects of their lives. Consider how plantation owners may have viewed this. Illustrate</p>	<p><b>A. Facing Slavery</b></p> <ul style="list-style-type: none"> <li>SSA Curriculum Chapter 8</li> <li>Transparencies 8 A-E</li> <li>Interactive Student Notebook</li> </ul> <p><b>B. Life in Colonial Williamsburg</b></p>

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		<p>Williamsburg with life in the students' community.</p> <p>Compare and contrast colonial religious services before and after the Great Awakening using a Venn Diagram.</p> <p>Explain the reason for the settlement of the American Colonies</p>	<p>Internet Tutorial</p>	<p>and share with class.</p> <p><b>B. Life in Colonial Williamsburg</b></p> <p>Vocabulary booklet on the following words: Williamsburg, capitol, craftsman, trade, politics, royal colony, bill.</p> <p>Look at daily activities in own lives. Colonists also had routines. Read 9.1</p> <p>Writing activity-6 sites of Colonial Williamsburg as shown and detailed in Lesson masters page 110. Explain activity and read 9.2 Teach 1700's greeting and remind them that during the activity they should use these. Conduct activity. Classroom discussion to compare and contrast life in Colonial Williamsburg and now. Write a letter home about what you learned about life in Williamsburg.</p> <p>Reading Further: A Religious Revival in the Colonies.</p>	<ul style="list-style-type: none"> <li>• SSA Curriculum Chapter 9</li> <li>• Transparencies 9 A-C</li> <li>• Placards 9 A-F</li> <li>• Interactive Student Notebook</li> <li>• Lesson Masters                         <ul style="list-style-type: none"> <li>○ Student Handouts 9 A-M</li> <li>○ Information Masters 9 A-F</li> </ul> </li> <li>• CD Track 2</li> <li>• toothpicks or stirring straws</li> <li>• black paint or ink</li> <li>• hole punches</li> <li>• yarn</li> <li>• thick paper or cardstock</li> <li>• game tokens</li> <li>• dice</li> <li>• stamp and ink pad</li> </ul>

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December	<p><b>Weeks 1-2</b>  <b>A. Tensions Grow Between the Colonies and Great Britain (chap. 10)</b></p> <p>What British actions angered the colonists in the 1700s?</p> <p><i>How did important American documents shape American beliefs and values?</i></p> <p><i>To what extent did individuals and their ideas contribute to the foundation of the US government?</i></p>	<p><b>A. Tensions Grow Between the Colonies and Great Britain (chap. 10)</b></p> <p>Make connections between a class experience and the historical events in the colonies after the French and Indian War.</p> <p>Identify illustrated metaphors representing key events that created tensions between the colonists and Great Britain, from 1754-1774.</p> <p>Analyze the character traits of King George III and predict how a different kind of king might have changed the history of the British colonies.</p>	<p><b>A. Tensions Grow Between the Colonies and Great Britain (chap. 10)</b></p> <p>Vocabulary Quiz on the following words: act, taxation without representation, protest, proclamation, Parliament, delegate, repeal, import, massacre, boycott, First Continental Congress.</p> <p>ISN pages 55-60</p> <p>Role play an adult giving a student an order. Write a song verse for a historical ballad (ISN 60)</p> <p>Write a short story about what might have happened if King George had a different point of view (ISN 59)</p>	<p><b>A. Tensions Grow Between the Colonies and Great Britain (chap. 10)</b></p> <p>Vocabulary booklet on the following words: act, taxation without representation, protest, proclamation, Parliament, delegate, repeal, import, massacre, boycott, First Continental Congress.</p> <p>Think of a time when an adult gave you a direction. Write in ISN and discuss if adults should give such orders</p>	<p><b>A. Tensions Grow Between the Colonies and Great Britain (chap. 10)</b></p> <ul style="list-style-type: none"> <li>• <b>SSA Curriculum Chapter 10</b></li> <li>• <b>Transparencies 10 A-B</b></li> <li>• <b>ISN</b></li> <li>• <b>Lesson Masters</b> <ul style="list-style-type: none"> <li>○ <b>Student handout and Information Master 10</b></li> </ul> </li> </ul>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><u>Weeks 2-3</u>  <b>B. To Declare Independence or Not (Chap. 11)</b></p> <p>What were the arguments for and against colonial independence from Great Britain?</p> <p>How might history be different without the Declaration of Independence?</p>	<p>Analyze a metaphor of a parent-child relationship to understand the interactions between the colonies and Great Britain.</p> <p>Explain important political, social, economic, and military developments leading to and during the American Revolution.</p> <p><b>B. To Declare Independence or Not (Chap. 11)</b></p> <p>Prepare and present key Patriot or Loyalist arguments in a panel debate.</p> <p>Identify the positions of Loyalists or Patriots and summarize the personal backgrounds of six prominent colonists.</p> <p>Organize information about historical figures in a T-chart.</p> <p>Create rallying cries to express points of view of Patriots and Loyalists.</p> <p>Examine significant historical documents</p>	<p>Formal Assessment (Lesson Master pages 87-89)</p> <p><b>B. To Declare Independence or Not (Chap. 11)</b></p> <p>Vocabulary Quiz on the following words: independence, Patriot, Loyalist, neutral, traitor, tyrant, treason, resolution.</p> <p>ISN pages 61-66</p> <p>Present arguments and questions in a panel debate.</p> <p>Recite an excerpt from a famous speech.</p> <p>Write letters that support and dispute</p>	<p>Understand changing relationship between Colonies and Great Britain. Read 10.1</p> <p>Students are to plan a party and will be responsible for the details. Allow time to work. Find Memo about party. Debrief experience. Make connections with class experience and history (T-Chart).</p> <p>2-Analyze Metaphor to understand historical events. Read 10.2 and 10.3 and determine which metaphor it goes with. Complete section of ISN for the Proclamation of 1763. Repeat with sections 10.4-10.8.</p> <p>Reading Further: George III and His Colonies            Analyze character traits of King George and predict how a king with different traits and another point of view might have changed history.</p> <p>Write lyrics for a ballad.</p>	<p><b>B. To Declare Independence or Not</b></p> <ul style="list-style-type: none"> <li>• SSA Curriculum Chapter 11</li> <li>• Transparencies 11 A-B</li> <li>• ISN</li> <li>• Lesson Masters               <ul style="list-style-type: none"> <li>○ Student handouts 11 A-C</li> </ul> </li> </ul>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
			<p>arguments by Patriots and Loyalists. Formal Assessment (lesson master pages 101-103)</p>	<p><b>B. To Declare Independence or Not (Chap. 11)</b></p> <p>Vocabulary booklet on the following words: independence, Patriot, Loyalist, neutral, traitor, tyrant, treason, resolution.</p> <p>Consider ways that government affects their lives. They will learn about colonist who wanted to be free and those who didn't. Read 11.1 and complete preview 11 in ISN. Divide class into 2 groups, Loyalists and Patriots. Each needs a presenter.</p> <p>Read 11.2 to learn more about each group. Divide and assign roles for panel debate. Groups prepare key arguments by identifying position and summarizing background of historical figures. Conduct panel debate. Identify positions and summarize</p>	

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
				<p>backgrounds of all 6 figures.</p> <p>Complete T-chart in notes after reading 11.3-11.8 and summary.</p> <p>Reading Further: Patrick Henry, Radical Revolutionary Read and practice his speech and recite to partner or class. Each group can create a rally cry.</p>	
<p>January</p>	<p><b>Weeks 1-2</b>  <b>A. The Declaration of Independence (Chapter 12)</b></p> <p>What are the main ideas in the Declaration of Independence?</p> <p>How might history be different without the Declaration of Independence?</p> <p>What if Thomas Paine had not written <i>Common Sense</i>?</p>	<p><b>A. The Declaration of Independence</b></p> <p>Identify the major events that led to the creation and approving of the Declaration of Independence.</p> <p>Examine and paraphrase key passages from the Declaration of Independence.</p> <p>Create short skits that capture important ideas from the Declaration of Independence.</p> <p>Examine the Declaration of Independence</p>	<p><b>A. The Declaration of Independence</b></p> <p>Vocabulary Quiz on the following words: Declaration of Independence, Second Continental Congress, Minuteman, militia, equality.</p> <p>ISN pages 67-71</p> <p>Creation of historical plaque</p> <p>Short skit</p> <p>Formal Assessment (Lesson master pages 107-109)</p>	<p><b>A. The Declaration of Independence</b></p> <p>Vocabulary booklet on the following words: Declaration of Independence, Second Continental Congress, Minuteman, militia, equality.</p> <p>Discuss people who influence thoughts of Americans today. Complete Preview 12. Read 12.1. Read and take notes to identify major events that led to creation of the Declaration of Independence. 12.2-12.5</p> <p>Read 1st excerpt of 12.6 and</p>	<p><b>A. The Declaration of Independence</b></p> <ul style="list-style-type: none"> <li>• SSA Curriculum Chap. 12</li> <li>• Transparencies 12 A-C</li> <li>• ISN</li> <li>• Lesson Masters             <ul style="list-style-type: none"> <li>○ Student Handouts 12 A-B</li> </ul> </li> </ul>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><b>Weeks 3-4</b>  <b>B. The American Revolution (Chapter 13)</b></p> <p>How did the colonists win the American Revolution?</p> <p><a href="#">How did important American documents shape American beliefs and values?</a></p>	<p><b>B. The American Revolution</b></p> <p>Make connections between a tug-of-war game and the events of the American Revolution.</p> <p>Identify the strengths and weaknesses of the American and British forces in the American Revolution.</p> <p>Identify some of the roles of women in the American Revolution.</p> <p>Depict ways in which the American Revolution affected slaves and American Indians.</p> <p><a href="#">Explain important developments led leading to and during the American Revolution</a></p>	<p><b>B. The American Revolution</b></p> <p>Vocabulary Quiz on the following words: revolution, strategy, volunteer, enlist, mercenary, tactic, turning point, treaty, home front.</p> <p>ISN pages 73-78</p> <p>Illustrated and written experiences as a slave or American Indian.</p> <p>Creation of historical marker.</p> <p>Formal Assessment (lesson master pages 111-113)</p>	<p>identify difficult words. Use glossary (overhead) to review words. Paraphrase 1st excerpt.</p> <p>Create and present skits to explain key excerpts.</p> <p>Repeat for the remaining 4 excerpts.</p> <p>Reading Further: Jefferson's Conflict: Ideas vs. Reality</p> <p><b>B. The American Revolution</b></p> <p>Vocabulary booklet on the following words: revolution, strategy, volunteer, enlist, mercenary, tactic, turning point, treaty, home front.</p> <p>Discuss how connections to events increase their interest.</p> <p>Preview 13</p> <p>Read 13.1</p> <p>Connections to History Through a Game of Tug-of-War. Create 3 teams as outlined in Lesson Masters pg 162. Start Game and announce rule changes, 1, 2, 3, 4. Play game.</p>	<p><b>B. The American Revolution</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SSA Curriculum Chap. 13</a></li> <li>• <a href="#">Transparencies 13 A-B</a></li> <li>• <a href="#">ISN</a></li> <li>• <a href="#">rope 40 feet</a></li> <li>• <a href="#">strip of cloth</a></li> </ul>

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				<p>Debrief</p> <p>Read Further: The Revolutions Home Front</p> <p>Create historical Marker to commemorate the colonists victory.</p>	
<p>February</p>	<p><u>Weeks 1-2</u></p> <p><b>A. The Constitution (chapter 14)</b></p> <p>What are the key factors of the U.S. Constitution?</p> <p>How did important American documents shape American beliefs and values?</p>	<p><b>A. The Constitution</b></p> <p>Identify the weaknesses in the Articles of Confederation and the work of the delegates to the Constitutional Convention that led to the creation of the U.S. Constitution.</p> <p>Examine and list the key powers of the three branches of government created by the Constitution. Explain the origins, structure, and functions of the three branches of government and the relationships among them.</p> <p>Identify which branch(es) of the government can act in certain situations.</p> <p>Identify three issues that the delegates to the Constitutional Convention agreed on and three that they debated.</p> <p>Examine the Constitution</p>	<p><b>A. The Constitution</b></p> <p>Vocabulary quiz on the following words: Articles of Confederation, Constitutional Convention, constitution, checks and balances, legislative branch, executive branch, judicial branch, compromise, cabinet, impeach, veto, monarchy, rule of law, republic.</p> <p>ISN pages 79-83</p> <p>Summarize a newspaper article about government action.</p> <p>Formal Assessment (Lesson Masters pages 123-125)</p>	<p><b>A. The Constitution</b></p> <p>Vocabulary booklet on the following words: Articles of Confederation, Constitutional Convention, constitution, checks and balances, legislative branch, executive branch, judicial branch, compromise, cabinet, impeach, veto, monarchy, rule of law, republic.</p> <p>Discuss having an opinion and reaching a compromise. Debate with class and debrief.</p> <p>Discuss creating more stable forms of government. Read 14.1</p> <p>Discuss metaphor of two stools. Read 14.2-14.6. Identify weaknesses of Articles of Confederation. Examine key powers of the three branches of government</p> <p>Analyze how Federal Government works play game with partners requiring action by one or more branch of government. Repeat for each situation.</p> <p>Read 14.7 and summary. Have class</p>	<p><b>A. The Constitution</b></p> <ul style="list-style-type: none"> <li>• SSA Curriculum</li> <li>• Transparencies 14 A-B</li> <li>• ISN</li> <li>• Lesson Masters             <ul style="list-style-type: none"> <li>○ Student Handouts 14 A-B</li> <li>○ Information Master 14</li> </ul> </li> </ul>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><b><u>Weeks 3-4</u></b></p> <p><b>B. The Bill of Rights (chapter 15)</b></p> <p>What are the basic rights and freedoms of the American people?</p> <p>What are democratic ideals and practices and their historic origins?</p> <p>What is the most important right/responsibility of a citizen?</p>	<p><b>B. The Bill of Rights</b></p> <p>Use visual literacy skills to match illustrations to the freedoms protected in the Bill of Rights.</p> <p>Identify key rights protected under the Bill of Rights.</p> <p>Prepare, present, and explain tableaux vivants, or living scenes, that represent key amendments in the Bill of Rights.</p> <p>Summarize the points of view from different participants in the Tinker v. Des Moines case about freedom of speech.</p> <p>Identify one of a set of opinions that each student most agrees with.</p> <p>Identify the principles of American democracy and how the Bill of Rights reflects and preserves these principles.</p> <p>Describe how the decisions of the national government affect local and state government</p> <p>Describe and provide sources and examples of individual rights</p> <p>Give examples of group and individual actions that illustrate (freedom, equality, respect)</p>	<p><b>B. The Bill of Rights</b></p> <p>Vocabulary Quiz on the following words: amendment, Bill of Rights, jury, ratify, due process, prejudice, civil, appeal.</p> <p>ISN pages 85-89</p> <p>Group presentations on tableaux vivants, or living scenes.</p> <p>Summarization of Tinker v. Des Moines.</p> <p>Formal Assessment (Lesson Master pages 128-130.</p>	<p>discussion.</p> <p>Reading Further: Inside the Constitutional Convention.</p> <p><b>B. The Bill of Rights</b></p> <p>Vocabulary booklet on the following words: amendment, Bill of Rights, jury, ratify, due process, prejudice, civil, appeal.</p> <p>Discuss what students can choose to do in the US. (rights and freedoms) Preview 15 Read 15.1 Read 15.2 and discuss why Americans felt they needed a Bill of Rights. Read 15.3 and examine illustration. Complete reading notes for 15.4-15.8 and identify key rights.</p> <p>Discuss Tableaux vivants, living scenes and that a picture is worth a thousand words. Students should work together to create living scenes for the Bill of Rights and amendments. Share with class. Read 15.9 and have class discussion.</p> <p>Reading Further: Individual rights vs. Society's Needs</p>	<p><b>B. The Bill of Rights</b></p> <ul style="list-style-type: none"> <li>• SSA Curriculum</li> <li>• Transparencies 15 A-C</li> <li>• ISN</li> <li>• Lesson Masters             <ul style="list-style-type: none"> <li>○ Student Handouts 15</li> </ul> </li> <li>• bed sheet</li> </ul>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
<p>March</p>	<p><b>Weeks 1-3</b></p> <p><b>A. Manifest Destiny and Settling the West (Chapter 16)</b></p> <p>How did the expansion of the United States affect people inside and outside the country?  <a href="#">How has the movement of people and their belongings affected the environment both positively and negatively?</a></p> <p><a href="#">How have places and regions in the US been influenced by the physical geography of North America over time?</a></p> <p><a href="#">Why is it important to understand the historical context of events?</a></p> <p><a href="#">How can migration and immigration be represented geographically?</a></p>	<p><b>A. Manifest Destiny and Settling the West</b></p> <p>Create an annotated map showing the major U.S. territories acquired in the nation's westward expansion.</p> <p>Explain why and how the United States acquired key territories, and depict how this affected the people already living in each region.</p> <p>Write a journal entry as a Cherokee leaving his or her homeland for unknown lands west of the Mississippi River.</p> <p><a href="#">Explain migration, trade, and cultural patterns that result from interactions.</a></p> <p><a href="#">Analyze how cooperation and conflict among people contribute to political, economic, and social divisions of the US.</a></p>	<p><b>A. Manifest Destiny and Settling the West</b></p> <p>Vocabulary quiz on the following words: territory, annex, acquisition, Manifest Destiny, reservation, expedition, boundary, cede.</p> <p>ISN pages 91-96</p> <p>Creation of comic book panel.</p> <p>Journal entry describing Trail of Tears.</p> <p>Formal Assessment (Lesson Master pages 144-146)</p>	<p><b>A. Manifest Destiny and Settling the West</b></p> <p>Vocabulary Booklet: territory, annex, acquisition, Manifest Destiny, reservation, expedition, boundary, cede.</p> <p>Westward Expansion role play.</p> <p>Creation of comic book panel.</p>	<p><b>A. Manifest Destiny and Settling the West</b></p> <p>SSA Curriculum chapter 16 pages 215-229</p> <p>Transparencies 16 A-C</p> <p>ISN Pages 91-96</p> <p>Lesson Masters Information Masters 16 A-C</p>
<p>April</p>	<p><b>Weeks 1-2</b></p> <p><b>A. The Diverse Peoples of the West (Chapter 17)</b></p> <p>What drew new settlers to the western part of the United States in the 1800s?  <a href="#">What human and physical characteristics</a></p>	<p><b>A. The Diverse Peoples of the West</b></p> <p>Create a dramatization that shows aspects of life for one of six groups of people living in the West during the 1800s.</p>	<p><b>A. The Diverse Peoples of the West</b></p> <p>Vocabulary quiz on the following words: pioneer, Mexicano, Nez Perce, rancho, forty-niner, claim, immigrant, transcontinental, Mormon, missionary, yoke.</p>	<p><b>A. The Diverse Peoples of the West</b></p> <p>Vocabulary booklet: pioneer, Mexicano, Nez Perce, rancho, forty-niner, claim, immigrant, transcontinental, Mormon, missionary, yoke.</p>	<p><b>A. The Diverse Peoples of the West</b></p> <ul style="list-style-type: none"> <li>SSA Curriculum chapter 17 pages 231-245</li> <li>Transparencies 17 A-B</li> <li>Placards 17 A-F</li> </ul>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p>have motivated, prevented, or impeded migration and immigration over time?</p> <p>How do you think differently about data when it is displayed spatially?</p> <p><b>Weeks 3-4</b>  <b>B. The Causes of the Civil War (Chapter 18)</b></p> <p>What factors helped drive apart the North and the South in the mid 1800s?</p> <p>Why is it important to understand the historical context of events?</p>	<p>Identify the effects of westward expansion on six groups of westerners.</p> <p>Describe the benefits and drawbacks pioneers experienced when they moved west.</p> <p>Create and analyze tables and bar graphs.</p> <p>Locate resources in the US and describe the influence of access on the development of local and regional communities.</p> <p><b>B. The Causes of the Civil War</b></p> <p>Identify key events that led to the Civil War.</p> <p>Use an illustrated metaphor to examine events leading to the Civil War.</p> <p>Predict the effect of Uncle Tom's Cabin on the debate about slavery in the 1850s.</p> <p>Examine significant historic documents</p>	<p>ISN pages 97-101</p> <p>Interactive dramatization</p> <p>Create faces and speech bubbles to show views of western expansion.</p> <p>Formal Assessment (Lesson Master page 166-168)</p> <p><b>B. The Causes of the Civil War</b></p> <p>Vocabulary quiz on the following words: Civil War, North, South, Union, free state, slave state, abolitionist, Underground Railroad, secede, Confederacy.</p> <p>ISN page 103-111</p> <p>Present and watch an act-it-out.</p> <p>Complete an illustrated storybook of a metaphor of events leading to the Civil War.</p> <p>Write a newspaper editorial to present views on slavery.</p> <p>Formal assessment (Lesson Masters</p>	<p>Interactive Dramatization of six peoples living in the West.</p> <p><b>B. The Causes of the Civil War</b></p>	<ul style="list-style-type: none"> <li>• ISN pages 97-101</li> <li>• Lesson Masters             <ul style="list-style-type: none"> <li>○ Student Handouts 17 A-B</li> </ul> </li> <li>• CD Tracks 3-8</li> </ul> <p><b>B. The Causes of the Civil War</b></p> <ul style="list-style-type: none"> <li>• SSA Curriculum chapter 18 pages 247-259</li> <li>• Transparencies 18 A-B</li> <li>• ISN pages 103-111</li> </ul>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
			pages 169-171)		
May	<p><b>Weeks 1-2</b>  <b>A. The Civil War (chapter 19)</b></p> <p>What factors contributed to the outcome of the Civil War?</p> <p>How did important documents shape American beliefs and values?</p> <p><b>Weeks 3</b>  <b>B. Industrialization and the Modern United States (chapter 20)</b></p> <p>How has life in the United States changed since the Civil War?</p> <p>To what extent did individuals and their ideas contribute to the foundation of the US Government?</p> <p><b>Week 4</b>  What does it mean to be a citizen? A good citizen?</p>	<p><b>A. The Civil War</b></p> <p>Create character collages on figures of soldiers by recording notes on five aspects of the Civil War.</p> <p>Draw conclusions about whether the lives of African Americans in the South improved after the Civil War by charting positive and negative changes experienced by former slaves.</p> <p>Examine and analyze significant historical documents</p> <p><b>B. Industrialization and the Modern United States</b></p> <p>Create an illustrated timeline depicting seven key historical time periods since the Civil War.</p> <p>Identify each historical period by matching corresponding visual and summary cards.</p> <p>Evaluate the influence of these historical periods on the present-day United States.</p>	<p><b>A. The Civil War</b></p> <p>Vocabulary Quiz on the following words: Gettysburg, Emancipation Proclamation, draft, technology, Reconstruction, sharecropping.</p> <p>ISN pages 113-116</p> <p>Union encampment act-it-out.</p> <p>Write a eulogy honoring Gettysburg soldiers.</p> <p>Formal assessment (Lesson master pages 195-197)</p> <p><b>B. Industrialization and the Modern United States</b></p> <p>Vocabulary quiz on the following words: industrialization, World War I, Great Depression, drought, World War II, Cold War, nuclear weapon, civil rights movement, segregation, Information Age, refugee.</p> <p>ISN pages 117-121</p> <p>Prepare and present act-it-outs.</p> <p>Write about an immigrant experience from the point of view of the immigrant.</p>	<p><b>A. The Civil War</b></p> <p>Vocabulary booklet on the following words: Gettysburg, Emancipation Proclamation, draft, technology, Reconstruction, sharecropping</p> <p><b>B. Industrialization and the Modern United States</b></p> <p>Choose a famous Coloradan, research, research and write a report, present to peers.</p> <p><b>C. Citizenship</b></p>	<p><b>A. The Civil War</b></p> <ul style="list-style-type: none"> <li>• SSA Curriculum Chapter 19 pages 261-275</li> <li>• Transparencies A-E</li> <li>• Placards 19 A -E</li> <li>• ISN Pages 113-116</li> <li>• Lesson Masters <ul style="list-style-type: none"> <li>○ Information Masters 19 A-E</li> <li>○ Student Handouts 19 A-O</li> </ul> </li> <li>• CD Track 9</li> <li>• paper</li> <li>• masking tape</li> <li>• sticks to simulate campfire</li> <li>• paper plates</li> <li>• pillowcase to act as mailbag</li> </ul> <p><b>B. Industrialization and the Modern United States</b></p> <ul style="list-style-type: none"> <li>• SSA Curriculum Chapter 20 pages 277-289</li> <li>• Transparencies 20 A-B</li> <li>• ISN Pages 117-121</li> <li>• Lesson Masters <ul style="list-style-type: none"> <li>○ Student Handouts 20 A-D</li> </ul> </li> </ul>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p>What are the most important rights/responsibilities of citizen?</p>	<p>C citizenship                      Define the criteria and process for becoming a citizen</p>	<p>Create a monument for an influential modern event.                       Formal assessment (Lesson Master pages 203-205)</p>	<p>Use Thinking Maps (bulls eye or bubble map) to categorize the main ideas around becoming a citizen</p>	<p><b>C. Being a Citizen/Good Citizen</b>   <b>Student edition, p. 290-299</b></p>