

# Pinellas County Schools

## Middle School Education

### U.S. History Curriculum Guide



**2019-2020**

**PCS Vision:** 100% Student Success

**PCS Mission:** Educate and Prepare Each Student for College, Career, and Life

**Teaching and Learning Mission:**

The mission of Teaching and Learning is to provide quality curricular, instructional, and assessment resources to support staff and student learning.

August 2019		<b>Building Community</b>				
1	2	<b>Unit 1 -- Thinking Like a Historian</b>				
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
September 2019		<b>Unit 2: Colonization</b>				
1	2	<b>2A: Early Settlements (1565-1680)</b>				
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	<b>2B: The 13 Colonies (1607-1754)</b>				
October 2019		<b>Unit 3: The American Revolution</b>				
1	2	<b>3A: Road to Independence (1763-1776)</b>				
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	<b>3B: The Declaration of Independence (1776)</b>	
November 2019		<b>3C: The Revolutionary War (1765-1783)</b>				
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
December 2019		<b>Unit 4: The Early Republic</b>				
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	<b>4A: Art. of Confed. to Constitution (1783-1789)</b>		<b>4B: The First Presidents (1789-1801)</b>	

<b>Re-Building Community</b>		<b>Unit 5: Westward Expansion</b>	
<b>5A: The Corps of Discovery 1801-1809</b>		<b>5B: American Assertiveness 1810s</b>	
<b>5C: America's Changing Culture: 1820s</b>		<b>5D: Politics &amp; Growth of American Slavery: 1830s</b>	
<b>5E: Industry and Technology: 1830s</b>		<b>5F: Social and Physical Movement: 1840s</b>	
<b>5G: Antebellum America 1850s</b>		<b>Unit 6: The Civil War and Reconstruction</b>	
<b>6A: Civil War-Cause</b>		<b>6B: Civil War-Course</b>	
<b>6C: Reconstruction</b>		<b>6A: Civil War-Cause</b>	
<b>6B: Civil War-Course</b>		<b>6C: Reconstruction</b>	

January 2020		1		2		3		4									
5	6	7	8	9	10	11	12	13	14	15	16	17	18				
19	20	21	22	23	24	25	26	27	28	29	30	31					
February 2020		1		2		3		4		5		6		7		8	
9	10	11	12	13	14	15	16	17	18	19	20	21	22				
23	24	25	26	27	28	29											
March 2020		1		2		3		4		5		6		7			
8	9	10	11	12	13	14	15	16	17	18	19	20	21				
22	23	24	25	26	27	28	29	30	31								
April 2020		1		2		3		4									
5	6	7	8	9	10	11	12	13	14	15	16	17	18				
19	20	21	22	23	24	25	26	27	28	29	30						
May 2020		1		2		3		4		5		6		7		8	
10	11	12	13	14	15	16	17	18	19	20	21	22	23				
24	25	26	27	28	29	30	31										
June 2020		1		2		3		4		5		6					



<b>Unit Number and title</b>	<b>Learning Goals:</b> <i>These are the benchmarks that you will teach in this unit</i>	<b>Duration:</b> <i>How long the unit lasts</i>
<b>Standard:</b> <i>The over-arching standard that the benchmarks address</i>		
<b><i>How To Use This Curriculum Guide (This is the unit title)</i></b>		
<b>Summary</b>	<i>Each unit will include a summary here to give the teacher an overview.</i>	
<b>Skill-Based Learning Goals</b>	<i>Historical Thinking Skills will be the focus of our instruction because they teach our students how to think within our discipline. Each unit will include one or two Historical Thinking Skills that will be the <b>focus skills</b> for this unit. More on these skills can be found at <a href="https://sheg.stanford.edu/history-lessons/historical-thinking-chart">https://sheg.stanford.edu/history-lessons/historical-thinking-chart</a> There are four Historical Thinking Skills; sourcing, contextualization, corroboration, and close reading. Each will be focused on multiple times throughout the year.</i>	
<b>Formative Assessment Thinking Map</b>	<i>Each unit will have one or more Thinking Maps. These are included to help students organize information within the unit. The fundamental purpose is for kids to engage with the benchmark at the appropriate level of cognitive complexity. For more on Thinking Maps see <a href="https://thinkingmaps.weebly.com/types-of-maps.html">https://thinkingmaps.weebly.com/types-of-maps.html</a></i>	
<b>Learning Goals</b>	<p><b>Focus Benchmarks and Supporting Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• <i>To be responsive to teacher feedback, we have determined which benchmarks are central to student understanding of the content and which benchmarks can be taught alongside the focused benchmarks.</i></li> <li>• <i>The focused benchmarks can stand alone and address the unit’s (or subunit’s) major topic. The supporting benchmarks add detail or help complete the bigger picture.</i></li> <li>• <i>This design shows how to better teach the unified unit as a whole instead of in disjointed chunks.</i></li> <li>• <i>In your classroom scale, the benchmark is always the Learning Goal (Level 3 on the scale).</i></li> <li>• <i><b><u>Bolded and underlined terms</u></b> identify the cognitive level of the benchmark and describe what students should be able to do with the content (this is related back to the Thinking Map and Essential Question).</i></li> <li>• <i><b>Things that are highlighted are foundational skills that students will need for the civics course.</b></i></li> </ul>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <i>In response to teacher feedback, learning targets have been streamlined, limited in number, and unified to show the wholeness of the unit.</i></li> <li>• <i>Learning Targets do not stand alone and are not taught in isolation.</i></li> <li>• <i><b><u>Bolded and underlined terms</u></b> identify the cognitive level of the learning target and describe what students should be able to do with the content</i></li> <li>• <i>In your classroom scale, the Learning Targets (Level 2 on the scale) demonstrate how to achieve the Learning Goals.</i></li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• <i>Essential Questions are useful to help students see the overarching themes in the unit and to help build conceptual framework.</i></li> <li>• <i>Essential Questions should help answer the question: “what should the students be able to do as a result of the instruction?”</i></li> </ul>	
<b>Vocabulary</b>	<i>Here we list vocabulary terms necessary for understanding the content.</i>	

<p><b>Text and Additional Resources to Build Background Knowledge</b></p>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Here we list the textbook chapters and lessons that address this unit and its benchmarks.</i></li> <li>• <i>They have been unified to show that the unit is taught as a whole, not benchmark by benchmark.</i></li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Here we list other resources, aside from the textbook, to add variety to your instruction. These may be videos, games, or other instructional resources.</i></li> </ul> <p><b><i>How should I teach this content? Instructional Strategies</i></b>  <i>Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our <a href="#">Teacher Toolkit</a> (click to be directed to our eLearn page). The Teacher Toolkit is near the top of the page and is also included in each unit in each course.</i></p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b><u>Lessons:</u></b>  <i>In an effort to become less dependent on textbooks, this section provides model lesson plans that are essential to this curriculum and help students practice higher complexity thinking about the content in this unit. These rigorous, complete lessons come from trusted sources and scaffold thinking to get students to higher order thinking, using Historical Thinking Skills.</i></p> <p>All of these model lessons have been uploaded into eLearn</p> <p><b><u>Assessments:</u></b> <i>This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall. We are working hard to include the historical thinking skills into our assessments and should have samples to share with you soon!</i></p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><i>For each benchmark, we have included higher order thinking (HOT) questions. You might use these as formative assessment, at the end of a unit, or to help bring content together. They also reinforce skills that are critical across the contents – in math, ELA, or science. We have included the cross-curricular skill that each question addresses.</i></p>



<b>Introductory Unit</b>	<b>Learning Goals: A.1.1, A.1.2, A.1.4, A.1.5, A.1.6, A.1.7</b>	<b>Duration: 8 Days</b>
<b>Standard 1:</b> Utilize historical inquiry skills and analytical processes		
<i>Intro Unit: Historical Thinking Skills in Social Studies</i>		
<b>Summary</b>	Students will investigate historical thinking skills through various types of lessons that include primary sources, secondary sources, NewsELA articles, SHEG, and DBQ documents. The goal of this unit is to introduce students to the historical thinking skills as well as a brief introduction of thinking maps.	
<b>Skill-Based Learning Goals</b>	<b>Sourcing, Contextualizing, Corroboration, Close Reading</b>	
<b>Formative Assessment Thinking Map</b>	<p><b>Thinking map- Bubble Map:</b> to practice taking and organizing notes with the graphic organizer from a document.</p> <p><b>Double Bubble Map:</b> to show how close reading and corroboration work together to aid in comparing and contrasting documents.</p>	
<b>Learning Goals</b>	<p><b>Focus:</b>  <b>SS.8.A.1.1 Provide</b> supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.</p> <p><b>Supporting:</b>  <b>SS.8.A.1.2 Analyze</b> charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.  <b>SS.8.A.1.4 Differentiate</b> fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.  <b>SS.8.A.1.5 Identify</b>, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.  <b>SS.8.A.1.6 Compare</b> interpretations of key events and issues throughout American history.  <b>SS.8.A.1.7 View</b> historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Apply</b> sourcing skills to documents.</li> <li>• <b>Explain</b> how we can learn about the past from documents.</li> <li>• <b>Draw conclusions</b> from context and <b>explain</b> how to contextualize multiple perspectives.</li> <li>• <b>Corroborate</b> to show similarities and differences between documents and historical perspectives.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• How do documents teach us about the past?</li> <li>• Why must we examine multiple documents?</li> <li>• Why is it important to add in contextualization into our historical thinking?</li> <li>• How is close reading used in social studies?</li> <li>• How can close reading and corroboration be used together?</li> <li>• How can I use all four of the Historical Thinking Skills when examining documents?</li> </ul>	
<b>Vocabulary</b>	sourcing, contextualization, corroboration, close reading, perspective, claim, evidence, artifacts, documents, primary source, secondary source	
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>SHEG:</b></p> <ul style="list-style-type: none"> <li>• Lunchroom Fight</li> </ul> <p><b>DBQ:</b></p> <ul style="list-style-type: none"> <li>• “Cabeza de Vaca: How Did He Survive?”</li> </ul> <p><b>YouTube:</b></p>	

	<ul style="list-style-type: none"> <li>• “Max Keeble’s Big Move – Food Fight” (<a href="https://www.youtube.com/watch?v=8zXQoFFMCu8">https://www.youtube.com/watch?v=8zXQoFFMCu8</a>)</li> <li>• “Why Do We Learn History? The Song” (<a href="https://www.youtube.com/watch?v=VMqoIZqpZAc">https://www.youtube.com/watch?v=VMqoIZqpZAc</a>)</li> <li>• “History vs. Christopher Columbus” (<a href="https://www.youtube.com/watch?v=GD3dgiDreGc&amp;t=67s">https://www.youtube.com/watch?v=GD3dgiDreGc&amp;t=67s</a>)</li> </ul> <p><b>NewsELA:</b></p> <ul style="list-style-type: none"> <li>• “The Great Turtle: Iroquois Origin Story” (<a href="https://newsela.com/read/BHP-U1-6-Iroquois/id/3433">https://newsela.com/read/BHP-U1-6-Iroquois/id/3433</a>)</li> <li>• “Christopher Columbus Didn’t Discover the New World; he Rediscovered it” (<a href="https://newsela.com/read/lib-age-of-discovery/id/31907/">https://newsela.com/read/lib-age-of-discovery/id/31907/</a>)</li> <li>• “Primary Sources: Columbus’ Letter Announcing his Discovery, 1493” (<a href="https://newsela.com/read/primary-source-columbus-discovery-letter/id/28106/">https://newsela.com/read/primary-source-columbus-discovery-letter/id/28106/</a>)</li> <li>• “Primary Sources: Bartoleme de Las Casas on Columbus’ Legacy” (<a href="https://newsela.com/read/primary-source-indies-devastation/id/19677/">https://newsela.com/read/primary-source-indies-devastation/id/19677/</a>)</li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p style="text-align: center;"><b>District-Developed Unit One Historical Thinking Skills Lessons</b></p> <p><b>SHEG:</b></p> <ul style="list-style-type: none"> <li>• Lunchroom Fight</li> <li>• Lunchroom Fight II</li> <li>• Make Your Case</li> </ul> <p>All of these model lessons have been uploaded into eLearn</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p>(A.1.1) <b>Math: Construct viable arguments and critique the reasoning of others</b> How is an argument made stronger utilizing supporting historical detail?</p> <p>(A.1.2) <b>Science: Planning and carrying out investigations</b> How can historians use charts, graphs, maps, photographs, timelines, and political cartoons to determine cause and effect?</p> <p>(A.1.4) <b>ELA: Analyze a case where authors or texts provide conflicting information on same topic.</b> What if historians disagree about history?</p> <p>(A.1.5) <b>Science: Asking questions and defining problems</b> What do both primary and secondary sources tell us about history and how we can solve some problems today?</p> <p>(A.1.6) <b>ELA: Analyze a case where authors or texts provide conflicting information on same topic.</b> Why are there different interpretations of key events in American history?</p> <p>(A.1.7) <b>Math: Construct viable arguments and critique the reasoning of others</b> How do different people’s perspective shape the events they record in history?</p>

<b>Unit 2: Colonization</b>	<b>Learning Goals: A.2.1, A.2.4, A.2.5, A.2.7</b>	<b>Duration: 2 weeks</b>
<b>Standard 2:</b> Examine the cause, course, and consequences of British settlement in the American colonies.		
<b><i>Part A: Early Settlements (1565-1680)</i></b>		
<b>Summary</b>	European nations established settlements throughout North and South America to create new economic activities and expand empires. The Columbian Exchange ushered in true globalization but in so doing, indigenous tribes faced massive loss of populations and territorial claims, and Africans were targeted to become an enslaved population to further imperial aspirations. The European nations spilled their disputes into these new colonial lands and the English spread their form of governance into North America which became the beginnings of American democracy.	
<b>Skill-Based Learning Goals</b>	<b>Sourcing, Contextualizing</b>	
<b>Formative Assessment Thinking Map</b>	<p><b>Thinking Map - Double Bubble Map (Compare)</b> the similarities between European colonizers.</p> <p><b>Multi-Flow Map (Discuss/ Cause and Effect)</b> – causes and consequences of colonial settlement.</p> <p><b>Bubble Map (Identify)</b> influence of key figures</p> <p><b>Circle Map (Describe)</b> how various peoples contributed to colonial society and culture. Please don't leave any group out (i.e. you can do multiple circle maps – 1 for each group)</p>	
<b>Learning Goals</b>	<p><b>Focus:</b>  (A.2.1) <b>Compare</b> the relationships among the British, French, Spanish and Dutch in their struggles for colonization of North America.  (A.2.5) <b>Discuss</b> the impact of colonial settlement on Native American populations.</p> <p><b>Supporting:</b>  (A.2.4) <b>Identify</b> the impact of key colonial figures on the economic, political, and social development of the colonies.  (A.2.7) <b>Describe</b> the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Examine</b> the competition between the colonial powers to expand and control their claims in North America through economic, diplomatic, and military means.</li> <li>• <b>Identify</b> the French, British, and Dutch roles in the fur trade.</li> <li>• <b>Identify</b> the ongoing conflict, including territorial disputes and trade competition between the English and the French.</li> <li>• <b>Identify</b> (examples include but are not limited to) John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon.</li> <li>• <b>Describe</b> the lives of different minority groups in the US during colonization.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• How did the British, French, Spanish, and Dutch interact with each other in North America?</li> <li>• What was the impact of colonial settlement on Native American populations?</li> <li>• How did various groups (i.e. Native Americans, Africans, women, and children) influence colonial life in various aspects?</li> </ul>	
<b>Vocabulary</b>	Colonization, Columbian Exchange, conquistadors, missionaries, slavery, charter, democratic, mercantilism, cash crop, Parliament	
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• TCI Lesson 2, 3, &amp; 4</li> </ul> <p><b>Additional Resources:</b></p>	



	<ul style="list-style-type: none"> <li>• <b>World Outline Map:</b> (<a href="http://www.outline-world-map.com/political-white-world-map-b6a">http://www.outline-world-map.com/political-white-world-map-b6a</a>)</li> <li>• <b>La Florida:</b> Florida specific resources (<a href="http://laflorida.org/">http://laflorida.org/</a>) – <i>great</i> video for Pinellas on the “mapping La Florida” page (2:30 minutes)</li> <li>• <b>Writing in Response to Text (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>DBQ Project</b></p> <ul style="list-style-type: none"> <li>• Jamestown: Why did so many settlers die?</li> </ul> <p><b>SHEG-Reading Like a Historian</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Mapping the New World</li> <li>• Pocahontas</li> <li>• Examining Passenger Lists</li> <li>• King Phillips War</li> <li>• Puritans</li> </ul> <p><b>C3Inquiry</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Manhattan Purchase (4<sup>th</sup> grade)</li> <li>• New France (5<sup>th</sup> grade)</li> <li>• Pilgrims and Wampanoag (7<sup>th</sup> grade)</li> </ul> <p><b>Assessments:</b></p> <p><b>SHEG-Beyond the Bubble</b></p> <ul style="list-style-type: none"> <li>• Mayflower Compact</li> <li>• The First Thanksgiving</li> <li>• Virginia Company</li> </ul> <p>All SHEG and C3 Inquiry lessons and assessments have been uploaded into eLearn (elearn.pcsb.org)</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(A.2.1)</b> How did the various goals of the Spanish, French, English and Dutch in settling North America lead to conflict?</p> <p><b>(A.2.4)</b> Choose a key figure in early European settlement of North America to analyze the impact an individual can have in a historical period. How did this individual help shape their society?</p> <p><b>(A.2.5) ELA: Analyze structure an author uses to organize a text and how it contributes to the whole and the development of ideas.</b> Evaluate the impact of colonization on the Native American peoples.</p> <p><b>(A.2.7) ELA: Analyzing interactions between individuals, events, and ideas.</b>Analyze how the contributions of various people and group influenced society and culture in colonial America</p>

<b>Unit 2: Colonization</b>	<b>Learning Goals: A.2.2, A.2.3, A.2.4, A.2.7</b>	<b>Duration: 2 weeks</b>
<b>Standard 2:</b> Examine the cause, course, and consequences of British settlement in the American colonies.		
<b><i>Part B: The 13 Colonies (1607-1754)</i></b>		
<b>Summary</b>	Differences between colonial regions were a result of many factors: including geography, colonial autonomy (salutary neglect), settlement motivations, and economic viability. These differences become deeply rooted and last far past the era of the 13 Colonies.	
<b>Historical Thinking Skill</b>	<b>Sourcing, Contextualizing</b>	
<b>Formative Assessment Thinking Map</b>	<p><b>Thinking Map – Double Bubble Map (Compare)</b> analyze and compare the three colonial regions.</p> <p><b>Tree Map (Categorize or give details)</b> to differentiate between the three different economic systems of the colonial regions.</p> <p><b>Sequencing/Flow Map or Cause and Effect/Multi Flow Map (Describe)</b> how the Triangular Trade and enslaved Africans shaped the colonial economy, society, and culture.</p>	
<b>Learning Goals</b>	<p><b>Focus:</b> (A.2.2) <b>Compare</b> the characteristics of New England, Middle, and Southern Colonies.</p> <p><b>Supporting:</b> (A.2.3) <b>Differentiate</b> economic systems of New England, Middle, and Southern Colonies including indentured servants and slaves as labor sources. (A.2.4) <b>Identify</b> the impact of key colonial figures on the economic, political, and social development of the colonies. (A.2.7) <b>Describe</b> the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Identify</b> the economic activities of the New England, Middle, and Southern colonies.</li> <li>• <b>Compare</b> and <b>contrast</b> the colonial settlement motivations among the New England, Middle, and Southern colonies.</li> <li>• <b>Compare</b> and <b>contrast</b> the geographical impact on life in the New England, Middle, and Southern colonies.</li> <li>• <b>Compare</b> and <b>contrast</b> economies of subsistence farming, cash crop farming, and maritime industries.</li> <li>• <b>Differentiate</b> among free labor, indentured servitude, and slave labor and explain the extent to which each existed in all three colonial regions</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• What were the economic, social, and cultural characteristics that differentiated the New England, Middle, and Southern colonies?</li> <li>• How did the differences among regions affect the development of colonial economy?</li> </ul>	
<b>Vocabulary</b>	economic system, economy, subsistence farming, maritime, industry, slave trade, enslaved, indentured servant	
<b>Text and Additional</b>	<b>Textbook Resources:</b>	

<b>Resources to Build Background Knowledge</b>	<ul style="list-style-type: none"> <li>• TCI Lesson 3</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Elizabeth Sprigs</b>, indentured servant: <a href="http://historymatters.gmu.edu/d/5796">http://historymatters.gmu.edu/d/5796</a></li> <li>• <b>Slave Voyage Database</b>: <a href="http://www.slavevoyages.org/voyage/search">http://www.slavevoyages.org/voyage/search</a></li> <li>• <b>Writing in Response to Text (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<b>Model Lessons and Culminating Activities</b>	<p><b>Lessons:</b></p> <p><b>DBQ Project</b></p> <ul style="list-style-type: none"> <li>• “What caused the Salem witch trial hysteria of 1692?”</li> </ul> <p><b>SHEG-Reading Like a Historian</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• First Great Awakening</li> </ul> <p><b>C3Inquiry</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Slavery (5<sup>th</sup> grade)</li> </ul> <p><b>Everyday Americans</b> (George Mason University) <a href="http://chnm.gmu.edu/tah-loudoun/blog/timeperiod/colonization-settlement/">http://chnm.gmu.edu/tah-loudoun/blog/timeperiod/colonization-settlement/</a></p> <ul style="list-style-type: none"> <li>• Differences among colonial regions</li> <li>• Colonial life compare/contrast</li> <li>• Slaves and indentured servants</li> </ul> <p><b>Assessments:</b></p> <p><b>SHEG-Beyond the Bubble</b></p> <ul style="list-style-type: none"> <li>• The First Thanksgiving</li> <li>• Virginia Company</li> </ul> <p>All SHEG and C3 Inquiry lessons and assessments have been uploaded into eLearn (elearn.pcsb.org)</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<b>HOT and Cross Curricular Connections</b>	<p><b>(A.2.2) Math: Construct viable arguments and critique the reasoning of others.</b> Using details on specific characteristics of the New England, Middle, or Southern regions, speculate on which colonial region you would have settled in.</p> <p><b>(A.2.3) Science: Asking questions and defining problems.</b> Hypothesize whether slave labor or indentured servitude will continue to grow through colonial history.</p>

<b>Unit 1: Colonization</b>	<b>Learning Goals: A.2.6</b>	<b>Duration: 1 week</b>
<b>Standard 2:</b> Examine the cause, course, and consequences of British settlement in the American colonies.		
<b><i>Part C: The French and Indian War (1754-1763)</i></b>		
<b>Summary</b>	The French and Indian War was a result of European expansion in North American territorial claims and economic disputes as well as interference in Native American traditional alliances and trade partnerships.	
<b>Historical Thinking Skill</b>	<b>Sourcing, Contextualizing</b>	
<b>Formative Assessment Thinking Map</b>	<b>Thinking Map - Flow or Multi Flow Map (Examine)</b> analyze the causes, course, and consequences of the French and Indian War.	
<b>Learning Goals</b>	<p><b>Focus:</b> (A.2.6) <b>Examine</b> the causes, course, and consequences of the French and Indian War.</p> <p><b>Supporting:</b> (A.2.4) <b>Identify</b> the impact of key colonial figures on the economic, political, and social development of the colonies. (A.2.7) <b>Describe</b> the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Identify</b> the ongoing conflict, including territorial disputes and trade competition between the English and the French.</li> <li>• <b>Discuss</b> the outcome of the conflict including, but not limited to, ongoing conflict between France and England, territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• What were the causes, course, and consequences of the French and Indian War?</li> </ul>	
<b>Vocabulary</b>	French and Indian War, dispute, Ft. Duquesne, Ft. Quebec, Treaty of Paris, debt, militia	
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• TCI Lesson 5</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Writing in Response to Text (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>	
<b>Model Lessons and Culminating Activities</b>	<b>Lessons:</b>	

	<p><b>Gilder Lehrman</b></p> <ul style="list-style-type: none"> <li>• This lesson should be previewed and rehearsed as additional scaffolding may be needed for age/ability appropriateness <a href="https://www.gilderlehrman.org/content/french-and-indian-war">https://www.gilderlehrman.org/content/french-and-indian-war</a></li> <li>• The French and Indian War</li> </ul> <p><b><u>Assessments:</u></b></p> <p><b>SHEG-Beyond the Bubble</b></p> <ul style="list-style-type: none"> <li>• Seven Years' War Assessment</li> </ul> <p>All SHEG and C3 Inquiry lessons and assessments have been uploaded into eLearn (elearn.pcsb.org)</p> <p><b><u>Assessments:</u></b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(A.2.6) ELA: Analyzing interactions between individuals, events, and ideas.</b> Why did we fight the French and Indian War?</p> <p><b>(A.2.6) Science: Engaging in argument from evidence.</b> Create an argument from the perspective of an American settler that supports the English Parliament and King after the French and Indian War.</p>

<b>Unit 3: American Revolution</b>	<b>Learning Goals: A.3.1, A.3.2, A.3.3, A.3.5, A.3.6, A.3.8</b>	<b>Duration: 3 weeks</b>
<b>Standard 3:</b> Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.		
<b><i>Part A: Road to Independence (1763-1776)</i></b>		
<b>Summary</b>	The French and Indian War left the British government trying to figure out what to do next regarding the colonies and the money owed. This resulted in the implementation of different British policies for the American colonies from 1763-1774. These policies yielded reactions from the American colonists that served as a springboard for the American Revolution.	
<b>Historical Thinking Skill</b>	<b>Sourcing, Contextualization</b>	
<b>Formative Assessment Thinking Map</b>	<p><b>Thinking Map - Classifying (Examine)</b> illustrate the causes, course, and consequences of the American Revolution throughout Unit 2.</p> <p><b>Sequencing (Explain)</b> sequence the consequences of the French and Indian War (regarding British policies) and American colonial reactions.</p>	
<b>Learning Goals</b>	<p><b>Focus:</b>          (A.3.6) <b>Examine</b> the causes, course, and consequences of the American Revolution.          (A.3.1) <b>Explain</b> the consequences of the French and Indian War in British policies for the American colonies from 1763-1774.          (A.3.2) <b>Explain</b> American colonial reaction to British policy from 1763-1774.</p> <p><b>Supporting:</b>          (A.3.3) <b>Recognize</b> the contributions of the Founding Fathers during the American Revolutionary efforts          (A.3.5) <b>Describe</b> the influence of individuals on social and political developments during the Revolutionary era.          (A.3.8) <b>Examine</b> individuals and groups that affected political and social motivations during the American Revolution.</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Discuss</b> how British policies negatively impacted the lives of the colonists and also united them.</li> <li>• <b>Identify</b> specific acts by colonists in response to British policies, such as the Boston Tea Party.</li> <li>• <b>Explain</b> the motivation behind the meeting of the First Continental Congress.</li> <li>• <b>Identify</b> and <b>describe</b> the contributions of individuals relating to revolutionary efforts.</li> <li>• <b>Recognize</b> the influence of the Enlightenment on the Founding Fathers.</li> <li>• <b>Identify:</b> Committees of Correspondence, Sons of Liberty, Abigail Adams, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias and Undecideds</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• What are the British policies enacted on the American colonies as a result of the French and Indian War?</li> <li>• Who were the different individuals and groups that affected political and social movements that occurred due to reaction of the British policies?</li> <li>• Which British policies do you think influenced colonial reactions the most? Why?</li> </ul>	
<b>Vocabulary</b>	Stamp Act, Townshend Acts, Intolerable Acts, Tea Act, tyranny, Boston Tea Party, Boston Massacre, petition, <i>Common Sense</i>	
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• TCI Lesson 5, 7, 8, 11</li> </ul> <p><b>Additional Resources:</b></p>	

	<ul style="list-style-type: none"> <li>• <b>ReadWorks:</b> “Some Laws are Intolerable” (1080L)</li> <li>• <b>ReadWorks:</b> “The Road to Revolution” Text Set (770 to 970L)</li> <li>• <b>ReadWorks</b> “A Very Messy Tea Party” (1120L)</li> <li>• <b>Mission-US:</b> “for Crown or Colony” interactive online game (<a href="http://www.mission-us.org">http://www.mission-us.org</a>)</li> <li>• <b>DPLA:</b> Boston Tea Party Primary Source sets (<a href="https://dp.la/primary-source-sets/sets/the-boston-tea-party">https://dp.la/primary-source-sets/sets/the-boston-tea-party</a>)</li> <li>• <b>DPLA:</b> Road to Revolution Primary Source sets (<a href="https://dp.la/primary-source-sets/sets/road-to-revolution-1763-1776">https://dp.la/primary-source-sets/sets/road-to-revolution-1763-1776</a>)</li> <li>• <b>Writing in Response to Text (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>DBQ Project</b></p> <ul style="list-style-type: none"> <li>• How Revolutionary Was the American Revolution?</li> </ul> <p><b>SHEG-Reading Like a Historian</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Boston Massacre</li> <li>• Loyalists</li> </ul> <p><b>C3Inquiry</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Betrayal (5<sup>th</sup> Grade)</li> <li>• The Boston Tea Party (8<sup>th</sup> Grade)</li> <li>• American Revolution (7<sup>th</sup> Grade)</li> </ul> <p><b>Assessments:</b></p> <p><b>SHEG-Beyond the Bubble</b></p> <ul style="list-style-type: none"> <li>• French-Indian War “Seven Years’ War”</li> </ul> <p>All SHEG and C3 Inquiry lessons and assessments have been uploaded into eLearn (elearn.pcsb.org)</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p>(A.3.1) <b>ELA: Analyzing interactions between individuals, events, and ideas.</b> Predict how the consequences of the French and Indian War would cause the colonists to react.</p> <p>(A.3.2) <b>Math: Reason abstractly and quantitatively</b> Were the colonists justified in their reaction to British policy?</p> <p>(A.3.2) <b>Science: Engaging in argument from evidence.</b> Defend the claim: Americans overreacted to British Policy.</p> <p>(A.3.3) <b>ELA: Determine central idea and how the author distinguishes his or her position from that of others.</b> How did the Founding Fathers contribute to promotion revolutionary ideology throughout the colonies?</p>

<b>Unit 3: American Revolution</b>	<b>Learning Goals: A.3.7</b>	<b>Duration: 1 week</b>
<b>Standard 3:</b> Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.		
<b><i>Part B: The Declaration of Independence (1776)</i></b>		
<b>Summary</b>	The Declaration of Independence was approved on July 4, 1776 and showed that colonists had a right to separate from the king and establish their own government. In this important and founding document, it states the reasons the British colonies sought independence and established that all men are created equal with certain unalienable rights that governments should never violate. This is the beginning of our government in the United States.	
<b>Historical Thinking Skill</b>	<b>Sourcing, Contextualizing, Close Reading</b>	
<b>Formative Assessment Thinking Map</b>	<b>Thinking Map –</b> <b>Brace Map (Examine)</b> identify the structure and content of the Declaration of Independence.  <b>Multi-Flow Map (Examine)</b> reasons the Founding Fathers decided to write the Declaration of Independence, results of their decisions.	
<b>Learning Goals</b>	<b>Focus:</b> <b>(A.3.7) Examine</b> the structure, course, and consequences of the Declaration of Independence.	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Identify</b> specific charges outlined in the Declaration of Independence.</li> <li>• <b>Examine</b> the influence of Enlightenment philosophers on shaping of ideas in the Declaration of Independence.</li> <li>• <b>Describe</b> the consequences the Declaration of Independence had on colonial society.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• What is the structure, content, and consequences of the Declaration of Independence?</li> </ul>	
<b>Vocabulary</b>	Declaration of Independence, Enlightenment, philosophers, independence, natural rights, petition, unalienable, rights, usurpations, grievances	
<b>Text and Additional Resources to Build Background Knowledge</b>	<b>Textbook Resources:</b> <ul style="list-style-type: none"> <li>• TCI Lesson 6</li> </ul> <b>Additional Resources:</b> <ul style="list-style-type: none"> <li>• <b>Declaration of Independence</b> (with additional information): (<a href="https://www.loc.gov/rp/program/bib/ourdocs/DeclarInd.html">https://www.loc.gov/rp/program/bib/ourdocs/DeclarInd.html</a>)</li> <li>• <b>Writing in Response to Text (WiRT) bellwork</b> (eLearn)</li> </ul> <b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)	
<b>Model Lessons and Culminating Activities</b>	<b>Lessons:</b>  <b>DBQ Project</b> <ul style="list-style-type: none"> <li>• <b>The Ideals of the Declaration: Which is the Most Important?</b></li> </ul>	



	<p><b>SHEG-Reading Like a Historian</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> </ul> <p><b>C3Inquiry</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Declaration of Independence (5<sup>th</sup> Grade)</li> </ul> <p><b>Assessments:</b></p> <p><b>SHEG-Beyond the Bubble</b></p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> </ul> <p>All SHEG and C3 Inquiry lessons and assessments have been uploaded into eLearn (elearn.pcsb.org)</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p>(A.3.7)  <b>Science: Developing explanations and designing solutions.</b>          Predict how the language used in the Declaration of Independence could lead to future conflict (Slave Rebellions, Suffrage Movement, etc.).</p> <p>(A.3.7)  <b>ELA: Determine central idea and analyze its development over course of text.</b>          What principles of government are expressed in the Declaration of Independence?</p>

<b>Unit 3: American Revolution</b>	<b>Learning Goals: A.3.4, A.3.5, A.3.6, A.3.8</b>	<b>Duration: 1 week</b>
<b>Standard 3:</b> Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.		
<b><i>Part C: The Revolutionary War (1765-1783)</i></b>		
<b>Summary</b>	The American Revolution was a time when the British colonists in America rebelled against the rule of Great Britain because of the denial of fundamental rights and the British policies enforced upon them. There were many battles fought and the colonies gained their freedom and became an independent country, the United States of America.	
<b>Historical Thinking Skill</b>	<b>Sourcing, Corroboration</b>	
<b>Formative Assessment Thinking Map</b>	<p><b>Thinking Map – Bubble Map (Examine)</b> describe and identify characteristics, properties, and qualities of the course of the American Revolution.</p> <p><b>Double Bubble Map (Examine)</b> compare and contrast how different influential groups to both the American and British sides influenced the war efforts.</p> <p><b>Flow Map (Examine)</b> sequence the steps or events that occurred during the American Revolution.</p>	
<b>Learning Goals</b>	<p><b>Focus:</b> (A.3.6) <b>Examine</b> the causes, course, and consequences of the American Revolution.</p> <p><b>Supporting:</b> (A.3.4) <b>Examine</b> the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war. (A.3.5) <b>Describe</b> the influence of individuals on social and political developments during the Revolutionary era. (A.3.8) <b>Examine</b> individuals and groups that affected political and social motivations during the American Revolution.</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Identify</b> the key events and turning points of the Revolutionary War.</li> <li>• <b>Examine</b> the roles and actions of Patriots, Loyalists, Native Americans, and the British.</li> <li>• <b>Examine</b> the role of guerilla warfare, state militias and the Continental Army.</li> <li>• <b>Explain</b> how foreign powers (France, Spain, the Netherlands, the Hessians and Haiti) impacted the outcome of the war.</li> <li>• <b>Identify:</b> Committees of Correspondence, Sons of Liberty, Abigail Adams, the Black Regiment, Patrick Henry, Thomas Paine, and individual colonial militias</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• How do the contributions of influential groups to both American and British war efforts during the American Revolutionary War affect the outcome?</li> <li>• What is the influence of individuals on social and political developments during the Revolutionary era?</li> <li>• What are the causes, course, and consequences of the American Revolution?</li> <li>• How did individuals and groups affect political and social motivation during the American Revolution?</li> </ul>	
<b>Vocabulary</b>	guerilla warfare, Continental Army, Olive Branch Petition, Valley Forge, Treaty of Paris, Black Regiment	
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• TCI Lesson 5, 6, 7</li> </ul> <p><b>Additional Resources:</b></p>	

	<ul style="list-style-type: none"> <li>• <b>PBS:</b> Liberty! The American Revolution (<a href="http://tinyurl.com/85bfbk">http://tinyurl.com/85bfbk</a>)</li> <li>• <b>NPS:</b> African Americans soldiers at Valley Forge (<a href="https://www.nps.gov/vafo/learn/education/classrooms/africanamericanpatriots.htm">https://www.nps.gov/vafo/learn/education/classrooms/africanamericanpatriots.htm</a>)</li> <li>• Phyllis Wheatley (<a href="http://tinyurl.com/hw83o14">http://tinyurl.com/hw83o14</a>)</li> <li>• A Patriot's Letter to his Loyalist Father, 1778 (<a href="https://www.gilderlehrman.org/history-by-era/war-for-independence/resources/patriot%E2%80%99s-letter-his-loyalist-father-1778">https://www.gilderlehrman.org/history-by-era/war-for-independence/resources/patriot%E2%80%99s-letter-his-loyalist-father-1778</a>)</li> <li>• Letter to John Adams from Abigail Adams <a href="http://tinyurl.com/pkz7jk9">http://tinyurl.com/pkz7jk9</a></li> <li>• Gilder Lehrman collection of sources (<a href="https://www.gilderlehrman.org/collections/groupings/american-revolution-1763-1783">https://www.gilderlehrman.org/collections/groupings/american-revolution-1763-1783</a>)</li> <li>• America in Class-National Humanities Center (<a href="http://americainclass.org/sources/makingrevolution/war/war.htm">http://americainclass.org/sources/makingrevolution/war/war.htm</a>)</li> <li>• <b>Writing in Response to Text (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>DBQ Project</b></p> <ul style="list-style-type: none"> <li>• How Revolutionary was the American Revolution?</li> <li>• Valley Forge: Would You Have Quit?</li> </ul> <p><b>SHEG-Reading Like a Historian</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Battle of Lexington</li> </ul> <p><b>C3Inquiry</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• American Revolution (7<sup>th</sup> Grade)</li> </ul> <p><b>Smithsonian</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Lexington and Concord</li> </ul> <p><b>Assessments:</b></p> <p><b>SHEG-Beyond the Bubble</b></p> <ul style="list-style-type: none"> <li>• Washington Crosses Delaware</li> </ul> <p>All SHEG and C3 Inquiry lessons and assessments have been uploaded into eLearn (elearn.pcsb.org)</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p>(A.3.4) <b>Math: Make sense of problems and persevere in solving them.</b> Analyze the contributions, strengths, and weaknesses of both the British and Colonists. Predict which side would win and provide our explanation as to why.</p> <p>(A.3.5) <b>Science: Asking questions and defining problems.</b> How did the Enlightenment influence the Founding Fathers during the American Revolutionary War?</p> <p>(A.3.6) <b>Math: Look for and express regularity in repeated reasoning.</b> How was the Continental army able to win the war for independence from Great Britain?</p> <p>(A.3.8) <b>ELA: Analyzing interactions between individuals, events, and ideas.</b> How did individuals and groups affect political motivations during the American Revolution?</p>

<b>Unit 4: Early Republic</b>	<b>Learning Goals: A.3.9, A.3.10, A.3.11</b>	<b>Duration: 1 week</b>
<b>Standard 3:</b> Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.		
<b><i>Part A: Articles Of Confederation to the Constitution (1783-1789)</i></b>		
<b>Summary</b>	The Founding Fathers knew they needed to develop a new government after gaining independence from Great Britain. They started by developing the Articles of Confederation and after evaluating the strengths and weaknesses, decided to hold a Constitutional Convention to revise the Articles but determined they needed a new constitution. Both Federalists and Antifederalists held different views in how to establish this government, but through compromises, evaluations, debates, and discussions they were able to ratify the U.S. Constitution.	
<b>Skill-Based Learning Goals</b>	<b>Contextualization, Corroboration, Close Reading</b>	
<b>Formative Assessment Thinking Map</b>	<p><b>Thinking Map – Multi-Flow Map (Evaluate)</b> examine the cause and effects (strengths and weaknesses) of the Articles of Confederation.</p> <p><b>Sequencing Flow Map (Examine)</b> develop an understanding of the course and consequences of the Constitutional Convention.</p>	
<b>Learning Goals</b>	<p><b>Focus:</b>  <b>(A.3.9) Evaluate</b> the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.</p> <p><b>Supporting:</b>  <b>(A.3.10) Examine</b> the course and consequences of the Constitutional Convention.  <b>(A.3.11) Analyze</b> support and opposition to ratification of the U.S. Constitution.</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Identify</b> the structure of the U.S. government under the Articles of Confederation.</li> <li>• <b>Compare</b> the Virginia Plan and the New Jersey Plan.</li> <li>• <b>Analyze</b> challenges that led to the Great Compromise, the Three-Fifths Compromise, and tension between state vs. federal powers.</li> <li>• <b>Compare</b> and <b>evaluate</b> the positions Federalists and Anti-Federalists held on the ratification of the U.S. Constitution.</li> <li>• <b>Understand</b> how the promise to include the Bill of Rights encouraged states to support the ratification of the U.S. Constitution.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• Why did the weaknesses of the Articles of Confederation lead to the Constitutional Convention?</li> <li>• What was the course and consequences of the Constitutional Convention?</li> <li>• What was the support and opposition to the ratification of the U.S. Constitution?</li> </ul>	
<b>Vocabulary</b>	Articles of Confederation, Constitutional Convention, Northwest Ordinance, New Jersey Plan+Virginia Plan=Great Compromise, Three-Fifths Compromise, state power vs. federal power, ratify, Federalist/Anti-Federalist, <i>The Federalist Papers</i> , Bill of Rights	
<b>Text and Additional Resources to Build</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• TCI Lesson 8, 9, 10</li> </ul> <p><b>Additional Resources:</b></p>	

<p><b>Background Knowledge</b></p>	<ul style="list-style-type: none"> <li>• <b>Colonial Williamsburg:</b> Graphic Organizer for the Articles of Confederation-this is part of a larger lesson plan and has a multitude of primary sources (<a href="https://www.aptv.org/Pressroom/WordReleases/PerfectUnionTGComplete.pdf">https://www.aptv.org/Pressroom/WordReleases/PerfectUnionTGComplete.pdf</a>)</li> <li>• <b>AVID</b> Editorial or Letter to the Editor (AVID pathway book pgs. 122-126)</li> <li>• <b>DPLA: Creating the US Constitution</b> (<a href="https://dp.la/primary-source-sets/sets/creating-the-us-constitution">https://dp.la/primary-source-sets/sets/creating-the-us-constitution</a>)</li> <li>• <b>DPLA: Shays' Rebellion</b> (<a href="https://dp.la/primary-source-sets/sets/shays-rebellion">https://dp.la/primary-source-sets/sets/shays-rebellion</a>)</li> <li>• <b>Writing in Response to Text (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>DBQ Project</b></p> <ul style="list-style-type: none"> <li>• <b>How Did the Constitution Guard Against Tyranny?</b></li> </ul> <p><b>SHEG-Reading Like a Historian</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• <b>Federalists and Anti-Federalists</b></li> <li>• <b>Slavery in the Constitution</b></li> </ul> <p><b>C3Inquiry</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• <b>Great Compromise</b> (7<sup>th</sup> Grade)</li> <li>• <b>Constitution</b> (11<sup>th</sup> Grade)</li> </ul> <p><b>Everyday Americans:</b></p> <ul style="list-style-type: none"> <li>• <b>Create an Articles of Confederation Tombstone</b> (<a href="http://chnm.gmu.edu/tah-loudoun/blog/lessons/the-articles-of-confederation/">http://chnm.gmu.edu/tah-loudoun/blog/lessons/the-articles-of-confederation/</a>)</li> </ul> <p>All SHEG and C3 Inquiry lessons and assessments have been uploaded into eLearn (elearn.pcsb.org)</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(A.3.9) Science: Developing explanations and designing solutions.</b> Use the weaknesses of the Articles of Confederation to develop your own Constitution reasoning why you believe your changes would prove stronger than the weaknesses.</p> <p><b>(A.3.10) Math: Construct viable arguments and critique the reasoning of others.</b> Analyze the statement: The compromises that came out of the Constitutional Convention created a plan for a strong and stable federal government.</p> <p><b>(A.3.11) ELA: Analyzing interactions between individuals, events, and ideas.</b> How and why did people support or oppose the ratification of the Constitution?</p>

<b>Unit 4: Early Republic</b>	<b>Learning Goals: 3.12, 3.13</b>	<b>Duration: 3 weeks</b>
<b>Standard 3:</b> Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.		
<b><i>Part B: The First Presidents (1789-1801)</i></b>		
<b>Summary</b>	The first presidents, Washington and Adams, influenced the new nation in various ways that included international and domestic policies and events. The economic, military, political, and socio-cultural events helped to shape our new nation.	
<b>Skill-Based Learning Goals</b>	<b>Contextualization, Corroboration</b>	
<b>Formative Assessment Thinking Map</b>	<b>Thinking Map - Brainstorming Map (Examine)</b> to examine Washington's presidency  <b>Double Bubble Map (Explain)</b> to compare and contrast Adam's and Washington's presidencies.	
<b>Learning Goals</b>	<b>Focus:</b> <b>(A.3.12): <u>Examine</u></b> the influences of George Washington's presidency in the formation of the new nation.  <b>Supporting:</b> <b>(A.3.13): <u>Explain</u></b> major domestic and international economic, military, political, and socio-cultural events of John Adam's presidency.	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b><u>Describe</u></b> examples of precedents established by Washington that continue today.</li> <li>• <b><u>Examine</u></b> the influence of Washington's Farewell Address on U.S. foreign policy.</li> <li>• <b><u>Describe</u></b> how Adams faced both domestic and foreign policy challenges.</li> <li>• <b><u>Analyze the causes and consequences of Adams' presidential decisions.</u></b> (XYZ Affair, Alien and Sedition Acts, <b>Marbury v. Madison</b>).</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• How was George Washington's presidency influential in the formation of the new nation?</li> <li>• What were the major domestic and international economic, military, political, and socio-cultural events of John Adam's presidency?</li> </ul>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Jay Treaty, neutrality, alien, sedition, nullify, Washington's Farewell Address, Midnight Judge, <b>foreign policy</b></li> </ul>	
<b>Text and Additional Resources to Build Background Knowledge</b>	<b>Textbook Resources:</b> <ul style="list-style-type: none"> <li>• TCI Lesson 11, 12</li> </ul> <b>Additional Resources:</b> <ul style="list-style-type: none"> <li>• <b>TeacherTube:</b> XYZ Affair cartoon (<a href="http://tinyurl.com/jzvzajq">http://tinyurl.com/jzvzajq</a>)</li> <li>• <b>American Bar Association:</b> Marbury v Madison class discussion (<a href="http://www.americanbar.org/content/dam/aba/migrated/publiced/lawday/marbury.authcheckdam.pdf">http://www.americanbar.org/content/dam/aba/migrated/publiced/lawday/marbury.authcheckdam.pdf</a>)</li> <li>• <b>George Washington's Papers:</b> His message to Congress about the Jay Treaty and presidential privilege</li> </ul>	

	<p><a href="http://gwpapers.virginia.edu/documents/washingtons-response-to-a-congressional-request-for-documents-30-march-1796/">http://gwpapers.virginia.edu/documents/washingtons-response-to-a-congressional-request-for-documents-30-march-1796/</a>)</p> <ul style="list-style-type: none"> <li>• <b>Library of Congress:</b> John Adams Alien and Sedition Acts primary sources (<a href="https://www.loc.gov/rr/program/bib/ourdocs/Alien.html">https://www.loc.gov/rr/program/bib/ourdocs/Alien.html</a>)</li> <li>• <b>Writing in Response to Text (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<b>Model Lessons and Culminating Activities</b>	<p><b>Lessons:</b></p> <p><b>Gilder-Lehrman:</b></p> <ul style="list-style-type: none"> <li>• Close reading of Washington's Farewell Address (in eLearn)</li> </ul> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<b>HOT and Cross Curricular Connections</b>	<p><b>(A.3.12) Science: Developing explanations and designing solutions.</b> Describe how George Washington's Farewell Address influenced U.S. foreign policy. Why did this set foreign policy precedents?</p> <p><b>(A.3.13) Science: Engaging in argument from evidence.</b> What caused some of Adams' major decisions regarding the Bill of Rights, and how did these affect the nation?</p>

<b>Unit 5: Westward Expansion</b>	<b>Learning Goals: A.4.1, A.4.3, A.3.14</b>	<b>Duration: 1.5 weeks</b>
<b>Standard 4:</b> Demonstrate an understanding of the domestic and international causes, course, and consequences of Westward Expansion.		
<b><i>Part A: The Corps of Discovery: 1801-1809</i></b>		
<b>Summary</b>	Part 1 of Westward Expansion focuses on Thomas Jefferson’s presidency and the impact the Louisiana Purchase had on westward expansion. During this time period, various significant individuals and groups aided in U.S. westward expansion and diplomatic assertiveness.	
<b>Skill-Based Learning Goals</b>	<b>Sourcing, Contextualization</b>	
<b>Formative Assessment Thinking Map</b>	<p><b>Thinking Maps – Sequencing (Explain)</b> the causes, course, and consequences of U.S. westward expansion</p> <p><b>Brace Map (Explain)</b> describe and illustrate the important aspects and events of Jefferson’s presidency</p> <p><b>Double Bubble Map (Examine)</b> describe the experience and perspectives of individuals and groups during westward expansion.</p>	
<b>Learning Goals</b>	<p><b>Focus:</b> (A.4.1) <b>Explain</b> the causes, course, &amp; consequences for US westward expansion and its growing diplomatic assertiveness.</p> <p><b>Supporting:</b> (A.3.14) <b>Explain</b> major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson’s presidency. (A.4.3) <b>Examine</b> the experience &amp; perspectives of significant individuals &amp; groups during this era of American History.</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Identify</b> the events leading up to the Louisiana Purchase and its long-term consequences.</li> <li>• <b>Name</b> reasons for the Lewis and Clark Expedition.</li> <li>• <b>Identify</b> the various groups involved in westward expansion and their contributions.</li> <li>• <b>Identify</b> individuals and their impact on westward movement. (Lewis and Clark, Sacajawea, York, Zebulon Pike, Native Americans)</li> <li>• <b>Explain</b> the reasons and consequences for the Embargo of 1807.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• What were the causes of U.S. westward expansion?</li> <li>• How did significant individuals and groups experience westward expansion (focus on Lewis &amp; Clark, Sacajawea, York, and Zebulon Pike)?</li> <li>• How did Thomas Jefferson’s presidency transform America? Why was it significant?</li> </ul>	
<b>Vocabulary</b>	Louisiana Purchase, Corps of Discovery, embargo, Westward Expansion, diplomatic assertiveness	
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• TCI Lesson 11, 12, 13, 15, 17</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Monticello Classroom:</b> \$15 Million Well Spent? (<a href="https://classroom.monticello.org/view/lesson-plan/74611/">https://classroom.monticello.org/view/lesson-plan/74611/</a>)</li> <li>• <b>Scholastic</b> online interactive website (<a href="http://teacher.scholastic.com/activities/lewis_clark/">http://teacher.scholastic.com/activities/lewis_clark/</a>)</li> </ul>	



	<ul style="list-style-type: none"> <li>• Rise of Sectionalism Slideshare: (<a href="http://tinyurl.com/6j6pds">http://tinyurl.com/6j6pds</a>)</li> <li>• <b>Quizlet:</b> flashcards (<a href="http://tinyurl.com/hy3r3ah">http://tinyurl.com/hy3r3ah</a>)</li> <li>• <b>Writing in Response to Text (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<b>Model Lessons and Culminating Activities</b>	<p><b>Lessons:</b></p> <p><b>SHEG-Reading Like a Historian</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Louisiana Purchase</li> </ul> <p>All SHEG and C3 Inquiry lessons and assessments have been uploaded into eLearn (elearn.pcsb.org)</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<b>HOT and Cross Curricular Connections</b>	<p><b>(A.3.14) Math: Construct viable arguments and critique the reasoning of others.</b> Deduce which major domestic or international event during Jefferson's presidency influenced the greatest progressive change for the United States.</p> <p><b>(A.4.1) Math: Construct viable arguments and critique the reasoning of others.</b> How justifiable was United States expansion in the 1800s?</p> <p><b>(A.4.3) ELA: Analyzing interactions between individuals, events, and ideas.</b> By comparing and contrasting at least two individuals during this era, who do you think made the biggest impact on westward movement and why?</p>

<b>Unit 5: Westward Expansion</b>	<b>Learning Goals: A.4.1, A.4.3</b>	<b>Duration: 1 week</b>
<b>Standard 4:</b> Demonstrate an understanding of the domestic and international causes, course, and consequences of Westward Expansion.		
<b><i>Part B: American Assertiveness: 1810s</i></b>		
<b>Summary</b>	During the 1810s, the United States exercised political, social, and economic assertiveness across the states and territories. Additionally, new waves of immigrants arrived in the country, their perspectives as well as Native Americans, free and enslaved Africans vary from the traditional Euro-Americans’.	
<b>Skill-Based Learning Goals</b>	<b>Corroboration</b>	
<b>Formative Assessment Thinking Map</b>	<b>Thinking Map - Sequencing (Explain)</b> the causes, course, and consequences of U.S. westward expansion.  <b>Bubble Map (Examine)</b> and describe the experience and perspectives of significant individuals and groups during westward expansion.	
<b>Learning Goals</b>	<b>Focus:</b> <b>(A.4.1) Explain</b> the causes, course, & consequences for US westward expansion and its diplomatic assertiveness.  <b>Supporting:</b> <b>(A.4.3) Examine</b> the experience & perspectives of significant individuals & groups during this era of American History.	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Explain</b> the causes for United States westward expansion and its growing diplomatic assertiveness.</li> <li>• <b>Examine</b> the economic, political, and social impact of the westward expansion of the United States.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• Up to this point (the 1810s), how has westward expansion changed the United States and the people residing within its borders.</li> <li>• How did the significant individuals of the 1810s experience and have different perspectives on westward expansion?</li> </ul>	
<b>Vocabulary</b>	Diplomacy, Diplomatic assertiveness	
<b>Text and Additional Resources to Build Background Knowledge</b>	<b>Textbook Resources:</b> <ul style="list-style-type: none"> <li>• TCI Lesson 13, 15, 16</li> </ul> <b>Additional Resources:</b> <ul style="list-style-type: none"> <li>• Rise of Sectionalism Slideshare: (<a href="http://tinyurl.com/6j6pds">http://tinyurl.com/6j6pds</a>)</li> <li>• Flashcards through Quizlet: (<a href="http://tinyurl.com/hy3r3ah">http://tinyurl.com/hy3r3ah</a>)</li> <li>• <b>Writing in Response to Text (WiRT) bellwork</b> (eLearn)</li> </ul> <b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)	
<b>Model Lessons and Culminating Activities</b>	<b>Lessons:</b>  <b>PBS</b> <ul style="list-style-type: none"> <li>• The War of 1812 (<a href="http://www.pbs.org/wned/war-of-1812/classroom/">http://www.pbs.org/wned/war-of-1812/classroom/</a>)</li> </ul>	

	<p><b>Smithsonian</b></p> <ul style="list-style-type: none"> <li>• A History of the War of 1812 and the Star Spangled Banner (<a href="https://amhistory.si.edu/starspangledbanner/pdf/SSB_History_Overview.pdf">https://amhistory.si.edu/starspangledbanner/pdf/SSB_History_Overview.pdf</a>)</li> </ul> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p> <ul style="list-style-type: none"> <li>• War of 1812</li> <li>• Interactions between traders and Native Americans</li> </ul>
<p><b>HOT and Cross Curricular Connections</b></p>	<p>(A.4.1) <b>Math: Construct viable arguments and critique the reasoning of others.</b> How justifiable was United States expansion in the 1800s?</p> <p>(A.4.3) <b>ELA: Analyzing interactions between individuals, events, and ideas.</b> By comparing and contrasting at least two individuals during this era, who do you think made the biggest impact on westward movement and why?</p>

<b>Unit 5: Westward Expansion</b>	<b>Learning Goals: A.4.1, A.4.2, A.4.4, A.4.9, A.4.15, A.4.16</b>	<b>Duration: 1 week</b>
<b>Standard 4:</b> Demonstrate an understanding of the domestic and international causes, course, and consequences of Westward Expansion.		
<b><i>Part C: America’s Changing Culture: 1820s</i></b>		
<b>Summary</b>	A lot of events happened in the 1820s in America. Westward expansion began to show effects on the culture of those residing within America – Euro-Americans, immigrants, Native Americans, etc. Slavery expanded, migration patterns of enslaved Africans and Native Americans changed, and philosophies of the Second Great Awakening.	
<b>Skill-Based Learning Goals</b>	<b>Contextualization, Close Reading</b>	
<b>Formative Assessment Thinking Map</b>	<p><b>Thinking Map - Sequencing (Explain)</b> the causes, course, and consequences of U.S. westward expansion</p> <p><b>Circle Map (Describe)</b> define and identify the key aspects of the debate surrounding the spread of slavery into western territories.</p> <p><b>Double Bubble Map (Discuss)</b> compare the impact of westward expansion on Native American and enslaved African populations</p> <p><b>Classifying (Examine)</b> sort, categorize, and give details about the causes, course, and consequences of the Second Great Awakening on social reform movements during this era.</p> <p><b>Bubble Map (Identify)</b> describe and identify key ideas of Jacksonian democracy.</p>	
<b>Learning Goals</b>	<p><b>Focus:</b> (A.4.1) <b>Explain</b> the causes, course, &amp; consequences for US westward expansion and its diplomatic assertiveness.</p> <p><b>Supporting:</b> (A.4.2): <b>Describe</b> the debate surrounding the spread of slavery into western territories and Florida. (A.4.4): <b>Discuss</b> the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations. (A.4.9): <b>Analyze</b> the causes, course, and consequences of the Second Great Awakening on social reform movements. (A.4.16): <b>Identify</b> key ideas and influences of Jacksonian democracy.</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>Examine the economic, political, and social impact of the westward expansion of the United States.</li> <li>Identify lifestyle changes forced upon Native Americans after the passage of the Indian Removal Act.</li> <li>Describe how westward expansion led to the spread of slavery and conflict over the institution.</li> <li>Discuss the expansion of voting rights gained during Andrew Jackson’s tenure as president.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>What are the different debates of this era that surround the spread of slavery into western territories and Florida?</li> <li>What was Jacksonian Democracy, and how did it impact people and America during this era?</li> </ul>	

	<ul style="list-style-type: none"> <li>• How did westward expansion impact cultural practices and the migration of Native Americans and African slave populations?</li> <li>• What are the causes, course, and consequences of the Second Great Awakening on social reform movements?</li> </ul>
<b>Vocabulary</b>	Westward Expansion, nullification crisis, spoils system, Second Great Awakening
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• TCI Lesson 14, 15, 16 “Freedom &amp; Adventure”, 18, 19, 20, 21</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• Primary Source Documents, Missouri Compromise (<a href="http://tinyurl.com/7cvz6bd">http://tinyurl.com/7cvz6bd</a>)</li> <li>• Oyez-Supreme Court decisions 1789-1850 (<a href="https://www.oyez.org/cases/1789-1850">https://www.oyez.org/cases/1789-1850</a>)</li> <li>• DPLA Primary Source Sets-Jacksonian Democracy (<a href="https://dp.la/primary-source-sets/sets/jacksonian-democracy">https://dp.la/primary-source-sets/sets/jacksonian-democracy</a>)</li> <li>• DPLA: Jacksonian Democracy (<a href="https://dp.la/primary-source-sets/sets/jacksonian-democracy">https://dp.la/primary-source-sets/sets/jacksonian-democracy</a>)</li> <li>• DPLA: Trail of Tears (<a href="https://dp.la/primary-source-sets/sets/cherokee-removal-and-the-trail-of-tears">https://dp.la/primary-source-sets/sets/cherokee-removal-and-the-trail-of-tears</a>)</li> <li>• <b>Writing in Response to Text (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<b>Model Lessons and Culminating Activities</b>	<p><b>Lessons:</b></p> <p><b>DBQ Project</b></p> <ul style="list-style-type: none"> <li>• How Democratic Was Andrew Jackson?</li> </ul> <p><b>SHEG-Reading Like a Historian</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Indian Removal lesson plan (<a href="https://sheg.stanford.edu/indian-removal">https://sheg.stanford.edu/indian-removal</a>)</li> </ul> <p>All SHEG and C3 Inquiry lessons and assessments have been uploaded into eLearn (elearn.pcsb.org)</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<b>HOT and Cross Curricular Connections</b>	<p><b>(A.4.1) Math: Construct viable arguments and critique the reasoning of others.</b> How justifiable was United States expansion in the 1800s?</p> <p><b>(A.4.2) Science: Engaging in argument from evidence.</b> How justifiable was U.S. expansion into Florida?</p> <p><b>(A.4.4) ELA: Trace and evaluate the argument and specific claims in a text.</b> Using text evidence, in what ways did westward expansion impact lifestyle changes of Native Americans and African slaves?</p> <p><b>(A.4.9) ELA: Analyzing interactions between individuals, events, and ideas.</b> How did underrepresented groups (i.e. Women, African-Americans) influence progressive change in American society during the antebellum period?</p> <p><b>(A.4.16) Science: Engaging in argument from evidence.</b> How well did Andrew Jackson promote democracy?</p>

<b>Unit 5: Westward Expansion</b>	<b>Learning Goals: A.4.1, A.4.2, A.4.4, A.4.11, A.4.13, A.4.16</b>	<b>Duration: 1 week</b>
<b>Standard 4:</b> Demonstrate an understanding of the domestic and international causes, course, and consequences of Westward Expansion.		
<b><i>Part D: Politics and Growth of American Slavery: 1830s</i></b>		
<b>Summary</b>	In the midst of Westward Expansion, along came Andrew Jackson causing even more changes and controversies in our new and expanding country. Students will discover these controversies over which two newly formed political parties started to argue, beginning to split our nation. During all of this, students will also learn about the Indian Removal Act leading to the tragic Trail of Tears, other effects on the Native Americans. Students will also learn of the rich culture that existed in enslaved communities, their resistance to their enslavement and the role of spirituality in their communities.	
<b>Skill-Based Learning Goals</b>	<b>Sourcing, Close Reading</b>	
<b>Formative Assessment Thinking Map</b>	<p><b>Thinking Map - Sequencing (Explain)</b> the causes, course, and consequences of U.S. westward expansion</p> <p><b>Bubble Map (Describe &amp; Examine)</b> the debate surrounding the spread of slavery into western territories. Additionally, use this map for examining the aspects of slave culture.</p> <p><b>Multi-Flow Map (Discuss)</b> the impact of westward expansion on Native American and enslaved Africans</p> <p><b>Brace Map (Explain)</b> the consequences of the landmark Supreme Court decisions</p> <p><b>Bubble Map (Identify)</b> describe and identify key ideas of Jacksonian democracy.</p>	
<b>Learning Goals</b>	<p><b>Focus:</b> (A.4.1): <b>Explain</b> the causes, course, &amp; consequences for US westward expansion and its diplomatic assertiveness.</p> <p><b>Supporting:</b> (A.4.2): <b>Describe</b> the debate surrounding the spread of slavery into western territories and Florida. (A.4.4): <b>Discuss</b> the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations. (A.4.11): <b>Examine</b> the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system. (A.4.13): <b>Explain</b> the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Ogden [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American History. (A.4.16): <b>Identify</b> key ideas and influences of Jacksonian democracy.</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>Identify lifestyle changes forced upon Native Americans after the passage of the Indian Removal Act.</li> <li>Describe how westward expansion led to the spread of slavery and conflict over the institution.</li> <li>Describe the outcome of Nat Turner's Rebellion of 1831.</li> <li>Identify songs sung by slaves ("Go Down Moses"; "Swing Low, Sweet Chariot"; "Follow the Drinking Gourd"; "Wade in the Water") that contained hidden messages in the lyrics to help the slaves navigate the Underground Railroad.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>What were the aspects of slave culture (plantation life resistance efforts, spirituality) during this era?</li> <li>What are the consequences of landmark Supreme Court decisions during this era of American history (be sure to include at least three specific court cases)?</li> <li>What was Jacksonian Democracy, and how did it impact people and America during this era?</li> </ul>	

<b>Vocabulary</b>	Indian Removal Act, Trail of Tears, Fort Mose, plantation, resistance, discrimination, oppression, racism, segregation, fugitive, <b>Supreme Court</b> ( <i>Gibbons v. Odgen</i> -1824, <i>Cherokee Nation v. Georgia</i> -1831, <i>Worcester v. Georgia</i> -1832).
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• TCI Lesson 13, 14, 15, 16, 18, 19 20, 21</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>DPLA:</b> Jacksonian Democracy (<a href="https://dp.la/primary-source-sets/sets/jacksonian-democracy">https://dp.la/primary-source-sets/sets/jacksonian-democracy</a>)</li> <li>• <b>DPLA:</b> Trail of Tears (<a href="https://dp.la/primary-source-sets/sets/cherokee-removal-and-the-trail-of-tears">https://dp.la/primary-source-sets/sets/cherokee-removal-and-the-trail-of-tears</a>)</li> <li>• <b>Primary Sources:</b> Indian Removal, <i>Worcester v Georgia</i> (<a href="http://tinyurl.com/7szfglh">http://tinyurl.com/7szfglh</a>)</li> <li>• <b>Kids Laws website</b> (<i>landmark SCOTUS cases</i>): (<a href="http://tinyurl.com/h6unau9">http://tinyurl.com/h6unau9</a>)</li> <li>• <b>Teaching Tolerance:</b> Teaching Hard History—the whole website, bookmark it, spend some time on it, listen to the podcasts (<a href="https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery">https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery</a>)</li> <li>• <b>Writing in Response to Text (WiRT) bellwork</b> (eLearn)</li> </ul> <p>Instructional Strategies: Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<b>Model Lessons and Culminating Activities</b>	<p><b>Lessons:</b></p> <p><b>DBQ Project</b></p> <ul style="list-style-type: none"> <li>• <b>Jackson DBQ</b> on address to Congress regarding Indian Removal</li> </ul> <p><b>SHEG-Reading Like a Historian</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Indian Removal lesson plan</li> <li>• Jackson and Indian Removal Act</li> <li>• Second Middle Passage</li> </ul> <p><b>PBS</b></p> <ul style="list-style-type: none"> <li>• Resistance to Slavery video segments and lesson (<a href="https://www.pbs.org/wnet/african-americans-many-rivers-to-cross/classroom/resistance-to-slavery-lesson-plan/">https://www.pbs.org/wnet/african-americans-many-rivers-to-cross/classroom/resistance-to-slavery-lesson-plan/</a>)</li> </ul> <p><b>University of North Carolina</b></p> <ul style="list-style-type: none"> <li>• Slave Resistance (<a href="http://civics.sites.unc.edu/files/2012/05/SlaveResistance.pdf">http://civics.sites.unc.edu/files/2012/05/SlaveResistance.pdf</a>)</li> </ul> <p>All SHEG and C3 Inquiry lessons and assessments have been uploaded into eLearn (elearn.pcsb.org)</p> <p><b>Assessments:</b></p> <p><b>SHEG-Beyond the Bubble</b></p> <ul style="list-style-type: none"> <li>• Slave Quarters</li> </ul>
<b>HOT and Cross Curricular Connections</b>	<p>(A.4.1) <b>Math: Construct viable arguments and critique the reasoning of others.</b> How justifiable was United States expansion in the 1800s?</p> <p>(A.4.2) <b>Science: Engaging in argument from evidence.</b> How justifiable was U.S. expansion into Florida?</p> <p>(A.4.4) <b>ELA: Trace and evaluate the argument and specific claims in a text.</b> Using text evidence, in what ways did westward expansion impact lifestyle changes of Native Americans and African slaves?</p> <p>(A.4.11) <b>ELA: Analyzing interactions between individuals, events and ideas.</b> Evaluate the impact of African culture in antebellum America.</p> <p>(A.4.13) <b>ELA: Analyzing interactions between individuals, events, and ideas.</b> Analyze two different court cases and determine which one you believe had the biggest impact on America and why. Be sure to provide evidence.</p> <p>(A.4.16) <b>Science: Engaging in argument from evidence.</b> How well did Andrew Jackson promote democracy?</p>

<b>Unit 4: Westward Expansion</b>	<b>Learning Goals: A.4.5, A.4.6, A.4.7, A.4.10</b>	<b>Duration: 1 week</b>
<b>Standard 4:</b> Demonstrate an understanding of the domestic and international causes, course, and consequences of Westward Expansion.		
<b><i>Part E: Industry and Technology: 1830s</i></b>		
<b>Summary</b>	During the 1830s, the 19 <sup>th</sup> century transportation revolution and new technological improvements contributed to the growth of the nation's economy. However, these innovations also had consequences on different groups of people such as women, children, and enslaved persons.	
<b>Skill-Based Learning Goals</b>	<b>Sourcing, Corroboration</b>	
<b>Formative Assessment Thinking Map</b>	<p><b>Thinking Map -</b></p> <p><b>Classifying (Explain)</b> the causes, course, and consequences of the 19<sup>th</sup> century transportation revolution on the growth of the nation's economy and of New England's textile industry.</p> <p><b>Circle Map (Identify)</b> the technological improvements that contributed to industrial growth.</p> <p><b>Double Bubble Map (Analyze)</b> the impact of the technological advancements on the agricultural economy and slave labor.</p>	
<b>Learning Goals</b>	<p><b>Focus:</b>  <b>(A.4.5): Explain</b> the causes, course, and consequences of the 19<sup>th</sup> century transportation revolution on the growth of the nation's economy.</p> <p><b>Supporting:</b>  <b>(A.4.6): Identify</b> technological improvements (innovations/inventors) that contributed to industrial growth.  <b>(A.4.7): Explain</b> the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.  <b>(A.4.10): Analyze</b> the impact of technological advancements on the agricultural economy and slave labor.</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• Identify the important role of new modes of transportation on the shipping of goods and people.</li> <li>• Identify the reasons for the location of textile mills in New England and how they affected farm families.</li> <li>• Discuss the agricultural economy and its connection with slave labor.</li> <li>• Identify technological developments and their influence on agriculture and slavery.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• What are the causes, course, and consequences of the 19<sup>th</sup> century transportation revolution?</li> <li>• What technological innovations contributed to industrial growth? How?</li> <li>• What are the causes, course, and consequences of New England's textile industry (be sure to include women and children)?</li> <li>• How did technological advancements impact the agricultural economy and slave labor?</li> </ul>	
<b>Vocabulary</b>	Steamboat, agriculture, railway/railroads, Industrial Revolution, Eli Whitney/cotton gin, Fulton/commercial steamboat, Lowell/mechanized cotton mill, Slater/textile mill machinery	
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• TCI Lesson 19 – 20</li> </ul> <p><b>Additional Resources:</b></p>	



	<ul style="list-style-type: none"> <li>• <b>Gilder Lehrman:</b> Lowell Mill Girls and the Factory System, 1840 (<a href="https://www.gilderlehrman.org/content/lowell-mill-girls-and-factory-system-1840">https://www.gilderlehrman.org/content/lowell-mill-girls-and-factory-system-1840</a>)</li> <li>• Eli Whitney's Patent for the Cotton Gin (<a href="http://tinyurl.com/yv8mf6">http://tinyurl.com/yv8mf6</a>)</li> <li>• <b>DPLA:</b> Transportation Revolution Primary Source Set (<a href="https://dp.la/primary-source-sets/sets/full-steam-ahead-the-steam-engine-and-transportation-in-the-nineteenth-century">https://dp.la/primary-source-sets/sets/full-steam-ahead-the-steam-engine-and-transportation-in-the-nineteenth-century</a>)</li> <li>• <b>DPLA:</b> The Whaling Industry Primary Source Set (<a href="https://dp.la/primary-source-sets/sets/the-american-whaling-industry">https://dp.la/primary-source-sets/sets/the-american-whaling-industry</a>)</li> <li>• <b>Writing in Response to Text (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>SHEG-Reading Like a Historian</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Clay's American System</li> </ul> <p><b>C3Inquiry</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Industrialization (4<sup>th</sup> Grade-local history)</li> <li>• Industrialization (10<sup>th</sup> Grade-economics)</li> </ul> <p>All SHEG and C3 Inquiry lessons and assessments have been uploaded into eLearn (elearn.pcsb.org)</p> <p><b>Assessments:</b></p> <p><b>SHEG-Beyond the Bubble</b></p> <ul style="list-style-type: none"> <li>• Transcontinental Railroad</li> </ul> <p>This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(A.4.5) ELA: Analyzing interactions between individuals, events, and ideas.</b> How did steamboats and railroads influence westward expansion, and what were the limitations of each?</p> <p><b>(A.4.6) Math: Construct viable arguments and critique the reasoning of others.</b> Choose 2 inventors and their inventions. Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. How are they similar?</li> <li>2. How are they different?</li> <li>3. How can they work together to increase industrialization?</li> <li>4. What is their impact on various groups of people within American society during this era?</li> </ol> <p><b>(A.4.7 &amp; 4.8) Science: Engaging in argument from evidence.</b> How was technology in the North different from technology in the South?</p>

<b>Unit 4: Westward Expansion</b>	<b>Learning Goals: A.4.2, A.4.4, A.4.9, A.4.14</b>	<b>Duration: 2 weeks</b>
<b>Standard 4:</b> Demonstrate an understanding of the domestic and international causes, course, and consequences of Westward Expansion.		
<b><i>Part F: Social and Physical Movement: 1840s</i></b>		
<b>Summary</b>	Westward expansion includes major social and physical movements during this time. This portion of unit four will focus on the trails west, debate surrounding the spread of slavery into western territories and Florida, how westward expansion impacted Native Americans and enslaved African populations. This is the same decade of the Seneca Falls Convention for women's suffrage.	
<b>Skill-Based Learning Goals</b>	<b>Contextualization</b>	
<b>Formative Assessment Thinking Map</b>	<p><b>Thinking Map - Bubble Map (Describe)</b> the debate surrounding the spread of slavery.</p> <p><b>Bridge Map (Discuss)</b> how Native Americans and enslaved African populations were impacted by westward expansion.</p> <p><b>Classifying Map (Analyze)</b> the causes, course, and consequences of the Second Great Awakening on social reform movements during this era.</p> <p><b>Brace Map (Examine)</b> the women's suffrage movement during this era.</p>	
<b>Learning Goals</b>	<p><b>Focus:</b> (A.4.2): <b>Describe</b> the debate surrounding the spread of slavery into western territories and Florida.</p> <p><b>Supporting:</b> (A.4.4): <b>Discuss</b> the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations. (A.4.9): <b>Analyze</b> the causes, course, and consequences of the Second Great Awakening on social reform movements. (A.4.14): <b>Examine</b> the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• Explain the concept of Manifest Destiny and how it led to a revolution in Texas, and a war with Mexico.</li> <li>• Compare and contrast the motivations and goals of various individuals involved in the trails west, leading through the California Gold Rush.</li> <li>• Examine the Declaration of Sentiments and its significance.</li> <li>• Understand the chronology of the women's suffrage movement.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• How did westward expansion impact cultural practices and the migration of Native Americans and African slave populations?</li> <li>• What are the causes, course, and consequences of the Women's suffrage movement?</li> </ul>	
<b>Vocabulary</b>	social reform movement, abolition, women's rights, Suffrage, Declaration of Sentiments, territory, Texas War for Independence, forty-niners, immigrant, legacy, Mormons, Oregon Trail	
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• TCI Lesson 18, 19, 20, 21</li> </ul> <p><b>Additional Resources:</b></p>	

	<ul style="list-style-type: none"> <li>• <b>FCIT-Seminole Wars</b> (<a href="http://tinyurl.com/hmwv21w">http://tinyurl.com/hmwv21w</a>)</li> <li>• <b>DPLA: Manifest Destiny</b> (<a href="https://dp.la/primary-source-sets/sets/manifest-destiny">https://dp.la/primary-source-sets/sets/manifest-destiny</a>)</li> <li>• <b>Gilder Lehrman: Manifest Destiny</b> (<a href="https://www.gilderlehrman.org/history-by-era/jackson-lincoln/resources/manifest-destiny">https://www.gilderlehrman.org/history-by-era/jackson-lincoln/resources/manifest-destiny</a>)</li> <li>• <b>Seneca Falls Declaration</b> (<a href="http://sourcebooks.fordham.edu/mod/senecafalls.asp">http://sourcebooks.fordham.edu/mod/senecafalls.asp</a>)</li> <li>• <b>Writing in Response to Text (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b> <b>DBQ Project</b></p> <ul style="list-style-type: none"> <li>• Was the United States justified in going to war with Mexico?</li> <li>• The California Gold Rush, a journal</li> </ul> <p><b>SHEG-Reading Like a Historian</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Women's Suffrage</li> <li>• Manifest Destiny</li> <li>• Texas Revolution</li> <li>• The Gold Rush</li> </ul> <p><b>C3Inquiry</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Women's Suffrage (9<sup>th</sup> Grade)</li> <li>• Women's Rights (7<sup>th</sup> Grade)</li> <li>• Westward Migration (7<sup>th</sup> Grade)</li> </ul> <p>All SHEG and C3 Inquiry lessons and assessments have been uploaded into eLearn (<a href="http://elearn.pcsb.org">elearn.pcsb.org</a>)</p> <p><b>Assessments:</b> <b>SHEG-Beyond the Bubble</b></p> <ul style="list-style-type: none"> <li>• African American Workers</li> <li>• The Role of Women</li> <li>• Women's Rights</li> <li>• Background of Women's Suffrage</li> </ul> <p>This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(A.4.2) Science: Engaging in argument from evidence.</b> How justifiable was U.S. expansion into Florida?</p> <p><b>(A.4.4) ELA: Trace and evaluate the argument and specific claims in a text.</b> Using text evidence, in what ways did westward expansion impact lifestyle changes of Native Americans and African slaves?</p> <p><b>(A.4.9) ELA: Analyzing interactions between individuals, events, and ideas.</b> How did underrepresented groups (i.e. Women, African-Americans) influence progressive change in American society during the antebellum period?</p> <p><b>(A.4.14) Math: Construct viable arguments and critique the reasoning of others.</b> Analyze the strengths of the women's suffrage movement and answer the question: What are the perspectives of women's suffrage at this time in history?</p>

<b>Unit 4: Westward Expansion</b>	<b>Learning Goals: A.4.2, A.4.4, A.4.9, A.4.13</b>	<b>Duration: 1 week</b>
<b>Standard 4:</b> Demonstrate an understanding of the domestic and international causes, course, and consequences of Westward Expansion.		
<b><i>Part G: Antebellum America: 1850s</i></b>		
<b>Summary</b>	In the time leading up to the Civil War, the debate surrounding the spread of slavery into western territories and Florida increased which heightened political, economic, and socio-cultural debates. Not only were enslaved African populations greatly impacted, but so were Native American populations and those involved with social reform movements. Heightened tensions between groups of people led to the Supreme Court rulings that are significant to this era in history as well as setting precedents for future cases.	
<b>Skill-Based Learning Goals</b>	<b>Contextualization, Close Reading, Corroboration</b>	
<b>Formative Assessment Thinking Map</b>	<p><b>Thinking Map - Bubble Map (Describe)</b> the debate surrounding the spread of slavery.</p> <p><b>Bridge Map (Discuss)</b> how Native Americans and enslaved African populations were impacted by westward expansion.</p> <p><b>Classifying Map (Analyze)</b> the causes, course, and consequences of the Second Great Awakening on social reform movements during this era.</p> <p><b>Brace Map (Examine)</b> each of the landmark Supreme Court decisions during this era.</p>	
<b>Learning Goals</b>	<p><b>Focus:</b> (A.4.2): <b>Describe</b> the debate surrounding the spread of slavery into western territories and Florida.</p> <p><b>Supporting:</b> (A.4.4): <b>Discuss</b> the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations. (A.4.9): <b>Analyze</b> the causes, course, and consequences of the Second Great Awakening on social reform movements. (A.4.13): <b>Explain</b> the consequences of landmark Supreme Court decisions (Dred Scott v Sanford) significant to this era of American History.</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• Describe how the Kansas-Nebraska Act affected the spread of slavery in the western territories.</li> <li>• Examples may include, but are not limited to, abolitionist movement, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.</li> <li>• Describe how westward expansion led to the spread of slavery and conflict over the institution.</li> <li>• Compare and contrast the motivations and goals of various individuals involved in the reform movements.</li> <li>• Summarize the events leading up to the Supreme Court decision in Dred Scott v Sanford.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• What are the different debates of this era that surround the spread of slavery into western territories and Florida?</li> <li>• How did westward expansion impact cultural practices and the migration of Native Americans and African slave populations?</li> </ul>	

	<ul style="list-style-type: none"> <li>What are the consequences of landmark Supreme Court decisions during this era of American history (be sure to include at least three specific court cases)?</li> </ul>
<b>Vocabulary</b>	Kansas-Nebraska Act, abolitionist movement, Bleeding Kansas, Compromise of 1850, movement, abolition
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>TCI Lesson 13, 14, 18, 19, 20, 21</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>Debate the Kansas-Nebraska Act (<a href="http://tinyurl.com/6nha88o">http://tinyurl.com/6nha88o</a>)</li> <li><b>Sound Smart:</b> Kansas-Nebraska Act (<a href="https://www.youtube.com/watch?v=QYP854GAPAU">https://www.youtube.com/watch?v=QYP854GAPAU</a>)</li> <li><b>Sound Smart:</b> Compromise of 1850 (<a href="https://www.youtube.com/watch?v=j_Bra5yBh6M&amp;t=21s">https://www.youtube.com/watch?v=j_Bra5yBh6M&amp;t=21s</a>)</li> <li><b>Sound Smart:</b> Bleeding Kansas (<a href="https://www.youtube.com/watch?v=TqZJc7B8xsc">https://www.youtube.com/watch?v=TqZJc7B8xsc</a>)</li> <li><b>Gilder Lehrman:</b> Dred Scott v Sanford presentation (<a href="https://www.gilderlehrman.org/content/dred-scott-decision-and-its-bitter-legacy-0">https://www.gilderlehrman.org/content/dred-scott-decision-and-its-bitter-legacy-0</a>)</li> <li><b>PBS:</b> Popular Sovereignty: Kansas-Nebraska Act (<a href="https://florida.pbslearningmedia.org/resource/social-studies-002-mg-r1-grade-1/political-map-of-the-united-states-1856/">https://florida.pbslearningmedia.org/resource/social-studies-002-mg-r1-grade-1/political-map-of-the-united-states-1856/</a>)</li> <li><b>Writing in Response to Text (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<b>Model Lessons and Culminating Activities</b>	<p><b>Lessons:</b></p> <p><b>DBQ Project</b></p> <ul style="list-style-type: none"> <li>How Free were Free Blacks in the North?</li> </ul> <p><b>SHEG-Reading Like a Historian</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>John Brown</li> </ul> <p>All SHEG and C3 Inquiry lessons and assessments have been uploaded into eLearn (elearn.pcsb.org)</p> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<b>HOT and Cross Curricular Connections</b>	<p><b>(A.4.2) Science: Engaging in argument from evidence.</b> How justifiable was U.S. expansion into Florida?</p> <p><b>(A.4.4) ELA: Trace and evaluate the argument and specific claims in a text.</b> Using text evidence, in what ways did westward expansion impact lifestyle changes of Native Americans and African slaves?</p> <p><b>(A.4.9) ELA: Analyzing interactions between individuals, events, and ideas.</b> How did underrepresented groups (i.e. Women, African-Americans) influence progressive change in American society during the antebellum period?</p> <p><b>(A.4.13) ELA: Analyzing interactions between individuals, events, and ideas.</b> Analyze two different court cases and determine which one you believe had the biggest impact on America and why. Be sure to provide evidence.</p>

<b>Unit 6: Civil War</b>	<b>Learning Goals: 4.2, 5.1, 5.2</b>	<b>Duration: 2 Weeks</b>
<b>Standard 5: Examine the causes, course, and consequences of the Civil War and Reconstruction including its effects on American peoples.</b>		
<b><i>Part A: Causes of the Civil War</i></b>		
<b>Summary</b>	The central cause of the Civil War was slavery. Other contributing factors – still rooted in economic and political perspectives surrounding slavery – included states’ rights arguments, expansion Westward, sectionalism versus nationalism, and Lincoln’s election.	
<b>Historical Thinking Skill</b>	<b>Sourcing, Contextualization, Corroboration</b>	
<b>Formative Assessment Thinking Map</b>	<p><b>Thinking Map -</b>  <b>*Classifying</b> – organize the causes, course, and consequences throughout the unit*</p> <p><b>Circle Map (Explain)</b> the causes of the Civil War</p> <p><b>Flow Map (Describe)</b> the debate surrounding the spread of slavery</p> <p><b>Bridge Map (Analyze)</b> the role of slavery in the development of conflict</p>	
<b>Learning Goals</b>	<p><b>Focus:</b>  <b>(A.5.1): Explain</b> the causes, course, and consequence of the Civil War (sectionalism, slavery, states’ rights, balance of power in the Senate).</p> <p><b>Supporting:</b>  <b>(A.5.2): Analyze</b> the role of slavery in the development of sectional conflict.  <b>(A.4.2): Describe</b> the debate surrounding the spread of slavery into western territories and Florida.</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Describe</b> the economic and social environment of the North and South and explain how they contributed to the Civil War.</li> <li>• <b>Describe</b> the difference in how Southern whites and Northerners viewed slavery.</li> <li>• <b>Analyze</b> the impact of the Fugitive Slave Act</li> <li>• <b>Evaluate</b> the impact of the book <i>Uncle Tom’s Cabin</i></li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• How does the economic and social environments in the North and South lead to Civil War?</li> <li>• Out of all the causes in the Civil War, which was the main cause for the Civil War? Without this cause, do you think the Civil War would have still happened?</li> </ul>	
<b>Vocabulary</b>	Fugitive Slave Act, Lincoln-Douglas debates, Sectionalism, states’ rights, First Inaugural Address, Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i>	
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• Lesson 21</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Sound Smart (Youtube):</b> The Fugitive Slave Act (<a href="https://www.youtube.com/watch?v=JkHK8qDrTTM">https://www.youtube.com/watch?v=JkHK8qDrTTM</a>)</li> <li>• <b>Sound Smart (Youtube):</b> The Lincoln Douglas Debates (<a href="https://www.youtube.com/watch?v=LljCzkPasuk">https://www.youtube.com/watch?v=LljCzkPasuk</a>)</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>iCivics:</b> Slave States, Free States (<a href="https://www.icivics.org/teachers/lesson-plans/slave-states-free-states">https://www.icivics.org/teachers/lesson-plans/slave-states-free-states</a>)</li> <li>• <b>iCivics:</b> Slavery: No Freedom, No Rights (<a href="https://www.icivics.org/teachers/lesson-plans/slavery-no-freedom-no-rights">https://www.icivics.org/teachers/lesson-plans/slavery-no-freedom-no-rights</a>)</li> <li>• <b>US Census on Slavery:</b> Interactive Map (<a href="https://lincolnmullen.com/projects/slavery/">https://lincolnmullen.com/projects/slavery/</a>)</li> <li>• <b>Writing in Response to Text (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>DBQ Project</b></p> <ul style="list-style-type: none"> <li>• What Caused the Civil War? (Mother-Q)</li> <li>• How Free Were Free Blacks in the North? (mini)</li> </ul> <p><b>SHEG-Reading Like a Historian</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Nat Turner: Was Nat Turner “Noble” or a “Fanatic”?</li> </ul> <p><b>C3Inquiry</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Uncle Tom’s Cabin</li> </ul> <p><b>Salem State University (DBQs)</b> --these should be previewed – they do not have a grade level designation</p> <ul style="list-style-type: none"> <li>• How did Abolitionists Make the Case Against Slavery?</li> <li>• The Fugitive Slave Act</li> </ul> <p>All SHEG and C3 Inquiry lessons and assessments have been uploaded into eLearn (elearn.pcsb.org)</p> <p><b>Assessments:</b></p> <p><b>Beyond the Bubble:</b></p> <ul style="list-style-type: none"> <li>• <b>John Brown’s Execution</b></li> <li>• <b>Legend of John Brown Play in 1936</b></li> <li>• <b>Attack on Fort Sumter</b></li> </ul> <p>This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(A.5.1) Science: Engaging in argument from evidence.</b> Explain how the rise of the market economy was a contributing factor in the division between the North and South.</p> <p><b>(A.5.2) ELA: Analyzing interactions between individuals, events, and ideas.</b> How did Northerners and Southerners respond to the existence of slavery within the country as new territories and states were added? Explain how their attitudes changed over time.</p>



<b>Unit 6: Civil War</b>	<b>Learning Goals: 5.1, 5.5, 5.6</b>	<b>Duration: 2.5 Weeks</b>
<b>Standard 5: Examine the causes, course, and consequences of the Civil War and Reconstruction including its effects on American peoples.</b>		
<b><i>Part B: The Course of the Civil War</i></b>		
<b>Summary</b>	The course of the American Civil War spanned four years from April 1861 to May 1865. Battles and key events raged throughout the country, but many took place along the East coast and within the southern states. Each army – the Confederacy and Union – had strengths and weaknesses that either aided or hindered them in battle against the other. These key events are essential to understanding the key events, strategies, and perspectives of the outcome of the war.	
<b>Historical Thinking Skill</b>	<b>Contextualization, Corroboration, Close Reading</b>	
<b>Formative Assessment Thinking Map</b>	<b>Thinking Maps -</b> *Classifying – organize the causes, course, and consequences throughout the unit*  <b>Double Bubble Map (Compare)</b> the Union and Confederate strengths and weaknesses and compare the significant battles, events, and effects	
<b>Learning Goals</b>	<b>Focus:</b> <b>(A.5.1): Explain</b> the causes, course, and consequence of the Civil War (sectionalism, slavery, states’ rights, balance of power in the Senate).  <b>Supporting:</b> <b>(A.5.5): Compare</b> Union and Confederate strengths and weaknesses. (Examples may include, but are not limited to, technology, resources, alliances, geography, and military leaders—Lincoln, Davis, Grant, Lee, Jackson, and Sherman.) <b>(A.5.6): Compare</b> significant Civil War battles and events and their effects on civilian population. (Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman’s March, and Lee’s surrender at Appomattox.)	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Discuss</b> the advantage for the Confederacy of defending home soil and better military leadership.</li> <li>• <b>Explain</b> how the industrial strength gave the Union an initial advantage. Examples may include, but are not limited to, technology, resources, alliances, geography, and military leaders—Lincoln, Davis, Grant, Lee, Jackson, and Sherman.</li> <li>• <b>Compare</b> significant Civil War battles. Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman’s March, and Lee’s surrender at Appomattox.</li> </ul>	
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• What are the strengths and weaknesses of both the Confederacy and the Union?</li> <li>• How did significant Civil War battles and events shape the course of the Civil War?</li> </ul>	
<b>Vocabulary</b>	Fort Sumter, Bull Run, Monitor, Merrimack, Antietam, Vicksburg, Gettysburg, <b>Emancipation Proclamation</b> , Sherman’s March, Appomattox	
<b>Text and Additional Resources to Build</b>	<b>Textbook Resources:</b> <ul style="list-style-type: none"> <li>• TCI Lesson 22</li> </ul> <b>Additional Resources:</b>	



<p><b>Background Knowledge</b></p>	<ul style="list-style-type: none"> <li>• <b>American Battlefield:</b> <a href="https://www.battlefields.org/learn/educators/curriculum/middle-school">https://www.battlefields.org/learn/educators/curriculum/middle-school</a></li> <li>• <b>Writing in Response to Text (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<p><b>Model Lessons and Culminating Activities</b></p>	<p><b>Lessons:</b></p> <p><b>SHEG-Reading Like a Historian</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• <b>Emancipation Proclamation</b></li> </ul> <p><b>C3Inquiry</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• African Americans and the Civil War</li> <li>• Telegrams and the Battle of Gettysburg</li> <li>• Emancipation</li> </ul> <p><b>Assessments:</b></p> <p><b>Beyond the Bubble:</b></p> <ul style="list-style-type: none"> <li>• Gardner’s Civil War Photography</li> <li>• Attack on Fort Sumter</li> <li>• Union Soldier Letter on Morale</li> </ul> <p>This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p> <p>All SHEG and C3 Inquiry lessons and assessments have been uploaded into eLearn (<a href="http://elearn.pcsb.org">elearn.pcsb.org</a>)</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(A.5.5) Science: Obtaining, evaluating, and communicating information.</b> Compare the Revolutionary War and the Civil War by looking at the strengths and weaknesses of the British/Americans and the North/South. What conclusions can be drawn?</p> <p><b>(A.5.6) ELA: Analyzing interactions between individuals, events, and ideas.</b> Analyze the effects of significant Civil War battles (and/or events) on civilian populations.</p>

<b>Unit 6: Civil War</b>	<b>Learning Goals: 5.1, 5.7, 5.8</b>	<b>Duration: 2 Weeks</b>
<b>Standard 5: Examine the causes, course, and consequences of the Civil War and Reconstruction including its effects on American peoples.</b>		
<b><i>Part C: Consequences of the Civil War</i></b>		
<b>Summary</b>	The consequences of the Civil War varied significantly on political, social, cultural, and environmental levels. The Civil War battles and events significantly affected civilian populations in both the North and South, but the South was hit the hardest with Sherman's March to the Sea and other brutal tactics. Enslaved persons were emancipated, and the South began Reconstruction with the North's involvement. This caused the rise of violent hate groups such as the Ku Klux Klan and a politically, socially, and culturally divided country regarding former enslaved persons new rights as citizens of the United States as well as how to economically regrow their economies without slave labor.	
<b>Historical Thinking Skill</b>	<b>Sourcing, Contextualization, Corroboration, Close Reading</b>	
<b>Formative Assessment Thinking Map</b>	<p><b>Thinking Maps -</b>  *Classifying – organize the causes, course, and consequences throughout the unit*</p> <p><b>Flow or Multi Flow Map (cause, course, consequences)</b> students can map the causes, course, and consequences of the Civil War</p> <p><b>Circle Map (Explain)</b> and evaluate policies, practices, and consequences of Reconstruction</p> <p><b>Double Bubble Map (Compare)</b> Florida before and after the Civil War</p>	
<b>Learning Goals</b>	<p><b>Focus:</b>  <b>(A.5.1): Explain</b> the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).</p> <p><b>Supporting:</b>  <b>(A.5.7): Examine</b> key events and people in Florida history as each impacts this era of American history. (Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54<sup>th</sup> Massachusetts regiment, Battle at Natural Bridge.)</p> <p><b>(A.5.8): Explain</b> and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).</p>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Describe</b> the political motivations behind the passing of Florida's 1861 Ordinance of Secession.</li> <li>• <b>Compare</b> land use in Florida before the Civil War with land use after the war. Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment,</li> </ul>	

	<p>Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.</p> <ul style="list-style-type: none"> <li>• <b>Discuss</b> how white opposition to reconstruction led to the rise of the Ku Klux Klan.</li> <li>• <b>Identify</b> how the 14th Amendment addressed the aftermath of the Civil War.</li> <li>• <b>Discuss</b> conflicting positions on Reconstruction.</li> <li>• <b>Analyze</b> changes made to Constitution and their immediate and long-term impact.</li> </ul>
<b>Essential Questions to Drive Instruction</b>	<ul style="list-style-type: none"> <li>• How did the consequences of the Civil War cause political, cultural, and social changes in the United States?</li> </ul>
<b>Vocabulary</b>	Florida's Ordinance of Secession, Reconstruction, Ku Klux Klan, 13 <sup>th</sup> Amendment, 14 <sup>th</sup> Amendment, 15 <sup>th</sup> Amendment, Jim Crow laws, Civil Rights Act of 1866
<b>Text and Additional Resources to Build Background Knowledge</b>	<p><b>Textbook Resources:</b></p> <ul style="list-style-type: none"> <li>• TCI Lesson 22 &amp; 23</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Florida Memory:</b> Florida in the Civil War (<a href="https://www.floridamemory.com/onlineclassroom/floridacivilwar/">https://www.floridamemory.com/onlineclassroom/floridacivilwar/</a>)</li> <li>• <b>Florida Memory:</b> The Battle of Natural Bridge (<a href="https://www.floridamemory.com/onlineclassroom/floridacivilwar/lessonplans/912/">https://www.floridamemory.com/onlineclassroom/floridacivilwar/lessonplans/912/</a>)</li> <li>• <b>USF:</b> Exploring Florida "Supplier of the Confederacy" (<a href="https://fcit.usf.edu/florida/lessons/cvl_war/cvl_war1.htm">https://fcit.usf.edu/florida/lessons/cvl_war/cvl_war1.htm</a>)</li> <li>• <b>Teaching Hard History:</b> Teaching and Learning About Reconstruction (<a href="https://www.tolerance.org/the-moment/april-16-2019-teaching-and-learning-about-reconstruction">https://www.tolerance.org/the-moment/april-16-2019-teaching-and-learning-about-reconstruction</a>)</li> <li>• <b>Teaching Hard History:</b> Be Your Own Historian (<a href="https://www.tolerance.org/magazine/summer-2018/toolkit-for-be-your-own-historian">https://www.tolerance.org/magazine/summer-2018/toolkit-for-be-your-own-historian</a>)</li> <li>• Additional Resources from Teaching American History (<a href="http://tah.eastconn.org/tah/1112KB3_InvestigatingKKKlesson.pdf">http://tah.eastconn.org/tah/1112KB3_InvestigatingKKKlesson.pdf</a>)</li> <li>• <b>Writing in Response to Text (WiRT) bellwork</b> (eLearn)</li> </ul> <p><b>Instructional Strategies:</b> Instructional strategies that address the needs to English Language Learners, Exceptional Student Education needs and to help teachers differentiate instruction can be found in our Teacher Toolkit (click to be directed to this resource on our eLearn page)</p>
<b>Model Lessons and Culminating Activities</b>	<p><b>Lessons:</b></p> <p><b>DBQ Project</b></p> <ul style="list-style-type: none"> <li>• North or South? Who Killed Reconstruction?</li> </ul> <p><b>SHEG-Reading Like a Historian</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Radical Reconstruction</li> <li>• Reconstruction and Black Codes (SAC)</li> <li>• Sharecropping</li> </ul>

	<p><b>C3Inquiry</b> (all lessons should be previewed and thought-through for additional scaffolding and time requirements)</p> <ul style="list-style-type: none"> <li>• Hampton Roads Peace Conference</li> <li>• Did the telegraph make a difference in the Civil War?</li> </ul> <p><b>Teaching Hard History</b></p> <ul style="list-style-type: none"> <li>• The 14<sup>th</sup> Amendment (<a href="https://www.tolerance.org/classroom-resources/texts/14th-amendment">https://www.tolerance.org/classroom-resources/texts/14th-amendment</a>)</li> </ul> <p><b>Facing History and Ourselves</b></p> <ul style="list-style-type: none"> <li>• The Reconstruction Era (<a href="https://www.facinghistory.org/reconstruction-era">https://www.facinghistory.org/reconstruction-era</a>)</li> </ul> <p><b>Beyond the Bubble:</b></p> <ul style="list-style-type: none"> <li>• <b>Post-Civil War South Carter Interview</b></li> <li>• <b>Antebellum South (before and after)</b></li> <li>• <b>KKK Concern</b></li> </ul> <p><b>Assessments:</b> This section is incomplete at the time of printing. Sample assessment items will be available on eLearn in the fall.</p> <p>All SHEG and C3 Inquiry lessons and assessments have been uploaded into eLearn (<a href="http://elearn.pcsb.org">elearn.pcsb.org</a>)</p>
<p><b>HOT and Cross Curricular Connections</b></p>	<p><b>(A.5.7) Math: Construct viable arguments and critique the reasoning of others.</b> How was the Battle of Olustee and the Battle at Natural Bridge shape the Civil War in Florida? Were these two battles crucial for the Civil War, if so, which side benefited the most from these battles and why?</p> <p><b>(A.5.8) ELA: Analyzing interactions between individuals, events, and ideas.</b> Evaluate the how the policies, practices, and consequences of Reconstruction legislation changed the Constitution for immediate and long-term impact.</p>

## **Curriculum Guide 2019-20 Appendix**

- A. Historical Thinking Skills Chart
- B. Crosswalk: Skills Benchmarks and Historical Thinking Skills Correlations
- C. Depth of Knowledge (DOK) Wheel
- D. Depth of Knowledge Question Stems
- E. Thinking Maps
- F. Formative Assessment Strategies
  - 1. 53 Ways to Check for Understanding
  - 2. Tools for Formative Assessment: 60 Techniques to Check for Understanding
- G. Item Complexity Descriptions
- H. Assessment Sample Items
- I. BrainPop Resources for U.S. History

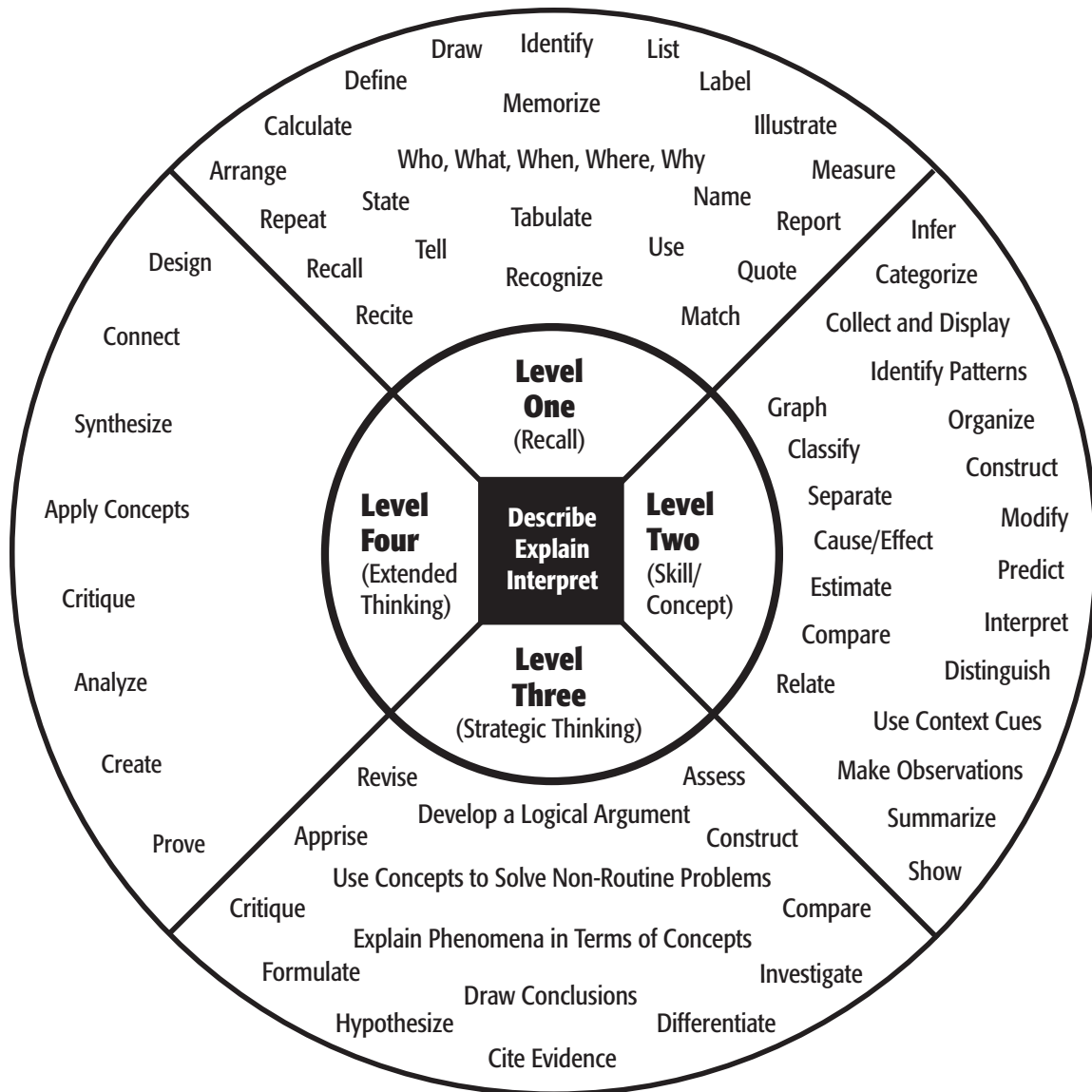
# HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> <li>Who wrote this?</li> <li>What is the author's perspective?</li> <li>When was it written?</li> <li>Where was it written?</li> <li>Why was it written?</li> <li>Is it reliable? Why? Why not?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the author's position on the historical event</li> <li>Identify and evaluate the author's purpose in producing the document</li> <li>Hypothesize what the author will say before reading the document</li> <li>Evaluate the source's trustworthiness by considering genre, audience, and purpose</li> </ul>	<ul style="list-style-type: none"> <li>The author probably believes . . .</li> <li>I think the audience is . . .</li> <li>Based on the source information, I think the author might . . .</li> <li>I do/don't trust this document because . . .</li> </ul>
Contextualization	<ul style="list-style-type: none"> <li>When and where was the document created?</li> <li>What was different then? What was the same?</li> <li>How might the circumstances in which the document was created affect its content?</li> </ul>	<ul style="list-style-type: none"> <li>Understand how context/background information influences the content of the document</li> <li>Recognize that documents are products of particular points in time</li> </ul>	<ul style="list-style-type: none"> <li>Based on the background information, I understand this document differently because . . .</li> <li>The author might have been influenced by _____ (historical context) . . .</li> <li>This document might not give me the whole picture because . . .</li> </ul>
Corroboration	<ul style="list-style-type: none"> <li>What do other documents say?</li> <li>Do the documents agree? If not, why?</li> <li>What are other possible documents?</li> <li>What documents are most reliable?</li> </ul>	<ul style="list-style-type: none"> <li>Establish what is probable by comparing documents to each other</li> <li>Recognize disparities between accounts</li> </ul>	<ul style="list-style-type: none"> <li>The author agrees/disagrees with . . .</li> <li>These documents all agree/disagree about . . .</li> <li>Another document to consider might be . . .</li> </ul>
Close Reading	<ul style="list-style-type: none"> <li>What claims does the author make?</li> <li>What evidence does the author use?</li> <li>What language (words, phrases, images, symbols) does the author use to persuade the document's audience?</li> <li>How does the document's language indicate the author's perspective?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the author's claims about an event</li> <li>Evaluate the evidence and reasoning the author uses to support claims</li> <li>Evaluate author's word choice; understand that language is used deliberately</li> </ul>	<ul style="list-style-type: none"> <li>I think the author chose these words in order to . . .</li> <li>The author is trying to convince me . . .</li> <li>The author claims . . .</li> <li>The evidence used to support the author's claims is . . .</li> </ul>

### Historical Thinking Skills and Benchmarks

<b>Standard</b>	<b>Historical Thinking Skill</b>
<p style="text-align: center;"><b>SS.8.A.1.1</b></p> <p>Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.</p>	Close Reading
<p style="text-align: center;"><b>SS.8.A.1.2</b></p> <p>Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.</p>	Close Reading
<p style="text-align: center;"><b>SS.8.A.1.4</b></p> <p>Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.</p>	Close Reading Corroboration
<p style="text-align: center;"><b>SS.8.A.1.5</b></p> <p>Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.</p>	Sourcing
<p style="text-align: center;"><b>SS.8.A.1.6</b></p> <p>Compare interpretations of key events and issues throughout American history.</p>	Corroboration
<p style="text-align: center;"><b>SS.8.A.1.7</b></p> <p>View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.</p>	Contextualization Sourcing
<p style="text-align: center;"><b>SS.6.W.1.1</b></p> <p>Use timelines to identify chronological order of historical events.</p>	Contextualization
<p style="text-align: center;"><b>SS.6.W.1.3</b></p> <p>Interpret primary and secondary sources</p>	Close Reading
<p style="text-align: center;"><b>SS.6.W.1.4</b></p> <p>Describe the methods of historical inquiry and how history relates to the other social sciences.</p>	Corroboration Contextualization
<p style="text-align: center;"><b>SS.6.W.1.5</b></p> <p>Describe the roles of historians and recognize varying historical interpretations (historiography).</p>	Corroboration
<p style="text-align: center;"><b>SS.6.W.1.6</b></p> <p>Describe how history transmits culture and heritage and provides models of human character.</p>	Contextualization

# Depth of Knowledge (DOK) Levels



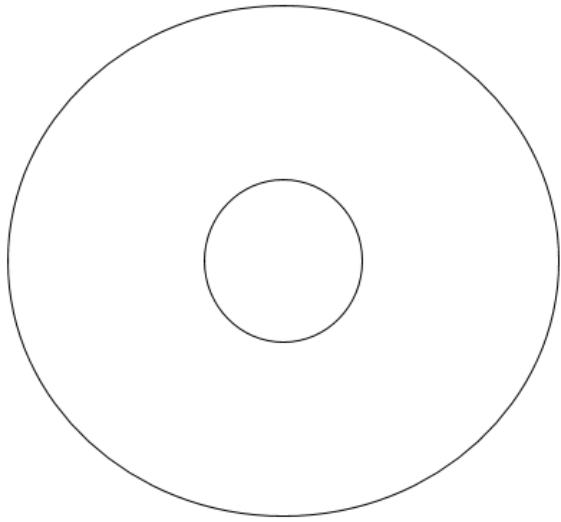
Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		



# DOK Question Stems

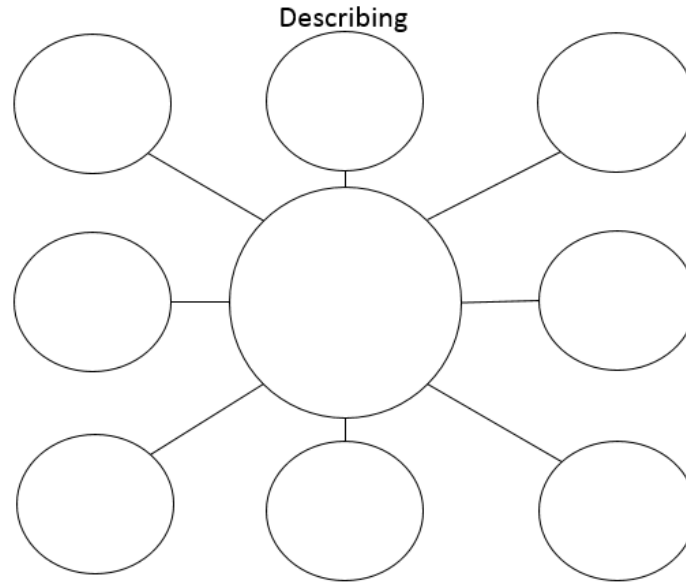
<p><b>DOK 1</b></p> <ul style="list-style-type: none"> <li>• Can you recall ____?</li> <li>• When did ____ happen?</li> <li>• Who was ____?</li> <li>• How can you recognize ____?</li> <li>• What is ____?</li> <li>• How can you find the meaning of ____?</li> <li>• Can you recall ____?</li> <li>• Can you select ____?</li> <li>• How would you write ____?</li> <li>• What might you include on a list about ____?</li> <li>• Who discovered ____?</li> <li>• What is the formula for ____?</li> <li>• Can you identify ____?</li> <li>• How would you describe ____?</li> </ul>	<p><b>DOK 2</b></p> <ul style="list-style-type: none"> <li>• Can you explain how ____ affected ____?</li> <li>• How would you apply what you learned to develop ____?</li> <li>• How would you compare ____?</li> <li>• Contrast ____?</li> <li>• How would you classify ____?</li> <li>• How are ____ alike? Different?</li> <li>• How would you classify the type of ____?</li> <li>• What can you say about ____?</li> <li>• How would you summarize ____?</li> <li>• How would you summarize ____?</li> <li>• What steps are needed to edit ____?</li> <li>• When would you use an outline to ____?</li> <li>• How would you estimate ____?</li> <li>• How could you organize ____?</li> <li>• What would you use to classify ____?</li> <li>• What do you notice about ____?</li> </ul>
<p><b>DOK 3</b></p> <ul style="list-style-type: none"> <li>• How is ____ related to ____?</li> <li>• What conclusions can you draw ____?</li> <li>• How would you adapt ____ to create a different ____?</li> <li>• How would you test ____?</li> <li>• Can you predict the outcome if ____?</li> <li>• What is the best answer? Why?</li> <li>• What conclusion can be drawn from these three texts?</li> <li>• What is your interpretation of this text? Support your rationale.</li> <li>• How would you describe the sequence of ____?</li> <li>• What facts would you select to support ____?</li> <li>• Can you elaborate on the reason ____?</li> <li>• What would happen if ____?</li> <li>• Can you formulate a theory for ____?</li> <li>• How would you test ____?</li> <li>• Can you elaborate on the reason ____?</li> </ul>	<p><b>DOK 4</b></p> <ul style="list-style-type: none"> <li>• Write a thesis, drawing conclusions from multiple sources.</li> <li>• Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment.</li> <li>• Write a research paper on a topic.</li> <li>• Apply information from one text to another text to develop a persuasive argument.</li> <li>• What information can you gather to support your idea about ____?</li> <li>• DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.</li> <li>• DOK 4 requires time for extended thinking.</li> </ul>

**Brainstorming or Defining in Context**



**Circle Map**

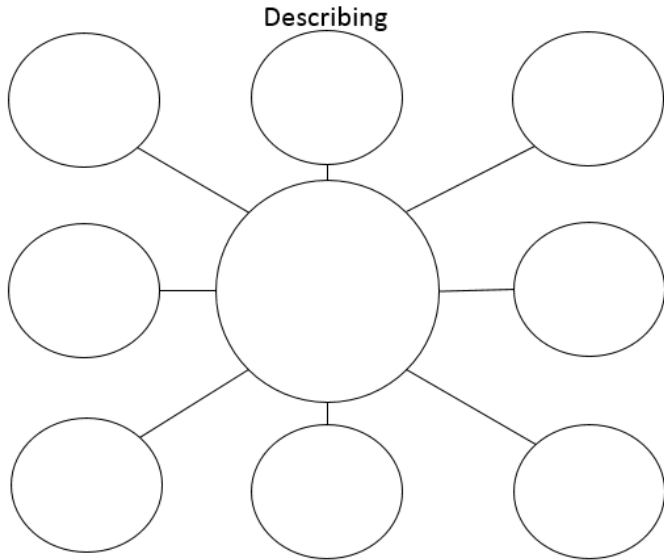
Define  
Brainstorm  
List  
Identify  
Tell everything...



**Describing**

Describe  
Identify characteristics  
Identify properties  
Identify qualities

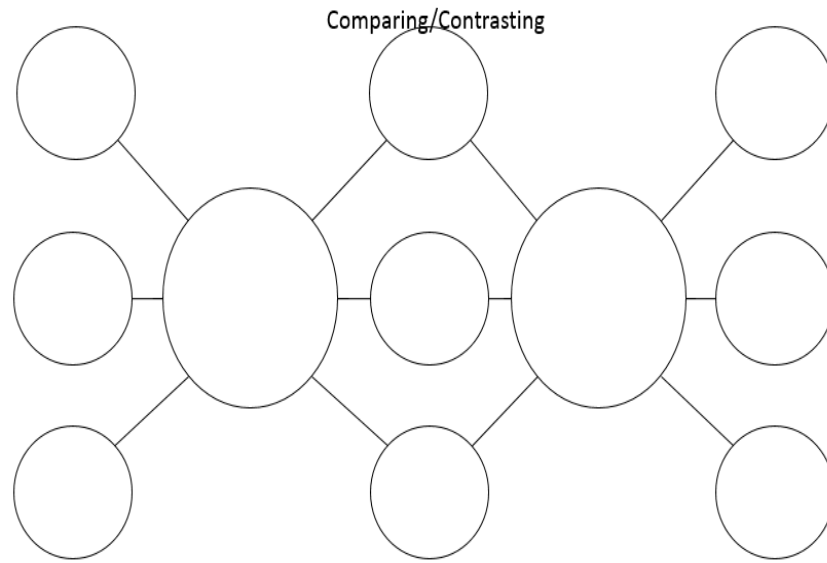
**Bubble Map**



**Describing**

Describe  
Identify characteristics  
Identify properties  
Identify qualities

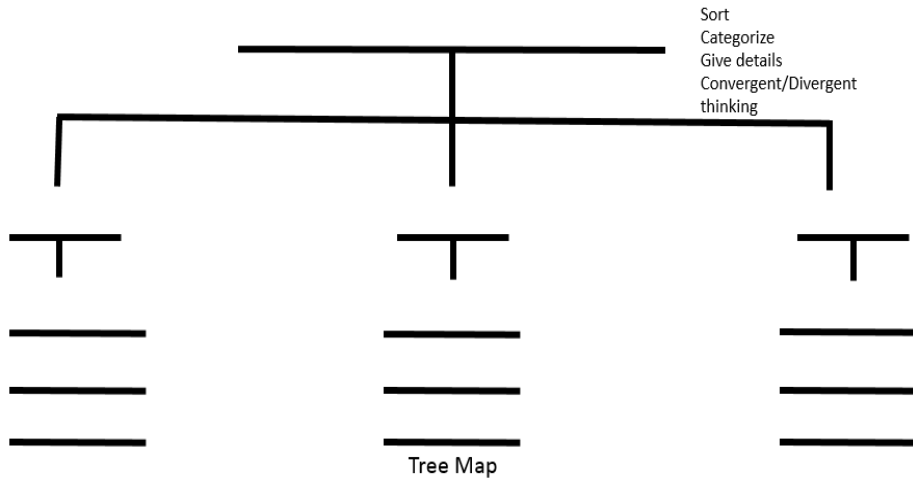
**Bubble Map**



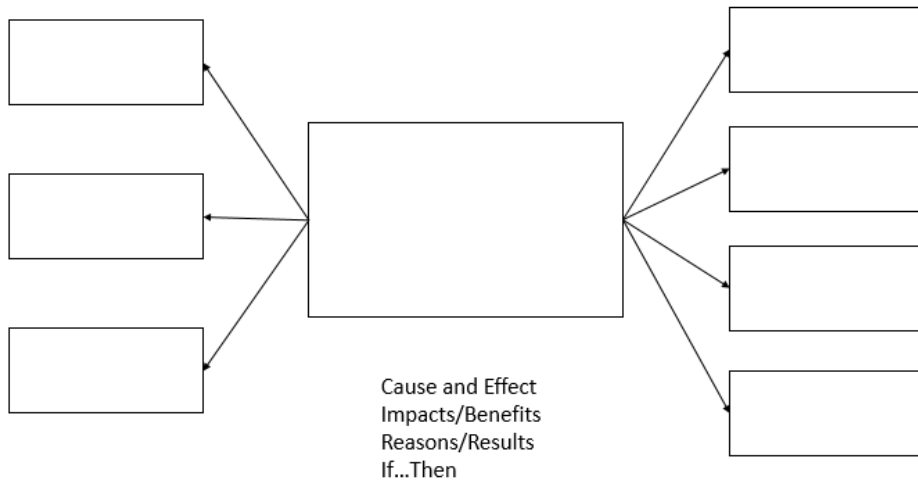
**Comparing/Contrasting**

**Double Bubble Map**

**Classifying**

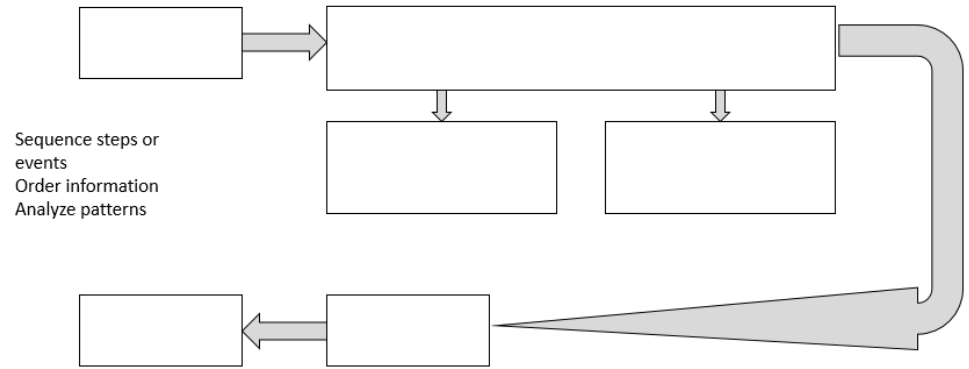


**Cause and Effect**



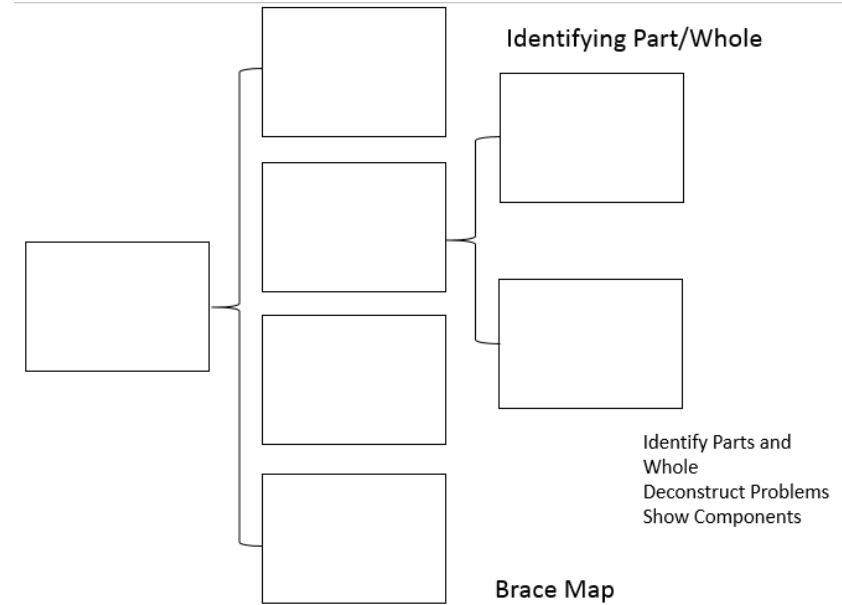
**Multi-Flow Map**

**Sequencing**



**Flow Map**

**Identifying Part/Whole**



### Seeing Analogies



Relating Factor

Connect related ideas and relationships  
Understand analogies and metaphors

### Bridge Map

# 53 WAYS

## To Check for Understanding

#BESTYEAREVER

### 1. Summary Poem Activity:

- List 10 key words from an assigned text.
- Do a free verse poem with the words you highlighted.
- Write a summary of the reading based on the words you highlighted.

### 2. Invent the Quiz

- Write 10 higher-order text questions related to the content. Pick 2 and answer them in half a page.

### 3. The 411

- Describe the author's objective.

### 4. Opinion Chart

- List opinions about the content in one half of a T-chart, and support your opinions in the right column.

### 5. So What? Journal

- Identify the main idea of the lesson. Why is it important?

### 6. Rate Understanding

### 7. Clickers (Response System)

### 8. Teacher Observation Checklist

### 9. Explaining

- Explain the main idea using an analogy.

### 10. Evaluate

- What is the author's main point? What are the arguments for and against this idea?

### 11. Describe

- What are the important characteristics or features of the main concept or idea of the reading?

### 12. Define

- Pick out an important word or phrase that the author introduces. What does this word or phrase mean?

### 13. Compare & Contrast

- Identify the theory or idea the author is advancing. Then identify an opposite theory. What are the similarities and differences between these ideas?

### 14. Question Stems

- I believe that \_\_\_\_\_ because \_\_\_\_\_ .
- I am confused by \_\_\_\_\_ .

### 15. Mind Map

- Create a mind map that represents a concept using a diagram-making tool (like Gliffy). Provide your teacher / classmates with the link to your mind map.

### 16. Intrigue Journal

- List the five most interesting, controversial, or resonant ideas you found in the readings. Include page #s and a short rationale (100 words) for your selection.

### 17. Advertisement

- Create an ad, with visuals and text, for the newly learned concept.

### 18. 5 Words

- What 5 words would you use to describe \_\_\_\_\_ ? Explain and justify your choices.

### 19. Muddy Moment

- What frustrates and confuses you about the text? Why?

### 20. Collage

- Create a collage around the lesson's themes. Explain your choices in one paragraph.

### 21. Letter

- Explain \_\_\_\_\_ in a letter to your best friend.

### 22. Talk Show Panel

- Have a cast of experts debate the finer points of \_\_\_\_\_ .

### 23. Study Guide

- What are the main topics, supporting details, important person's contributions, terms, and definitions?

### 24. Illustration

- Draw a picture that illustrates a relationship between terms in the text. Explain in one paragraph your visual representation.

### 25. KWL Chart

- What do you know, what do you want to know, and what have you learned?

### 26. Sticky Notes Annotation

- Use sticky notes to describe key passages that are notable or that you have questions about.

### 27. 3-2-1

- 3 things you found out, 2 interesting things, and 1 question you still have.

### 28. Outline

- Represent the organization of \_\_\_\_\_ by outlining it.

## 29. Anticipation Guide

- Establish a purpose for reading and create post-reading reflections and discussion.

## 30. Simile

- What we learned today is like \_\_\_\_\_ .

## 31. The Minute Paper

- In 1 minute, describe the most meaningful thing you've learned.

## 32. Interview You

- You're the guest expert on *60 Minutes*. Answer:
  - 1) What are component parts of \_\_\_\_\_ ?
  - 2) Why does this topic matter?

## 33. Double Entry Notebook

- Create a two-column table. Use the left column to write down 5–8 important quotations. Use the right column to record reactions to the quotations.

## 34. Comic Book

- Use a comic book creation tool like Bitstrips to represent understanding.

## 35. Tagxedo

- What are key words that express the main ideas? Be ready to discuss and explain.

## 36. Classroom TED Talk

## 37. Podcast

- Play the part of a content expert and discuss content-related issues on a podcast, using the free Easypodcast.

## 38. Create a Multimedia Poster

## 39. Twitter Post

- Define \_\_\_\_\_ in under 140 characters.

## 40. Explain Your Solution

- Describe how you solved and academic solution step-by-step.

## 41. Dramatic Interpretation

- Dramatize a critical scene from a complex narrative.

## 42. Ballad

- Summarize a narrative that employs a poem or song structure that using short stanzas.

## 43. Pamphlet

- Describe the key features of \_\_\_\_\_ in a visually and textually compelling pamphlet.

## 44. Study Guide

- Create a study guide that outlines main ideas.

## 45. Bio Poem

- To describe a character or a person, write a poem that includes:
  - Line 1) First Name
  - Line 2) 3–4 adjectives that describe the person
  - Line 3) Important relationship
  - Line 4) 2–3 things, people, or ideas that the person loved
  - Line 5) 3 feelings the person experienced
  - Line 6) 3 fears the person experienced
  - Line 7) Accomplishments
  - Line 8) 2–3 things the person wanted to see happen or wanted to experience
  - Line 9) His or her residence
  - Line 10) Last name

## 46. Sketch

- Visually represent new knowledge.

## 47. Top 10 List

- What are the most important takeaways, written with humor?

## 48. Color Cards

- Red = Stop, I need help.
- Green = Keep going, I understand.
- Yellow = I'm a little confused.

## 49. Quickwrite

- Without stopping, write what most confuses you.

## 50. Conference

- A short, focused discussion between the teacher and student.

## 51. Debrief

- Reflect immediately after an activity.

## 52. Exit Slip

- Have students reflect on lessons learned during class.

## 53. Misconception Check

- Given a common misconception about a topic, students explain why they agree or disagree with it.

**- Tools for Formative Assessment -  
- Techniques to Check for Understanding -  
- Processing Activities -**

<b>1. Index Card Summaries/ Questions</b>	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
<b>2. Hand Signals</b>	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).
<b>3. One Minute Essay</b>	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
<b>4. Analogy Prompt</b>	Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.
<b>5. Web or Concept Map</b>	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. <a href="http://www.graphic.org/concept.html">http://www.graphic.org/concept.html</a>
<b>6. Misconception Check</b>	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
<b>7. Student Conference</b>	One on one conversation with students to check their level of understanding.
<b>8. 3-Minute Pause</b>	The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. <ul style="list-style-type: none"> <li>• I changed my attitude about...</li> <li>• I became more aware of...</li> <li>• I was surprised about...</li> <li>• I felt...</li> <li>• I related to...</li> <li>• I empathized with...</li> </ul>
<b>9. Observation</b>	Walk around the classroom and observe students as they work to check for learning. Strategies include: <ul style="list-style-type: none"> <li>•Anecdotal Records</li> <li>•Conferences</li> <li>•Checklists</li> </ul>
<b>10. Self-Assessment</b>	A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
<b>11. Exit Card</b>	Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.
<b>12. Portfolio Check</b>	Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.
<b>13. Quiz</b>	Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are: <ul style="list-style-type: none"> <li>• Multiple Choice</li> </ul>

	<ul style="list-style-type: none"> <li>• True/False</li> <li>• Short Answer</li> <li>• Paper and Pencil</li> <li>• Matching</li> <li>• Extended Response</li> </ul>
<b>14. Journal Entry</b>	Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.
<b>15. Choral Response</b>	In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
<b>16. A-B-C Summaries</b>	Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
<b>17. Debriefing</b>	A form of reflection immediately following an activity.
<b>18. Idea Spinner</b>	The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."
<b>19. Inside-Outside Circle</b>	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.
<b>20. Reader's Theater</b>	From an assigned text have students create a script and perform it.
<b>21. One Sentence Summary</b>	Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.
<b>22. Summary Frames</b>	<p><u>Description:</u> A _____ is a kind of _____ that ...</p> <p><u>Compare/Contrast:</u> _____ and _____ are similar in that they both.... but _____, while _____.....</p> <p><u>Problem/Solution:</u> _____ wanted....., but ....., so .....</p> <p><u>Cause/Effect:</u> _____ happens because ...</p>
<b>23. One Word Summary</b>	Select (or invent) one word which best summarizes a topic.
<b>24. Think-Pair- Share/ Turn to Your Partner</b>	Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.
<b>25. Think-Write-Pair-Share</b>	Students think individually, write their thinking, pair and discuss with partner, then share with the class.
<b>26. Talk a Mile a Minute</b>	Partner up – giver and receiver... Kind of like "Password" or "Pyramid." Both know the category, but the receiver has his back to the board/screen. A set of terms will appear based on the category – giver gives clues, while receiver tries to guess the terms. First group done stands up
<b>27. Oral Questioning</b>	<ul style="list-style-type: none"> <li>- How is _____ similar to/different from _____?</li> <li>- What are the characteristics/parts of _____?</li> <li>- In what other ways might we show show/illustrate _____?</li> <li>- What is the big idea, key concept, moral in _____?</li> <li>- How does _____ relate to _____?</li> <li>- What ideas/details can you add to _____?</li> <li>- Give an example of _____?</li> <li>- What is wrong with _____?</li> <li>- What might you infer from _____?</li> <li>- What conclusions might be drawn from _____?</li> <li>- What question are we trying to answer? What problem are we trying to solve?</li> </ul>



	<ul style="list-style-type: none"> <li>- What are you assuming about _____?</li> <li>- What might happen if _____?</li> <li>- What criteria would you use to judge/evaluate _____?</li> <li>- What evidence supports _____?</li> <li>- How might we prove/confirm _____?</li> <li>- How might this be viewed from the perspective of _____?</li> <li>- What alternatives should be considered _____?</li> <li>- What approach/strategy could you use to _____?</li> </ul>
<b>28. Tic-Tac-Toe/ Think-Tac-Toe</b>	A collection of activities from which students can choose to do to demonstrate their understanding. It is presented in the form of a nine square grid similar to a tic-tac-toe board and students may be expected to complete from one to "three in a row". The activities vary in content, process, and product and can be tailored to address DOK levels.
<b>29. Four Corners</b>	<p>Students choose a corner based on their level of expertise of a given subject. Based on your knowledge of _____, which corner would you choose?</p> <p>Corner 1: The Dirt Road –(There’s so much dust, I can’t see where I’m going! Help!!)</p> <p>Corner 2: The Paved Road (It’s fairly smooth, but there are many potholes along the way.)</p> <p>Corner 3: The Highway ( I feel fairly confident but have an occasional need to slowdown.)</p> <p>Corner 4: The Interstate (I ’m traveling along and could easily give directions to someone else.)</p> <p>Once students are in their chosen corners, allow students to discuss their progress with others. Questions may be prompted by teacher.</p> <p>Corner One will pair with Corner Three; Corner Two will pair with Corner Four for peer tutoring.</p>
<b>30. Muddiest (or Clearest) Point</b>	This is a variation on the one-minute paper, though you may wish to give students a slightly longer time period to answer the question. Here you ask (at the end of a class period, or at a natural break in the presentation), "What was the "muddiest point" in today's lecture?" or, perhaps, you might be more specific, asking, for example: "What (if anything) do you find unclear about the concept of 'personal identity' ('inertia', 'natural selection', etc.)?".
<b>31. 3-2-1</b>	3 things you found out 2 interesting things 1 question you still have
	3 differences between ____ 2 effects of __ on ____ 1 question you still have about the topic
	3 important facts 2 interesting ideas 1 insight about yourself as a learner
	3 key words 2 new ideas 1 thought to think about
	Write 3 questions about the text (unfamiliar words, confusing passages or ideas) Write 2 predictions based on the text (what will happen next based on the reading) Make one connection based on the text (connect to something you know or have experienced)
<b>32. Cubing</b>	Display 6 questions from the lesson Have students in groups of 4. Each group has 1 die. Each student rolls the die and answers the question with the corresponding number. If a number is rolled more than once the student may elaborate on the previous response or roll again. Responses may also be written.

33. Quick Write	The strategy asks learners to respond in 2–10 minutes to an open-ended question or prompt posed by the teacher before, during, or after reading.
34. Directed Paraphrasing	Students summarize in well-chosen (own) words a key idea presented during the class period or the one just past.
35. RSQC2	In two minutes, students <i>recall</i> and list in rank order the most important ideas from a previous day's class; in two more minutes, they <i>summarize</i> those points in a single sentence, then write one major <i>question</i> they want answered, then identify a thread or theme to <i>connect</i> this material to the course's major goal.
36. Writing Frames	<p style="text-align: center;">Problem/Solution Paragraph</p> <p>_____ present(s) a dilemma that is _____. The problem is _____  _____ . This <i>has/have</i> occurred because _____  _____  _____. A resolution <i>is/was</i> possible. To solve <i>it/this</i>, it  <i>will be/has been</i> necessary to _____  _____. The solution(s) include(s)  _____.</p> <p style="text-align: center;">Compare and Contrast Paragraph</p> <p>There are several differences between _____ and _____. They ____  _____. In contrast to _____, _____ has _____  _____. Unlike _____, _____ does not _____  _____. On the other hand, _____  _____.</p> <p style="text-align: center;">Description Paragraph</p> <p>Have you ever _____? _____ <i>has/have</i> very interesting characteristics.  <i>It/they has/have</i> _____. For instance, <i>it/they</i>  <i>has/have</i> _____ which enhances  _____. <i>It/they</i> also _____. For these reasons,  _____.</p> <p style="text-align: center;">Cause and Effect Paragraph</p> <p>_____ is influenced by _____. Since _____  _____ happened, then _____.  Therefore, _____. This provides explanation for _____  _____ and _____. The  impact is _____.</p> <p style="text-align: center;">Sequence Paragraph</p> <p>The <i>events/process</i> of _____ is _____. The first _____  _____. Then, _____  _____. Next, _____  _____. Finally, _____.</p>

<b>37. Decisions, Decisions (Philosophical Chairs)</b>	Given a prompt, class goes to the side that corresponds to their opinion on the topic, side share out reasoning, and students are allowed to change sides after discussion
<b>38. Somebody Wanted But So</b>	Students respond to narrative text with structured story grammar either orally, pictorially, or in writing. (Character(s)/Event/Problem/Solution)
<b>39. Likert Scale</b>	Provide 3-5 statements that aren't clearly true or false, but are somewhat debatable. The purpose is to help students reflect on a text and engage in discussion with their peers afterwards. These scales focus on generalizations about characters, themes, conflicts, or symbolism. There are no clear cut answers in the book. They help students to analyze, synthesize and evaluate information) One question on a Likert Scale might look like this: 1. The character (name) should not have done (action).  _____ <p style="text-align: center;">strongly agree                      disagree                      agree                      strongly agree</p>
<b>40. I Have the Question, Who Has the Answer?</b>	The teacher makes two sets of cards. One set contains questions related to the unit of study. The second set contains the answers to the questions. Distribute the answer cards to the students and either you or a student will read the question cards to the class. All students check their answer cards to see if they have the correct answer. <i>A variation is to make cards into a chain activity:</i> The student chosen to begin the chain will read the given card aloud and then wait for the next participant to read the only card that would correctly follow the progression. Play continues until all of the cards are read and the initial student is ready to read his card for the second time.
<b>41. Whip Around</b>	The teacher poses a question or a task. Students then individually respond on a scrap piece of paper listing at least 3 thoughts/responses/statements. When they have done so, students stand up. The teacher then randomly calls on a student to share one of his or her ideas from the paper. Students check off any items that are said by another student and sit down when all of their ideas have been shared with the group, whether or not they were the one to share them. The teacher continues to call on students until they are all seated. As the teacher listens to the ideas or information shared by the students, he or she can determine if there is a general level of understanding or if there are gaps in students' thinking."
<b>42. Word Sort</b>	Given a set of vocabulary terms, students sort in to given categories or create their own categories for sorting
<b>43. Triangular Prism (Red, Yellow, Green)</b>	Students give feedback to teacher by displaying the color that corresponds to their level of understanding
<b>44. Take and Pass</b>	Cooperative group activity used to share or collect information from each member of the group; students write a response, then pass to the right, add their response to next paper, continue until they get their paper back, then group debriefs.
<b>45. Student Data Notebooks</b>	A tool for students to track their learning: Where am I going? Where am I now? How will I get there?
<b>46. Slap It</b>	Students are divided into two teams to identify correct answers to questions given by the teacher. Students use a fly swatter to slap the correct response posted on the wall.
<b>47. Say Something</b>	Students take turns leading discussions in a cooperative group on sections of a reading or video
<b>48. Flag It</b>	Students use this strategy to help them remember information that is important to them. They will "flag" their ideas on a sticky note or flag die cut...

<b>49. Fill In Your Thoughts</b>	Written check for understanding strategy where students fill the blank. (Another term for rate of change is ____ or ____.)
<b>50. Circle, Triangle, Square</b>	Something that is still going around in your head (Triangle) Something pointed that stood out in your mind (Square) Something that “Squared” or agreed with your thinking.
<b>51. ABCD Whisper</b>	Students should get in groups of four where one student is A, the next is B, etc. Each student will be asked to reflect on a concept and draw a visual of his/her interpretation. Then they will share their answer with each other in a zigzag pattern within their group.
<b>52. Onion Ring</b>	Students form an inner and outer circle facing a partner. The teacher asks a question and the students are given time to respond to their partner. Next, the inner circle rotates one person to the left. The teacher asks another question and the cycle repeats itself.
<b>53. ReQuest/ Reciprocal Questioning</b>	ReQuest, or reciprocal questioning, gives the teacher and students opportunities to ask each other their own questions following the reading of a selection. The ReQuest strategy can be used with most novels or expository material. It is important that the strategy be modeled by the teacher using each genre. A portion of the text is read silently by both the teacher and the students. The students may leave their books open, but the teacher's text is closed. Students then are encouraged to ask the teacher and other students questions about what has been read. The teacher makes every attempt to help students get answers to their questions. The roles then become reversed. The students close their books, and the teacher asks the students information about the material. This procedure continues until the students have enough information to predict logically what is contained in the remainder of the selection. The students then are assigned to complete the reading
<b>54. K-W-L &amp; KWL+</b>	Students respond as whole group, small group, or individually to a topic as to “What they already Know, what they want to learn, what they have learned”. PLUS (+) asks students to organize their new learnings using a concept map or graphic organizer that reflects the key information. Then, each student writes a summary paragraph about what they have learned.
<b>55. Choral Reading</b>	Students mark the text to identify a particular concept and chime in, reading the marked text aloud in unison
<b>56. Socratic Seminar</b>	Students ask questions of one another about an essential question, topic, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions.
<b>57. Newspaper Headline</b>	Create a newspaper headline that may have been written for the topic we are studying. Capture the main idea of the event.
<b>58. Numbered Heads Together</b>	Students sit in groups and each group member is given a number. The teacher poses a problem and all four students discuss. The teacher calls a number and that student is responsible for sharing for the group.
<b>59. Gallery Walk</b>	After teams have generated ideas on a topic using a piece of chart paper, they appoint a “docent” to stay with their work. Teams rotate around examining other team’s ideas and ask questions of the docent. Teams then meet together to discuss and add to their information so the docent also can learn from other teams. 6.Graffiti – Groups receive a large piece of paper and felt pens of different colors. Students generate ideas in the form of graffiti. Groups can move to other papers and discuss/add to the ideas.
<b>60. One Question and One Comment</b>	Students are assigned a chapter or passage to read and create one question and one comment generated from the reading. In class, students will meet in either small or whole class groups for discussion. Each student shares at least one comment or question. As the discussion moves student by student around the room, the next person can answer a previous question posed by another student, respond to a comment, or share their own comments and questions. As the activity builds around the room, the conversation becomes in-depth with opportunity for all students to learn new perspectives on the text.



## U.S. History Curriculum Guide 2019-2020

### Cognitive Complexity of Multiple Choice Items on PCS Assessments

The following table is provided for ease of reference; however, caution must be used in referring to this table of descriptors for each cognitive complexity level. The ultimate determination of an item’s cognitive complexity should be made considering the intent of the overall cognitive demand placed on a student.

<b>Examples of Activities across Cognitive Complexity Levels</b>		
<b>Low Complexity</b>	<b>Moderate Complexity</b>	<b>High Complexity</b>
<ul style="list-style-type: none"> <li>Identify or recall common historical or contemporary events, actions, personalities, or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Apply or infer cause-and-effect relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Solve or predict the outcome of a problem.</li> </ul>
<ul style="list-style-type: none"> <li>Use a chart, table, diagram, graph, or image to recall or recognize information.</li> </ul>	<ul style="list-style-type: none"> <li>Identify outcomes of particular cause-and-effect relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Generalize or draw conclusions when presented with historical or contemporary information.</li> </ul>
<ul style="list-style-type: none"> <li>Identify characteristics of a particular group, place, or event.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the significance of historical or contemporary events, actions, personalities, or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Provide justification for events, actions, or issues in the past and current American experience.</li> </ul>
	<ul style="list-style-type: none"> <li>Categorize historical or contemporary people, places, events, or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Predict a long-term result, outcome, or change within society.</li> </ul>
	<ul style="list-style-type: none"> <li>Determine the relationship between historical or contemporary events, actions, personalities, or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze how changes have influenced people or institutions.</li> </ul>
	<ul style="list-style-type: none"> <li>Explain historical or contemporary problems, patterns, or issues.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and explain historical or contemporary misconceptions.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze similarities and differences.</li> </ul>

The table below shows the target ranges for the percentage of points by cognitive complexity level on each PCS Assessment Based on the ranges on the Civics EOC.

#### Percentage of Points by Cognitive Complexity Level for Civics EOC Assessment

<b>Course</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Civics	15%–25%	45%–65%	15%–25%

## SAMPLE Assessment Items for Ancient World History

### Roman Emperor List Doc A (For Questions 1-4)

Source: Chart compiled by various sources in 2011

*\*Assassination means to murder a leader; \*Reign refers to the dates a ruler ruled.*

Emperor	Reign	Cause of Death
Maximinus	235-38 CE	Assassination
Gordian I & II (co-rulers)	238	Suicide; killed in battle
Balbinus & Pupineus	238	Assassination
Gordian III	238-244	Possible assassination
Philip the Arab	244-249	Killed in battle
Decius	249-251	Killed in Battle
Hostilian	251	Possible Plague
Gallus	251-253	Assassination
Aemilianus	253	Assassination
Valerian & Gallienus	253-60	Died as slave of Persians, assassination
Claudius Gothicus	268-270	Plague
Quintillus	270	Assassination or suicide
Aurelian	270-275	Assassination
Tacitus	275-276	Possible assassination
Florianus	276	Assassination
Probus	276-282	Assassination
Carus	282-283	Assassination

1. What was the most common cause of death among Roman Emperors?
  - a. Assassinated
  - b. Killed in Battle
  - c. Suicide
  - d. Plague
  
2. Looking at the list of emperors, why do you think the author may not have included Severus Alexander, who reigned for 13 years from 222-235 CE/AD?
  - a. The author wanted to show only emperors that converted to Christianity.
  - b. The author wanted to show only emperors who had short reigns.
  - c. The author wanted to show only emperors who were considered “good emperors”.
  - d. The author wanted to show only emperors who were successful generals.
  
3. How does this list explain the fall of the Roman Empire?
  - a. The army kept losing battles so the Empire fell.
  - b. The government had no steady leader so the Empire fell.
  - c. The food supply shrank so the Empire fell
  - d. The trade networks were disrupted so the Empire fell.

4. What might a person living outside of the Roman Empire say about these frequent violent changes in leadership?
- “The Roman Empire is strong. Let’s stay away.”
  - “The Roman Empire is weak. Let’s attack them.”
  - “The Roman Empire is strong. Let’s attack them.”
  - “The Roman Empire is weak. Let’s stay away.”

### The Huns (for questions 5-7)

Source: Excerpts about a foreign tribe called the Huns from *Roman History* by the Roman historian Ammianus Marcellinus, c. 380 CE

*\*Savagery means violence. Uncultivated means wild. Ungovernable means can’t be governed.*

The Huns exceed any definition of **savagery**. They have short, sturdy limbs and thick necks... Although they have the shape ... of human beings, they are so wild in their way of life that they have no need of fire or pleasant tasting foods, but eat the roots of **uncultivated** plants and the half-raw flesh of all sorts of animals. Huns are never sheltered by buildings, but ... roam freely in the mountains and woods ... Huns are not well adapted to battle on foot but are almost glued to their horses, which are certainly hardy but also ugly.... Like refugees – all without permanent settlements, homes, law, or a fixed way of life – they are always on the move with their wagons. Like unthinking animals, they are completely ignorant of the difference between right and wrong. Fired with an overwhelming desire for seizing the property of others, these swift-moving and ungovernable people make their destructive way amid the pillage and murder of those who live around them.

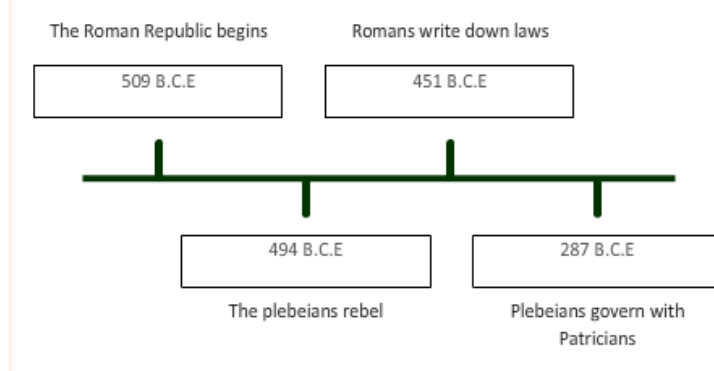
5. What does the author think about the Huns?
- They’re not civilized
  - They’re worthy enemies
  - They’re similar to Romans
  - They’re not a threat
6. Looking at the source, why might the author have called the Huns “unthinking animals”, “ignorant”, “ungovernable people”?
- The author was a part of the Hun tribe
  - The author was a modern American historian
  - The author was a Roman historian
  - The author was a part of the Roman army
7. Based on the author’s description of the Huns, and what you know about the seven characteristics of civilization, do the Huns have a *civilization*?
- Yes, they have a civilization because they have a stable food supply.
  - Yes, they have a civilization because they have permanent shelters.
  - No, they do NOT have a civilization because they have no government.
  - No, they do NOT have a civilization because they have no transportation.
-



8. Which of the following contributed to the fall of the Roman Empire?

- A. The spread of Christianity
- B. Trading with outlying regions
- C. Difficulty ruling a large empire
- D. Collapse of architecture

9. Analyze the timeline of events that occurred during the rise of the Roman Republic.



What was the cause of the plebeian's rebellion that occurred in 494 B.C.E.?

- A. The plebeians were angry over their lack of power
- B. The plebeians had too much wealth and power
- C. The plebeians had taken over the military
- D. The plebeians started a war to take over Rome

10. Review the list below:

- Peace and stability
- Economic Growth
- Architectural Achievements

Which period of Roman history does this list best represent?

- A. Punic Wars
- B. Pax Romana
- C. Fall of Roman Empire
- D. Roman Republic

## BrainPop

### Colonization:

American Indians	Columbian Exchange	French and Indian War
Pocahontas	Thirteen Colonies	

### American Revolution/ Early Republic:

Causes of the American Revolution	George Washington	Benjamin Franklin
John Adams	American Revolution	James Madison
Articles of Confederation	Bill of Rights	Constitutional Convention
Political Party Origins	Thomas Jefferson	Declaration of Independence
U.S. Constitution	Alexander Hamilton	Lewis and Clark

### Westward Expansion/ Reform:

Westward Expansion	Gold Rush	Lewis and Clark
Frederick Douglass	Underground Railroad	Andrew Jackson
Trail of Tears	Mexican-American War	Seminole Wars
Railroad History	Industrial Revolution	Slavery
Women's Suffrage		

### Civil War/ Reconstruction:

Civil War Causes	Abraham Lincoln	Civil War
Reconstruction		