

FIRST QUARTER · CYCLE 2, UPPER

TOPIC: Thinking Like a Historian

PACING: 2 Days

STANDARDS:

SS.5-8.TCC.1 Explain how the study of the past provides a representation of the history of communities, nations, and the world.

SS.5-8.TCC.3 Cite evidence that learning about the past requires the interpretation of sources and that using varied sources provides the potential for a more balanced interpretive record of the past.

OBJECTIVES:

- Describe the role and purpose of the historian.
- Understand why it is important to understand the order in which events occurred.
- Analyze primary and secondary sources.
- Identify the five themes of geography.

VOCABULARY: primary source, secondary source, chronology, geography

FIRST QUARTER · CYCLE 2, UPPER

TOPIC: The First Americans

PACING: 3 Days

STANDARDS:

- SS.5-8.C.1** Explain “culture” as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
- SS.5-8.C.3** Find evidence(s) of how culture influences the ways in which human groups solve the problems of daily living.
- SS.5-8.C.4** Describe how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.
- SS/5-8.PPE.4** Compare and contrast past and present changes in physical systems such as seasons, climate, weather, and the water cycle in both national and global contexts.

OBJECTIVES:

- Discuss the peoples of the Americas who predated the arrival of the Europeans.
- Describe civilizations of early North America.
- Analyze how early Native Americans adapted to their environments.

VOCABULARY: archeology, artifact, strait, nomad, migration, irrigate, clan, federation

SPIRITUAL APPLICATIONS:

Read and discuss Romans 1:20. How can we learn about God from His creation? Compare your beliefs to those of Native Americans on the topic of nature (God’s creation).

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 1 – pp. 1-24

Note: This chapter references “100,000 years ago” and the ice age.

Chapter 1 Digital Lessons Plans and Presentations

Video – *The Incas* (5:07)

Video – *Iroquois Confederacy* (3:26)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video –
Comparing Lives of Native Americans (23:38)

Note: reference to ice age and land bridge

Learn360 video – *Native Americans:
History and Culture* (3:02)

BrainPop video – *American Indians* (4:04)

BrainPop video – *Inuit* (5:06)

BrainPop video – *Iroquois Confederacy* (5:10)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Foldable Activities: First Americans (in McGraw-Hill digital resources for this chapter)
2. Choose a native tribe/ people to research. Prepare a visual presentation (i.e., display board, diorama) to share with the class.
3. Work in pairs to outline the accomplishments of each of the major civilizations discussed.
4. Develop a graphic organizer or chart listing the important information (housing, food, culture/traditions) of at least 5 tribes from different regions of the United States.
5. Create an art project in the style of one of the Native American peoples.
6. Plan “Sortify” game on BrainPop – American Indian History.

FIRST QUARTER · CYCLE 2, UPPER

TOPIC: Exploring the Americas

PACING: 4 Days

STANDARDS:

- SS.5-8.PPE.6** Illustrate patterns of demographic and political change and cultural diffusion in the past and present.
- SS.5-8.IGI.7** Assess how cultural diffusion occurs when groups migrate.
- SS.5-8.GC.2** Verify that global factors such as cultural, economic, and political connections are changing the places in which people live.

OBJECTIVES:

- Understand how advances in technology paved the way for European exploration.
- Identify why Europeans explored and colonized the Americas.
- Analyze the positive and negative contributions of the Europeans in the Americas.

VOCABULARY: astrolabe, compass, circumnavigate, cape, immunity, pueblo, Northwest Passage

SPIRITUAL APPLICATIONS:

Hebrews 11:8 – Abraham left his home at God’s calling “even though he did not know where he was going.” Compare and contrast the story of Abraham with the explorers of this era.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 2 – pp. 25-56

Chapter 2 Digital Lessons Plans and Presentations

Video – *Leonardo di Vinci* (1:30)

Video – *Columbus’s Voyage* (4:37)

Video – *Hernando de Soto* (7:09)

Video – *Henry Hudson and the New World* (13:56)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Francisco Vasquez de Coronado: Famous Explorers* (17:31)

Learn360 video – *Henry Hudson: Famous Explorers* (23:01)

Learn360 video segment – *Spanish Armada* (2:39)

BrainPop video – *Christopher Columbus* (6:07)

BrainPop video – *Conquistadors* (4:28)

BrainPop video – *Henry Hudson* (5:54)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create an illustrated piece of historical fiction for a younger child about an important person or event from this era.
2. Construct a compass (find directions online) and draw conclusions as to how this tool aids in navigation.
3. Write an opinion paper as to whether you think Columbus “discovered” America.
4. Draw a map of the oceans and parts of Europe, Asia, and Africa known at the beginning of the Age of Exploration.
5. Write and perform a skit for your classmates involving the rumors of the “seven cities of gold.”
6. Write a poem about the defeat of the Spanish Armada.

FIRST QUARTER · CYCLE 2, UPPER

TOPIC: Colonial America

PACING: 4 Days

STANDARDS:

- SS.5-8.PPE.3** Describe concepts such as location, region, place, and migration, as well as human and physical systems.
- SS.5-8.PDC.9** Interpret how markets bring buyers and sellers together to exchange goods and services.
- SS.5-8.CIP.9** Compare religious freedom in various parts of the world.

OBJECTIVES:

- Identify the reasons colonists migrated to the Americas.
- Analyze the complex relationship between colonists and Native Americans.
- Discuss the challenges that the colonists faced.
- Analyze the contributions of key groups to colonial society.
- Compare and contrast the New England, Middle, and Southern colonies.

VOCABULARY: charter, joint-stock company, headright, burgesses, dissent, patroons, pacifists, indentured servant, constitution, debtors

SPIRITUAL APPLICATIONS:

1 Peter 2:16, 17 – What does Peter mean by “live as God’s slaves?” Discuss what religious freedom means.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 3 – pp. 57-80

Chapter 3 Digital Lessons Plans and Presentations

Video – *Life in Jamestown* (1:53)

Video – *New Jersey* (4:41)

Video – *The Caribbean Connection* (2:58)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Colonial America: From Jamestown to Freedom* (31:17)

Learn360 video – *Colonial Settlements Video Quiz* (21:46)

Learn360 video – *Colonial Days Video Quiz* (32:08)

BrainPop video – *Pocahontas* (4:21)

BrainPop video – *Thirteen Colonies* (5:00)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a position paragraph about the portrayal of Pocahontas.
2. Imagine the effect of being told you must change how you worship. In a small group, develop a skit showing what you and your fellow believers might do.
3. Using a Venn diagram, compare and contrast the settlements at Roanoke and Jamestown.
4. Develop a PowerPoint presentation about one of the original colonies to share in class. Include important people, events, and information about geography and resources of the colony.
5. Write a position statement on the following: Religious persecution was the most important reason driving people to move to America in the 1600s.

FIRST QUARTER · CYCLE 2, UPPER

TOPIC: Life in the American Colonies

PACING: 4 Days

STANDARDS:

- SS.5-8.C.6** Discern how people learn the elements of their culture through interactions with others, and how people learn of other cultures through communication and study.
- SS.5-8.TCC.2** Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect.
- SS.5-8.PPE.5** Investigate how the concept of regions identifies the links between people in different locations according to specific criteria.

OBJECTIVES:

- Compare the economic diversity of the three regions of the Thirteen Colonies.
- Explain the principles of limited government and representative government.
- Analyze Britain's economic policies and the reactions of the colonists.
- Identify the causes and significant events of the French and Indian War.

VOCABULARY: subsistence farming, cash crop, triangular trade, slave code, representative government, mercantilism, export, import, apprentice, immigration, epidemic, militia, alliance

SPIRITUAL APPLICATIONS:

Psalm 80:18, 19 – The Great Awakening might be described as a time of revival. David wanted revival as noted in these verses. How many other examples of revival, or “awakening” can you find in the Bible?

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 4 – pp. 81-108

Chapter 4 Digital Lesson Plans and Presentations

Video – *New York's Early History* (3:35)

Video – *Society, Community, and Justice in the Northern Colonies* (5:54)

Video – *The Great Awakening* (2:49)

Video – *The Proclamation of 1763* (3:43)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Comparing Life in the American Colonies* (2:09)

Learn360 video segment – *Social Class Structure in the Southern Colonies* (4:42)

Learn360 video – *Colonial Days Video Quiz* (32:08)

BrainPop video – *Thirteen Colonies* (5:00)

BrainPop video – *French and Indian War* (4:30)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Plan “Sortify” game on BrainPop – American Revolution.
2. Create a journal from the perspective of one of the figures discussed in Chapter 4.
3. Make a three-column chart listing facts about the three regions of colonies (northern, middle, and southern). Then add facts true about all thirteen colonies below the chart.
4. On a poster, illustrate the concepts of protected rights and representative government.
5. Write a letter to someone describing how the Great Awakening affected the colonies.