

CYCLE 2, UPPER

SoSmart Chart: Cycle 2, Upper

CYCLE 2	Grades 5-8	Suggested Pacing
FIRST QUARTER	What Does a Historian Do? The First Americans Exploring the Americas Colonial America Life in the American Colonies	2 days 3 days 4 days 4 days 4 days
SECOND QUARTER	The Spirit of Independence The American Revolution A More Perfect Union The Constitution	4 days 4 days 4 days 4 days
THIRD QUARTER	The Federalist Era The Jefferson Era American Growth and Expansion The Jackson Era Manifest Destiny	3 days 3 days 4 days 3 days 4 days
FOURTH QUARTER	North and South The Spirit of Reform Toward Civil War The Civil War	4 days 4 days 4 days 5 days

Note: The pacing is based on one hour per day.

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.

SECOND QUARTER · CYCLE 2, UPPER

TOPIC: The Spirit of Independence

PACING: 4 Days

STANDARDS:

- 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 interpretative record of the past.
- SS.5-8.TCC.13** Investigate the history of democratic ideals and principles and how they are represented in documents, artifacts, and symbols.
- 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.5** Interpret key documents and excerpts from key sources that define and support democratic ideals and practices.

OBJECTIVES:

- Analyze why Britain began to enact harsher trade laws and taxes and the reaction of the colonists.
- Draw conclusions about tensions between the colonists and the British that led up to the Boston Massacre.
- Identify the Founders and recognize their contributions.
- Compare points of view held by Patriots and Loyalists.
- Summarize steps taken that led to the writing of the Declaration of Independence.

VOCABULARY: revenue, writ of assistance, effigies, boycott, repeal, propaganda, committee of correspondence, minuteman, Loyalist, Patriot, petition, preamble

SPIRITUAL APPLICATIONS:

Discuss “freedom of choice” and why God gave it to man. “Without freedom of choice, his obedience would not have been voluntary, but forced. There could have been no development of character. Such a course would have been contrary to God’s plan in dealing with the inhabitants of other worlds. It would have been unworthy of man as an intelligent being, and would have sustained Satan’s charge of God’s arbitrary rule.” Patriarchs and Prophets, p. 49

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 5 - pp. 109-140

Chapter 5 Digital Lessons Plans and Presentations

Video - *British Tyranny in Boston* (4:10)

Video - *The Boston Massacre and Escalating Anger in the Colonies* (3:21)

Video - *Boston Tea Party and the Intolerable Acts* (4:28)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment - *Boston Tea Party* (1:49)

Learn360 video - *Paul Revere: The Midnight Rider* (46:39)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Memorize, summarize, and recite one or more stanzas from Henry Wadsworth Longfellow’s poem “Paul Revere’s Ride.”
2. Role-play how colonists may have reacted to soldiers invading their homes.
3. Create a picture book (lots of pictures, few words) about the Boston Tea Party. Share your book with a younger student.
4. Write a journal entry from the point of view of a Loyalist or a Patriot.
5. Make a time line of events which led to the writing of the Declaration of Independence.
6. Form two debate teams to argue whether Benedict Arnold should be remembered as a patriot or a traitor.

SECOND QUARTER · CYCLE 2, UPPER

TOPIC: The American Revolution

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.12** Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present.
- SS.5-8.IGI.1** Explain how this theme helps us know how individuals are members of groups and institutions and influence and shape those groups and institutions.
- SS.5-8.CIP.7** Debate key past and present issues involving democratic ideals and practices as well as the perspectives of various stakeholders in proposing possible solutions to these issues.

OBJECTIVES:

- Compare and contrast the advantages of the British and the Patriots.
- Describe life on the home front during the Revolutionary War.
- Evaluate events and elements of the Revolutionary War.
- Identify what helped the Patriots win independence.

VOCABULARY: mercenary, recruit, inflation, blockade, privateer, siege, ratify, ambush

SPIRITUAL APPLICATIONS:

Ecclesiastes 8:12-18 – Read and discuss Solomon’s thoughts on wisdom and on actions to be taken when someone has done something wrong.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 6 – pp. 141-172

Chapter 6 Digital Lessons Plans and Presentations

Video – *Women of the Revolution* (7:54)

Video – *The Turning Point of the Revolutionary War* (5:28)

Video – *Victory at Yorktown* (4:11)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Our Founding Fathers: American Government* (23:45)

Learn360 video – *Founding Mothers* (44:40)

Learn360 video – *The American Revolution: US Wars* (29:32)

BrainPop video – *Causes of the American Revolution* (4:25)

BrainPop video – *American Revolution* (3:57)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a T-chart with “British” and “Patriots” as the column headings. List possible resources and attributes of each group.
2. Make a thematic map which shows the dates and major battle locations of the Revolutionary War.
3. Imagine you are a British soldier or a colonist. Write a letter to your family in England explaining why the British lost the war or why the Americans won the war.
4. Find images of Revolutionary War paintings. Choose one to print. Then write a paragraph describing what this painting is depicting.
5. Draw and caption your own political cartoon incorporating an issue from the American Revolution.

SECOND QUARTER · CYCLE 2, UPPER

TOPIC: A More Perfect Union

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.9** Compare and contrast the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.
- 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.2** Compare the constitution of a country to the Ten Commandments.
- SS.5-8.CIP.6** Identify the origins and function of major institutions and practices developed to support democratic ideals and practices.

OBJECTIVES:

- Compare and contrast the strengths and weaknesses of the Articles of Confederation to those of the new Constitution.
- Identify the points of view of the Federalists and the Anti-Federalists.
- Evaluate arguments supporting and opposing the adoption of the Constitution.

VOCABULARY: republic, ordinance, depreciate, depression, manumission, proportional, compromise, federalism, legislative branch, executive branch, judicial branch, checks and balances, amendment, Electoral College

SPIRITUAL APPLICATIONS:

Exodus 20:3-17 – Compare and contrast the Ten Commandments and the U.S. Constitution.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 7 – pp. 173-202

Chapter 7 Digital Lessons Plans and Presentations

Video – *America Unites* (3:00)

Video – *Forging a New Constitution* (2:38)

Video – *Arguments Over Ratification* (2:27)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The U.S. Constitution: The Almost Painless Guide to U.S. Civics* (20:52)

Learn360 video – *Our Federal Government: American Government* (24:00)

Learn360 video segment – *Road to Ratification* (3:57)

Learn360 video segment – *The 3/5 Compromise* (2:35)

BrainPop video – *U.S. Constitution* (3:53)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a front-page news story about an important event of the years soon after the American Revolution.
2. Compare and contrast the Articles of Confederation with the Constitution.
3. Role-play the founders compromising at the Constitutional Convention.
4. Create a PowerPoint presentation explaining the three branches of government and the Electoral College.
5. In a short essay, define federalism and give examples of federalism from current events.
6. Divide the class into two groups – the Federalists and the Anti-Federalists. Each group should defend their position and debate the ratification of the Constitution.

SECOND QUARTER · CYCLE 2, UPPER

TOPIC: The Constitution

PACING: 4 Days

STANDARDS:

- SS.5-8.PAG.6** Evaluate fundamental values of constitutional democracy.
- SS.5-8.CIP.1** Discuss how the theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society.
- SS.5-8.CIP.2** Define individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent.
- SS.5-8.CIP.3** Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship.
- SS.5-8.CIP.4** Examine the common good and the rule of law.

OBJECTIVES:

- Identify the principles contained in the Constitution and their importance.
- Analyze and evaluate the process of amending the Constitution.
- Discuss the importance of interpreting the Constitution instead of amending it.
- Describe separation of powers.

VOCABULARY: popular sovereignty, limited government, enumerated powers, reserved powers, concurrent powers, separation of powers, implied powers, due process, naturalization

SPIRITUAL APPLICATIONS:

Daniel 6 – Review the story of Daniel and the Lions’ Den. Daniel was a government official and exhibited excellent integrity in performing his duties. Why is integrity an important quality for positions of responsibility and for our spiritual development?

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 8 – pp. 203-242

Chapter 8 Digital Lessons Plans and Presentations

Video – *The Bill of Rights* (1:11)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Constitution Quiz* (35:53)
 BrainPop video – *Branches of Government* (4:19)
 BrainPop video – *Bill of Rights* (4:52)
 BrainPop video – *Presidential Power* (3:07)
 BrainPop video – *Supreme Court* (2:29)
 BrainPop video – *Democracy* (3:52)
 BrainPop video – *Citizenship* (4:25)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Rewrite the Bill of Rights in your own words.
2. Write a short essay to explain how the Constitution can be regarded as a flexible document and the amendment process.
3. Review the amendments to the Constitution. Choose one and then act out how this amendment has changed lives in America.
4. Interview your grandparent or another elderly individual about changes to the Constitution in their lifetime.
5. Prepare a class display by providing current news stories which relate to constitutional issues.
6. Make a chart showing the duties and responsibilities of citizenship.
7. Find a practice citizenship test on the Internet which might be used by a person getting ready to become a naturalized citizen. See how well you do!

THIRD QUARTER · CYCLE 2, UPPER

TOPIC: The Federalist Era

PACING: 3 Days

STANDARDS:

- SS.5-8.TCC.8** Outline the origins and influences of social, cultural, political, and economic systems.
- SS.5-8.IGI.3** Determine how institutions are created to respond to changing individual and group needs.
- SS.5-8.IGI.10** Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result.
- SS.5-8.PAG.7** Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.

OBJECTIVES:

- Discuss the development of the American political system during the Federalist Era.
- Identify challenges that the new government faced on the frontier.
- Contrast the view of the developing political parties.

VOCABULARY: precedent, cabinet, bond, impressment, partisan, caucus, aliens, sedition, nullify states' rights

SPIRITUAL APPLICATIONS:

1 Kings 3:16-28 - Read and discuss the story about a conflict that Solomon resolved. Solomon received wisdom from God. Why is supporting and praying for our government officials important?

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 9 - pp. 243-264

Chapter 9 Digital Lessons Plans and Presentations

Video - *The First President* (2:24)

Video - *Whiskey Rebellion* (2:14)

Video - *Early American Politics* (2:20)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Searching for Stability: Shaping America* (28:40)

BrainPop video - *George Washington* (4:30)

BrainPop video - *John Adams* (5:46)

BrainPop video - *Political Party Origins* (4:18)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Prepare a one-paragraph speech entitled "Challenges I Faced as President" from George Washington's point of view.
2. Divide the group into two groups - one in support of the protestors in the Whiskey Rebellion and the other group in support of Washington and Hamilton. Groups defend their position during a class discussion.
3. Create a campaign sign for John Adams in the election of 1796.
4. Explain the principle of states' rights. Make a list of some states' rights.
5. Make a Venn diagram comparing and contrasting the Federalists and the Democratic-Republicans.

THIRD QUARTER · CYCLE 2, UPPER

TOPIC: The Jefferson Era

PACING: 3 Days

STANDARDS:

SS.5-8.C.10 Analyze how language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.

SS/5-8.PPE.11 Utilize a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.

OBJECTIVES:

- Compare and contrast the election of 1800 with modern elections.
- Describe the power of the Supreme Court and the federal government.
- Locate the Louisiana Purchase on a map and discuss the importance of the purchase.
- Discuss the Lewis and Clark expedition.
- Explain why the United States was not prepared for the War of 1812.

VOCABULARY: customs duty, jurisdiction, secede, tribute, neutral rights, embargo, nationalism, frigate

SPIRITUAL APPLICATIONS:

1 Samuel 17 - Review and discuss the story of David and Goliath. In what ways did the defeat of Goliath influence David's life?

McGRAW-HILL RESOURCES:

A History of the United States

Chapter 10 - pp. 265-292

Chapter 10 Digital Lessons Plans and Presentations

Video - *Jefferson vs Hamilton* (7:06)

Video - *The Louisiana Purchase* (2:59)

Video - *The War on the Shores of Tripoli* (3:16)

Video - *The Star Spangled Banner* (3:02)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment - *Louisiana Purchase Overview* (3:00)

Learn360 video segment - *William Eaton's Assault in Tripoli* (3:48)

Learn360 video segment - *The Battle of Tippecanoe* (2:03)

Learn360 video - *The War of 1812* (19:57)

BrainPop video - *Thomas Jefferson* (5:22)

BrainPop video - *James Madison* (6:04)

BrainPop video - *Primaries and Caucuses* (4:32)

BrainPop video - *Lewis and Clark* (5:03)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a magazine cover about Thomas Jefferson, James Madison, Robert Fulton, Meriwether Lewis, William Clark, or Tecumseh.
2. In small groups or individually, make a time line showing events leading up to and during the War of 1812.
3. Write a letter to a friend as if you were Dolley Madison. Detail the attack by the British troops on Washington.
4. Discuss why war heroes may have an advantage in political campaigns.
5. Write an opinion essay in which you draw conclusions about the success of the Lewis and Clark expedition.
6. Using Tecumseh's quote on p. 283, summarize his ideas about Native American lands and relations with the white Americans.

THIRD QUARTER · CYCLE 2, UPPER

TOPIC: American Growth and Expansion

PACING: 4 Days

STANDARDS:

- SS.5-8.PPE.1** Examine how the theme of people, places, and environments involves the study of the relationships between human populations in different locations, and geographic phenomena such as climate, vegetation, and natural resources.
- SS.5-8.PPE.7** Discuss human modifications of the environment.
- SS.5-8.IGI.11** Critique how groups and institutions influence culture in a variety of ways.
- SS.5-8.PDC.7** Illustrate how banks and other financial institutions channel funds from savers to borrowers and investors.
- SS.5-8.PDC.10** Evaluate how goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption.

OBJECTIVES:

- Analyze why industrial growth began in New England.
- Compare agriculture in the different regions of the country.
- Identify modes of transportation during the industrial Revolution.
- Analyze life in western settlements.
- Summarize the Missouri Compromise.

VOCABULARY: cotton gin, interchangeable parts, patent, capitalism, free enterprise, census, turnpikes, canal, locks, sectionalism, monopoly, interstate commerce, ceded

SPIRITUAL APPLICATIONS:

Romans 16:17 – Paul reminds us that divisions and obstacles should be avoided. Why are divisions between people or groups so harmful?

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 11 – pp. 293-320

Chapter 11 Digital Lessons Plans and Presentations

Video – *The Slave Trade and the Cotton Gin* (3:23)

Video – *Daniel Boone* (5:06)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Eli Whitney* (4:34)
Learn360 video segment – *Mass Production* (3:02)
Learn360 video segment – *Erie Canal Opens* (1:39)
Learn360 video segment – *James Monroe: Major Events* (3:03)
Learn360 video – *The Presidents: 1789-1825* (45:09)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Choose a mode of transportation of the time period. Record the pros and cons of this mode of transportation on a T-chart.
2. Prepare one page for a classroom scrapbook dealing with U.S. growth and expansion. Coordinate with classmates to produce a logical and coherent scrapbook.
3. Compare and contrast farms in the Northeast, West, and South using a three-circle Venn diagram.
4. Review census information, especially population changes (i.e., increase, shift from rural to urban). Graph the information you gathered.
5. Write a short essay discussing the issues related to sectionalism and how the Missouri Compromise provided a temporary solution.

THIRD QUARTER · CYCLE 2, UPPER

TOPIC: The Jackson Era

PACING: 3 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.PDC.4** Evaluate how the economic choices that people make have both present and future consequences.

OBJECTIVES:

- Evaluate the role of campaign tactics in elections of the early nineteenth century.
- Compare the position of those who supported states' rights to those who wanted a stronger federal government.
- Describe the impact of the policy of removal of the Native Americans to Indian Territory.
- Explain Jackson's objections to the Bank of the United States

VOCABULARY: favorite sons, plurality, majority, mudslinging, bureaucracy, spoils system, nominating conventions, tariff, relocate, Trail of Tears, veto

SPIRITUAL APPLICATIONS:

Luke 2 – Review the birth and early life of Jesus. He came to earth as a “common man.” Why is that important as it relates to the Great Controversy?

McGRAW-HILL RESOURCES:

A History of the United States

Chapter 12 – pp. 321-344

Chapter 12 Digital Lessons Plans and Presentations

Video – *President Andrew Jackson* (3:17)

Video -- *Blending of the Seminole* (3:07)

Video – *Jackson and His Successors* (3:18)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents: 1825-1849* (45:10)

BrainPop video – *Andrew Jackson* (5:08)

BrainPop video – *Seminole Wars* (5:37)

BrainPop video – *Trail of Tears* (5:30)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create political advertisements (print or audio) for Henry Clay, Andrew Jackson, or John Quincy Adams.
2. Compare campaign innovations in 1828 to those of today.
3. Write an opinion paper detailing your agreement or disagreement with the policies and actions of President Jackson.
4. Prepare a PowerPoint presentation discussing the relocation of a Native American tribe.
5. Write a newspaper article describing the Trail of Tears. Is your perspective from the white settlers or the Native Americans being relocated?
6. Discuss what being “a man of the people” means and why so many politicians use this idea in campaigning.

THIRD QUARTER · CYCLE 2, UPPER

TOPIC: Manifest Destiny

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.5** Demonstrate that historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources.
- SS.5-8.PPE.7** Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs.
- SS.5-8.PPE.10** Analyze the roles of different kinds of population centers in a region or nation.

OBJECTIVES:

- Analyze why Americans wanted the land in the Oregon Country.
- Evaluate the concept of and justifications for Manifest Destiny.
- Identify the reasons behind the conflict between the United States and Mexico.
- Discuss how the discovery of gold and religious migration affected westward development.

VOCABULARY: joint occupation, mountain men, emigrants, prairie schooners, Manifest Destiny, Tejano, decree, annex, rancho, forty-niners, boomtown, vigilantes

SPIRITUAL APPLICATIONS:

Proverbs 25:25 - "Like cold water to a weary soul is good news from a distant land." Discuss how the Good News of the gospel is a blessing for us today. List references that illustrate God's Good News for us.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 13 - pp. 345-372

Chapter 13 Digital Lessons Plans and Presentations

Video - *James K. Polk and Western Expansion* (2:06)

Video - *The Alamo* (3:26)

Video - *Achieving Manifest Destiny* (1:12)

Video - *New Citizens of the Mexican-American War* (2:03)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment - *The Whitmans* (1:43)
Learn360 video segment - *Mountain Men* (3:15)
Learn360 video segment - *Mexican-American War* (2:54)
Learn360 video segment - *Lure of Gold in California* (3:36)
BrainPop video - *Westward Expansion* (5:14)
BrainPop video - *Mexican-American War* (4:54)
BrainPop video - *Gold Rush* (3:01)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. After reviewing and discussing the PowerPoint presentation in the "What Do You Think" digital lesson plan, write a summary of the Alamo. What is the historical perspective behind your summary?
2. Choose one of the westward trails. Make a map noting the significant points along that trail. Give a description of how traveling that trail today would be similar and different to the early travelers on the trail.
3. Write dialogue between a "forty-niner" looking for gold and a Mormon settler as they meet along their journey west.
4. Write a short essay examining the concept of "Manifest Destiny."
5. Research and report on "boomtown" economics.

FOURTH QUARTER · CYCLE 2, UPPER

TOPIC: North and South

PACING: 4 Days

STANDARDS:

- SS.5-8.C.2** Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance.
- SS.5-8.PDC.5** Justify how economic incentives affect people's behavior and may be regulated by rules or laws.
- SS.5-8.SST.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.
- SS.5-8.SST.12** Analyze how science and technology sometimes create ethical issues that test our standards and values.

OBJECTIVES:

- Identify and evaluate how the innovations in industry, travel, and communications changed the lives of Americans in the 1800s.
- Compare the economies of the North and South.
- Discuss the relationship between immigration and its impact on the cities and industry in the North.
- Describe the living conditions and culture of enslaved African Americans in the South.

VOCABULARY:

clipper ships, telegraph, Morse code, trade unions, strikes, productivity, domestic slave trade, yeomen, overseer, spirituals, Underground Railroad, literacy

SPIRITUAL APPLICATIONS:

1 Timothy 6:1-3 – Read and discuss what Paul is saying about respecting the master if you are a slave. Does this mean that Paul supports the concept of slavery? Discuss the long history of slavery even in Bible times.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 14 – pp. 373-400

Chapter 14 Digital Lessons Plans and Presentations

Video – *Machines and Industry* (1:43)

Video – *Potato Famine & Irish Immigration* (2:19)

Video – *Cotton is King* (1:15)

Video – *Early African American Christians* (3:18)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Morse Code and the Possibility of Telegraph* (00:57)

Learn360 video segment – *King Cotton in the South* (5:43)

Learn360 video – *Follow the Drinking Gourd – A Story of the Underground Railroad* (26:06)

BrainPop video – *Slavery* (4:50)

BrainPop video – *Underground Railroad* (4:19)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a short message in Morse code, then ask a classmate to decode your message.
2. Create a Venn-diagram comparing and contrasting the Northern and Southern economies.
3. Write a fictional narrative of an enslaved person's daily life on a Southern plantation or about an enslaved person who runs away.
4. Describe discrimination. List examples of discrimination during this time in both the North and South.
5. Research one innovation (in transportation, communication, or agriculture) of this time. Then make a display board with illustrations, text, and graphs which share what you have learned about that innovation.
6. Learn a "spiritual." Discuss the significance of the words of the song from the perspective of a slave.

FOURTH QUARTER · CYCLE 2, UPPER

TOPIC: The Spirit of Reform

PACING: 4 Days

STANDARDS:

- SS.5-8.STS.8** Use a variety of media and formats within digital environments to communicate ideas with authentic audiences, and engage in faith based activities.
- SS.5-8.CIP.1** Discuss how the theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society.
- SS.5-8.CIP.2** Define individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent.
- SS.5-8.CIP.5** Interpret key documents and excerpts from key sources that define and support democratic ideals and practices.

OBJECTIVES:

- Explain how the Second Great Awakening led to an interest in social reform.
- Identify major reform movements and leaders.
- Trace the development of the abolitionist movement.
- Analyze the impact of the Seneca Falls Convention on the women's reform movement.

VOCABULARY: revival, temperance, normal school, civil disobedience, abolitionist, suffrage, coeducation

SPIRITUAL APPLICATIONS:

Review the history of temperance / health ministries in the Seventh-day Adventist church: <http://www.nadhealthministries.org/article/16/about-us/history-mission-and-organization>

How has the meaning of "temperance" changed over time since?

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 15 – pp. 401-424

Chapter 15 Digital Lessons Plans and Presentations

Video – *The Underground Railroad* (2:25)

Video – *The Women's Movement* (1:59)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Elizabeth Blackwell: Medical School* (2:12)

Learn360 video segment – *Elizabeth Cady Stanton* (2:02)

BrainPop video – *Frederick Douglass* (4:32)

BrainPop video – *Women's Suffrage* (4:23)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Discuss how leaders can influence the way people think. Research an inspiring speech by an important abolitionist, then present a reenactment of the speech, using your own words.
2. Write a paragraph explaining how religious revivals led to reforms.
3. Complete an Internet search to find written or visual art from this period that shows the culture change taking place in America.
4. Create a time line showing the reform movements during the 1800s. How have these reform movements affected your life today?
5. Make a list of important individuals from this chapter. Construct a sentence that starts "I believe..." showing each historical figure's point of view on an important issue.
6. As a class, develop a multi-media presentation about the beginnings of the Seventh-day Adventist church or the church's health or social programs. Share it with your local or area churches.

FOURTH QUARTER · CYCLE 2, UPPER

TOPIC: Toward Civil War

PACING: 4 Days

STANDARDS:

- 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.
- SS.5-8.TCC.7** Discuss how the theme of civic ideals and practices helps us to learn Discuss the aftermath of the Great Disappointment and the gift of prophecy given to Ellen White.
- SS.5-8.TCC.9** Compare and contrast the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.
- SS.5-8.IGI.2** Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.
- SS.5-8.IGI.9** Demonstrate how institutions may promote or undermine social conformity.

OBJECTIVES:

- Determine the causes that led to the division of the nation.
- Discuss political compromises that were made because of slavery.
- Evaluate the importance of the election of 1860.
- Compare arguments about whether or not the South had the right to secede.

VOCABULARY: fugitive, secede, civil war, arsenal, martyr, secession, states' rights

SPIRITUAL APPLICATIONS:

Explore the beginnings of the Seventh-day Adventist church during this era:

First Seventh-day Adventist church:
<http://www.firstadventistchurch.org/>

Brief biographies of Adventist pioneers:
http://www.aplib.org/?page_id=12

Videos on Adventist pioneers:
http://www.aplib.org/?page_id=618

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 16 – pp. 425-448

Chapter 16 Digital Lessons Plans and Presentations

Video – *The Great Compromiser* (1:21)

Video – *Dred Scott* (2:50)

Video – *Secession and War* (1:49)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Crisis and Compromise: Shaping American* (28:29)

Learn360 video – *Abraham Lincoln* (19:43)

Learn360 video – *Slavery and Abolition Video Quiz* (23:22)

Learn360 video segment – *Slavery and the Lincoln Douglas Debate* (7:23)

BrainPop video – *Abraham Lincoln* (5:58)

BrainPop video – *Civil War Causes* (4:16)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a letter expressing support of differing points of view about Senator Henry Clay's suggested compromise.
2. Create a two-column chart. In the first column record events that threatened the balance between free and slave states. In the second column record the way the issue was resolved.
3. Research facts of *Dred Scott v. Sandford*. Develop a list of points for each side of the case and discuss the Supreme Court decision.
4. Prepare a brief skit showing the events that led to the fight at Fort Sumter.
5. Summarize the political career of Abraham Lincoln.
6. Select a key figure in the early history of the Seventh-day Adventist Church to research. Then make a biographical presentation about that individual to the class.

FOURTH QUARTER · CYCLE 2, LOWER

TOPIC: The Civil War

PACING: 5 Days

STANDARDS:

- SS.5-8.TCC.6** Analyze key historical periods and patterns of change within and across culture.
- SS.5-8.PAG.8** Describe the structure and organization of the Seventh-day Adventist church.
- SS.5-8.PDC.1** Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources.

OBJECTIVES:

- Compare the goals and strengths and weaknesses of the North and the South.
- Evaluate the effect of the Emancipation Proclamation.
- Describe political and economic changes that occurred during the Civil War.
- Analyze why the Battle of Gettysburg was a turning point in the Civil War.
- Identify the events that ended the Civil War.

VOCABULARY: border state, enlist, tributary, ironclad, casualty, Emancipation Proclamation, habeas corpus, bounty, draft

SPIRITUAL APPLICATIONS:

Compare and contrast organization of the government, military, and the Seventh-day Adventist church.

http://paucedu.adventistfaith.org/uploaded_assets/276337

(This flow chart may need to be adjusted for your union/conference.)

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 17 – pp. 449-490

Chapter 17 Digital Lessons Plans and Presentations

Video – *The Emancipation Proclamation* (1:58)

Video – *Civil War Battlefield Medicine* (2:24)

Video – *March to the Sea* (1:33)

ADDITIONAL RESOURCES / CONNECTIONS:

Across Five Aprils, by Irene Hunt

Learn360 video – *Civil War Video Quiz* (31:59)

Learn360 video – *Images of the Civil War* (44:07)

Learn360 video – *Civil War Games* (27:18)

Learn360 video segment – *Gettysburg* (7:12)

BrainPop video – *Civil War* (5:07)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Describe experiences and events of the Civil War by creating a visual display about a key group or individual.
2. Develop a visual graphic to compare the strengths and weaknesses of the North and the South.
3. Write a letter from the point of view of a soldier in the Civil War writing home from the battlefield.
4. Research hospitals and surgical practices in the days of the Civil War. Using a Venn diagram, compare and contrast Civil War medical practices with today's medical practices.
5. Write a summary of the role women played during the Civil War period.
6. As a group, develop a time line of events of the Civil War.
7. Create a map with locations of Civil War battles and other significant events.