

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!