

## FIRST QUARTER · CYCLE 4, UPPER

## TOPIC: The Reconstruction Era

PACING: 5 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.PPE.5** Investigate how the concept of regions identifies the links between people in different locations according to specific criteria.
- SS.5-8.PAG.1** Cite rights that are guaranteed in the U.S. Constitution, the supreme law of the land.
- SS.5-8.PAG.3** Discuss ideas that are the foundation of American constitutional democracy including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism.
- SS.5-8.CIP.3** Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship.

## OBJECTIVES:

- Compare and contrast plans for Reconstruction.
- Analyze black codes and the federal government's responses to them.
- Describe what life was like for African Americans in the South during Reconstruction.

**VOCABULARY:** Reconstruction, amnesty, black codes, impeach, scalawag, corruption, integrated, sharecropping, poll tax, literacy test, segregation

## SPIRITUAL APPLICATIONS:

Genesis 50:15-21 – Review the story of Joseph's forgiveness of his brothers. Discuss how to deal with hurt feelings and betrayal.

## MCGRAW-HILL RESOURCES:

*A History of the United States*

**Chapter 18 – pp. 491-516**

Chapter 18 Digital Lessons Plans and Presentations

Video – *The Aftermath of War* (5:23)

Video – *Reconstruction* (2:22)

Video – *Justice Denied* (3:16)

## ADDITIONAL RESOURCES / CONNECTIONS:

*A brief review of the Civil War (Chapters 16 & 17) would be beneficial at the beginning of this year's studies.*

Learn360 video –

*Reconstruction of the US: American History* (28:46)

Learn360 video – *The Presidents: 1865-1885* (45:10)

Learn360 video segment – *Reconstruction* (2:41)

Learn360 video segment – *Amendment 14* (4:26)

BrainPop video – *Reconstruction* (6:35)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Using a three-circle Venn diagram, compare Lincoln's Ten Percent plan, the Radical Republicans' plan and Johnson's plan.
2. Make a three-column chart which lists changes in government, changes related to the economy, and social changes during the Reconstruction period.
3. Write an essay about how Lincoln's assassination changed the course of history.
4. Work in small groups to conduct research to find current or recent court cases in which the Fourteenth Amendment plays a role.
5. Create a journal entry as a member of a sharecropper family. Be sure to include similarities and differences with slavery.
6. Write a short essay explaining the importance of "due process" and "equal protection."

## FIRST QUARTER · CYCLE 4, UPPER

## TOPIC: Opening the West

PACING: 5 Days

## STANDARDS:

- SS.5-8.C.9** Explain how people from different cultures develop different values and ways of interpreting experience.
- SS.5-8.PPE.3** Describe concepts such as: location, region, place, and migration, as well as human and physical systems.
- SS.5-8.IDI.2** Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities.
- SS.5-8.PDC.7** Illustrate how banks and other financial institutions channel funds from savers to borrowers and investors.

## OBJECTIVES:

- Discuss railroads and their importance to the mining industry and opening of the West.
- Describe what brought more settlers to the Great Plains.
- Determine the cause and effect of the conflicts between the Native Americans and white settlers.
- Explain the ideas of the Populist Party.

**VOCABULARY:** subsidy, transcontinental, time zones, vaquero, homestead, sodbusters, dry farming, nomadic, reservation, National Grange, populism

## SPIRITUAL APPLICATIONS:

Genesis 2:2, 3 – God initiated a plan of work and rest for man from Creation. Discuss how to balance work and leisure and how to include physical, mental, emotional, social, and spiritual efforts into our daily lives.

## MCGRAW-HILL RESOURCES:

*A History of the United States*

**Chapter 19 – pp. 517-546**

Chapter 19 Digital Lessons Plans and Presentations

Video – *Building the Railroads* (3:31)

Video – *Settling the West* (3:58)

Video – *The Populist Party* (2:06)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video –

*Heartland: America – The Story of Us* (43:55)

Learn360 video –

*Populist Challenge: Transforming America* (28:44)

*Note: First segment involves the Wizard of Oz*

Learn360 video segments – *Settlers on the Great Plains and How to Build a Sod Home* (9:00)

Learn360 video segment – *Joseph* (2:22)

BrainPop video – *Railroad History* (4:59)

BrainPop video – *Time Zones* (3:31)

BrainPop video – *Wounded Knee Massacre* (4:19)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Working in small groups, develop a board game representing experiences of settlers in the West.
2. Create dialogue between a rancher and a farmer which illustrates the conflicts these groups had in opening the West.
3. Make a picture book to share with a younger student about the life of a homesteader.
4. Write a two-paragraph paper assessing attitudes of white settlers and Native Americans toward each other during this period.
5. Paint or draw a picture illustrating life of a settler (home, scenery, daily activities).
6. Plan a daily schedule in which you allow for work and leisure. Incorporate physical, mental, emotional, social, and spiritual activities in your daily schedule.

## FIRST QUARTER · CYCLE 4, UPPER

## TOPIC: The Industrial Age

PACING: 4 Days

## STANDARDS:

- SS.5-8.IGI.3** Determine how institutions are created to respond to changing individual and group needs.
- SS.5-8.PDC.3** Compare and contrast how choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative.
- SS.5-8.PDC.6** Practice responsible stewardship which includes returning tithes and gifts to God, saving money, helping others, and planning for future purchases.
- SS.5-8.PDC.8** Explain the economic gains that result from specialization and exchange as well as the trade-offs.
- SS.5-8.STS.3** Investigate how society often turns to science and technology to solve problems.
- SS.5-8.STS.7** Analyze how science and technology have changed people's perceptions of the social and natural world as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities.

## OBJECTIVES:

- Analyze the importance of the railroad in the Industrial Age.
- Identify and evaluate new inventions of the Industrial Age.
- Discuss the impact of mass production on the U.S. economy.
- Describe working conditions during the Industrial Age.

**VOCABULARY:** consolidation, railroad baron, standard gauge, Model T, assembly line, mass production, entrepreneur, stock, shareholders, dividend, monopoly, sweatshops, labor unions

## SPIRITUAL APPLICATIONS:

2 Corinthians 9:6-11 – Discuss the responsibility of making appropriate choices with our money. In addition to giving tithes and offerings, what should we do to help others? Discuss wealthy people from this lesson who helped their communities.

## MCGRAW-HILL RESOURCES:

*A History of the United States*

**Chapter 20 – pp. 547-572**

Chapter 20 Digital Lessons Plans and Presentations

Video – *The Builders of Our Railroads* (6:57)

Video – *Thomas Edison* (4:53)

Video – *Andrew Carnegie* (2:16)

Video – *Triangle Shirtwaist Factory Fire* (3:39)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The American Industrial Revolution* (27:01)

Learn360 video segment – *The Ford Model T* (4:50)

BrainPop video – *Industrial Revolution* (3:41)

BrainPop video – *Assembly Line* (2:22)

BrainPop video – *Stocks and Shares* (2:54)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Keep a “technology log.” Record down any time you use, or observe being used, any of the inventions (or similar inventions) discussed in this chapter.
2. Create an historical calendar or time line of people and events of the Industrial Age.
3. Develop an advertisement/brochure illustrating how the railroad companies competed for customers.
4. Write a short paper on the Ford Model T and how the automobile has affected life in the United States.
5. Outline a plan for turning a company into a corporation and raising capital.
6. Write a narrative about a young person approximately your age working during the Industrial Age.

## FIRST QUARTER · CYCLE 4, UPPER

## TOPIC: An Urban Society

PACING: 3 Days

## STANDARDS:

- SS.5-8.C.8** Prove that culture may change in response to changing needs, concerns, social, political, and geographic conditions.
- SS.5-8.IDI.10** Justify that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes.
- SS.5-8.IGI.4** Identify ways that Seventh-day Adventist organizations work to improve life in communities.
- SS.5-8.IGI.6** Investigate how groups and institutions change over time.
- SS.5-8.IGI.12** Participate in age appropriate outreach and service projects.

## OBJECTIVES:

- Identify reasons different groups of immigrants came to the United States.
- Evaluate what happened to many immigrants and ways they chose to adapt to the United States, but still retain their cultural identity.
- Discuss changes to American culture during this period.

**VOCABULARY:** ethnic groups, steerage, assimilate, nativist, urban, tenement, slum, middle class, suburbs settlement house, land-grant college, spectator sport

## SPIRITUAL APPLICATIONS:

Review the Adventist Community Services website: <http://www.communityservices.org/>.

Discuss how the local Seventh-day Adventist church works to improve life in your community.

## MCGRAW-HILL RESOURCES:

*A History of the United States*

**Chapter 21 – pp. 573-598**

Chapter 21 Digital Lessons Plans and Presentations

Video – *Huddled Masses in the City* (6:13)

Video – *Urbanization* (2:05)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video –

*U.S. That's Us – Vol 1 – Jane Addams* (4:49)

Learn360 video segment –

*“How the Other Half Lives:” New York Slums* (3:13)

Learn360 video segment – *Origins of Chinatowns* (3:05)

BrainPop video – *Immigration* (3:32)

BrainPop video – *Geography Themes* (4:04)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Research an institution, piece of literature, magazine/newspaper, or form of entertainment mentioned in this lesson. Write a short paper discussing how this topic represents a changing culture.
2. Divide the class into two groups and have them debate the pros and cons of city life. Consider why families would want to live in a city as opposed to the countryside.
3. As a class, participate in an outreach or community service project.
4. Make a model of a suspension bridge. Write a paragraph telling how bridges contributed to the growth of cities.
5. Research and then prepare a presentation about communities that were established by new immigrants (i.e., Chinatown or Little Italy).
6. Create a two-column chart which compares conditions of the 1860s with those of the early 1900s.