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PLANNED INSTRUCTION

A PLANNED COURSE FOR:

_____Honors Social Studies_____

Curriculum writing committee:

Micah Sweeney

Grade Level: 8

Date of Board Approval: _____2025_____

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Course Grading Scale for Honors Social Studies 8 Total Points earned:

| | |
|--|-------------------------------------|
| Tests (Approx. 2-3 per Marking Period) | 100 points |
| Classwork/Homework | 10-20 points |
| Participation | 10-15 points |
| Quizzes (Approx. 4-5 per Marking Period) | 20-25 points |
| Projects/Essays (Approx. 1-2 per Marking Period) | 50-100 points |
| TOTAL | Approx. 500 pts. per marking period |

Curriculum Map

Overview:

This is a Pre-Advanced Placement course designed to challenge our honors level students to American history from the British settlement of North America through the Civil War with the depth and pace required of an honors level course. The learning focus will be on major periods, leaders, and developmental stages in American history. The curriculum has been designed to utilize available technology and cross-curricular activities.

This course will prepare the students for the demands of honors High School and AP Social Studies classes. It will challenge them to develop critical thinking and problem-solving skills. Students will use specific reading strategies to analyze and critique both primary and secondary historical sources. Students will compare individuals and groups that heavily contributed to American exceptionalism on the themes of government, religion, economics, arts and literature, science, technology, education and resources. They will collaborate with their peers, interact with historical text, receive direct instruction, conduct research and utilize technology whenever it benefits their learning.

Goals:

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Students will analyze major periods in American history from colonization through the Civil War, interpret primary and secondary sources, and develop historical arguments supported by evidence. They will engage in simulations, debates, and document-based writing tasks to deepen understanding of civic principles, sectional conflict, reform, and national identity. Through collaboration, reading strategies, and structured inquiry, students will build the critical thinking and historical literacy needed for honors and AP-level coursework.

Marking Period One: European settlement and colonization of North America

- Competition for North America
 - Swedish
 - Dutch
 - England
 - France
 - Native Americans
- Early Attempts at Colonization
 - Sir Humphrey Gilbert Expedition
 - Northwest Passage
 - Roanoke
 - Joint-Stock, Proprietary, and Royal Colonies
 - Jamestown
 - Plymouth
- Development of the 13 Colonies
 - Three colonial regions
 - Colonial life
 - Puritanism
 - The Trial of Anne Hutchinson
 - Salem Witch Trials
 - Religion and materialism
 - Pennsylvania history
 - Pennsylvania Dutch and German influence
- Economics of the 13 Colonies
 - Mercantilism
 - Triangular Trade
 - Navigation Acts
 - Smuggling
 - Salutary Neglect
- The Roots of Democracy
 - English law
 - The Enlightenment
 - The Great Awakening
 - Democratization of America

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- The French and Indian War
- Economy of the Ohio River Valley
 - George Washington
 - William Pitt
 - Alliances
 - Treaty of Paris (1763)
 - Pontiac's Rebellion
 - Proclamation of 1763
 - Results

Marking Period Two: Breaking from England/ Revolution to the Constitution

- British Control in the Colonies & Colonial Resistance
 - Coercive Acts / Intolerable Acts
 - Boston Tea Party
 - Sons of Liberty
 - Boston Massacre
 - Crispus Attucks
 - John Adams
 - Samuel Adams
 - Paul Revere
 - Declaratory Act
 - First Continental Congress
 - Committees of Correspondence
 - Boycotts
- Revolution
 - Sons of Liberty
 - Committees of Correspondence
 - Minutemen
 - Battle of Lexington
 - Battle of Concord
 - Second Continental Congress
 - Declaration of Independence
 - Appointment of George Washington
 - Thomas Paine
 - *Common Sense*
 - *The Age of Reason*
 - Revolutionary War
 - George Washington
 - France and Spain
 - Ethan Allen and the Green Mountain Boys
 - Fort Ticonderoga
 - Henry Knox

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- Battle of Bunker Hill
- Continental Army
- Battle of Trenton
- Battle of Saratoga
- Valley Forge
 - Martha Washington
 - Marquis de Lafayette
 - Baron Von Steuben
- Benedict Arnold
- Battle of Yorktown
- Lord Cornwallis
- French involvement
- Results and Effects
- Articles of Confederation
 - Strengths and Weaknesses
 - Shays's Rebellion
- U.S. Constitution
 - Constitutional Convention
 - Patrick Henry
 - Rhode Island's absence
 - The Constitution and Bill of Rights
 - James Madison
 - Whiskey Rebellion
 - Alexander Hamilton
 - Federalists, Anti-Federalists, Hamiltonians, Jeffersonians

Marking Period Three: The Country Expands/ George Washington to 1850

- George Washington's Presidency
- French Revolution
- Thomas Jefferson
 - Louisiana Purchase
 - First War on Terror
 - Lewis and Clark Expedition
- War of 1812
 - Invasion of Capital
 - Dolly Madison
 - National Anthem
 - Battle of New Orleans
 - General Andrew "Old Hickory" Jackson
- Industrial Growth

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- Domestic manufacturing
- Protective tariffs
- Era of Good Feelings
 - Monroe Doctrine
 - Urbanization
 - American System
 - Labor
 - Political Compromise
- Andrew Jackson
 - National Bank
 - Trail of Tears
 - Growth of Executive Branch
- Manifest Destiny

Marking Period Four: Challenges of a new nation to the Civil War/Lincoln's Assassination

- Rising tensions over slavery
- West Point Graduates
- Henry Ward Beecher
- The Caning of Charles Sumner
- Technological changes
- Slug vs. Minie Ball
- Lincoln–Douglas Debates
- Uncle Tom's Cabin
- President Lincoln
- Southern Secession
- States' Rights
 - Nullification
- Culture of the South
- States' Rights
- Civil War
 - Fort Sumter
 - Commanders of the Union Army
 - Jefferson Davis
 - George B. McClellan
 - Ulysses S. Grant
 - Robert E. Lee
 - Emancipation Proclamation
 - 54th Massachusetts

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- Sherman's March to the Sea
- Role of Women
- Gettysburg Address
- Lincoln's Assassination
 - John Wilkes Booth
 - 13th, 14th, & 15th Amendments
 - The Presidency of Andrew Johnson

Big Ideas:

Big Idea #1: Understanding historical context is essential for analyzing the events, people, and ideas that have shaped our nation across time and space.

Big Idea #2: Thoughtful historical interpretation requires investigating causes and effects to explain why events unfolded as they did.

Big Idea #3: The story of the United States continues to influence American citizens today and has made a lasting impact on the world stage.

Big Idea #4: Examining diverse perspectives deepens our comprehension of history and reveals the complexity of past decisions and events.

Textbook and Supplemental Resources:

- PRINT TEXTS: *Textbook — National Geographic U.S. History: American Stories*; readings from *Sounding Forth the Trumpet*; readings from *Co. Aytch*; letters and battle descriptions; court records (John Brown); readings from *Killer Angels*; readings from *Killing Lincoln*; readings from *Our Country's Founder*; *For Liberty: The Story of the Boston Massacre* by Timothy Decker; *Narrative of the Life of Frederick Douglass* by Frederick Douglass.
- NON-PRINT TEXTS: *PBS Liberty! The American Revolution*; *PBS Liberty's Kids*; *The Mystery of Robert E. Lee* by Professor Elliot Engel; *The Last Days of the Civil War: The Days that Changed a Nation*; *Gettysburg*; *The General*; *The Civil War: A Film by Ken Burns*; *Civil War Journal*; YouTube selections; *Glory*; *The War that Made America* (Documentary); *Founding Brothers* (Documentary); *The Crossing*; HBO series *John Adams*.
- In most cases, selected clips from films rather than full screenings will be used. A variety of films are provided from which teachers may choose to illustrate the Big Idea.

Curriculum Plan

Unit 1: Settlement and Colonization

45 days – Marking Period 1

PA Academic History Standards:

8.2.8.A – Evaluate the social, political, cultural, and economic contributions of individuals and groups in Pennsylvania history.

8.2.8.C – Analyze how continuity and change have impacted Pennsylvania history, including:

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.2.8.D – Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of Pennsylvania, considering:

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.3.8.B – Evaluate the importance of significant historical documents, artifacts, and places critical to United States history.

8.3.8.C – Analyze how continuity and change have impacted U.S. history, including:

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.3.8.D – Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States, considering:

- Ethnicity and race
- Working conditions
- Immigration

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- Military conflict
- Economic stability

Objectives

- Students will be able to identify and interpret primary and secondary source documents related to early American settlement, including the Mayflower Compact, John Smith's writings, William Penn's charters, and colonial maps, in order to explain the development of colonial governance and regional identities. (DOK – Level One, Level Two)
- Students will be able to use graphic organizers and reading strategies to analyze key historical texts—such as colonial biographies, charter documents, and informational articles—to evaluate how geography, culture, and economics influenced settlement patterns in the New England, Middle, and Southern colonies. (DOK – Level Four)
- Students will be able to cite specific evidence from primary and secondary sources to defend historical positions on topics such as motivations for colonization, the success of Jamestown, or the impact of religious tolerance in Pennsylvania. (DOK – Level Three)
- Students will be able to utilize technology to investigate early American colonization, including virtual tours of settlements like Jamestown and Plymouth, digital archives of colonial charters, and interactive resources on Native American interactions. (DOK – Level Three)
- Students will be able to distinguish between the characteristics of New England, Middle, and Southern colonies by evaluating regional differences in climate, economy, religion, and government. (DOK – Level Two)
- Students will be able to analyze reasons for migration to the American colonies by classifying push and pull factors related to political, economic, and religious motivations in England and Europe. (DOK – Level Two)
- Students will be able to apply the 5W method (Who, What, When, Where, Why) to examine historically significant figures and events in early American settlement, including William Penn, John Smith, Roger Williams, and key moments such as the founding of Pennsylvania and Plymouth. (DOK – Level Two)

Core Activities and Corresponding Instructional Methods

- Academic and Content Vocabulary
 - Direct instruction and practice, small group/collaborative learning: graphic organizer (*Give One, Get One*)
- Build Background Knowledge Utilizing Technology
 - Research project: *The Founding of the 13 Colonies*
 - Informational Web Quest: *The Salem Witchcraft Trials*
 - Colonial Charter Research
 - Virtual Tours: *Jamestown, Wampanoag Village, Pilgrim Village*
 - Primary Source Readings: *John Smith, William Penn*

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- Build Background Knowledge Using Visual and Text Sources
 - Independent readings, talking to the text, golden line, summarizing: *William Penn's biography*, *The Salem Witch Trials, 1692*; *Mayflower Compact*
 - Venn Diagrams: comparing colonial regions
 - A.P. U.S. History Flashcards
 - Biographies on individual explorers
 - Label the colonies/regions on a blank map
- Interpret and Organize Content Material
 - Informative writing: *Jamestown Survival Plan*, *Personalized Mayflower Compact*
 - Persuasive writing: *Invitation to the Colonies*, *Columbus: Prove Me Wrong, Hero or Villain*
- Develop Historical Thinking Skills with Short Document-Based Learning (Mini-DBQs)
 - Use 2–3 short sources (quotes, images, charts) around a focused question
 - Graphic organizer: Claim – Evidence – Source; write a thesis statement
 - Short constructed response using evidence from all sources
- Practice Evidence-Based Writing
 - Introduce and explain quotes using the Quote Sandwich method
 - CER (Claim, Evidence, Reasoning) paragraph responses to primary sources
 - Write thesis sentences and outlines as regular warm-up activities
- Engage in Creative Simulations and Perspective-Taking
 - Colonial Town Hall Debate: students role-play historical figures
 - Colonial Survival Simulation: journal entries based on historical scenarios
 - Write historical fiction journal entries from the perspective of a colonist, Native American, or enslaved person
- Enhance Collaboration and Discussion Through Interactive Activities
 - Gallery Walk: students analyze images, maps, or quotes at stations
 - Structured academic conversations using Socratic Seminar or Debate
 - Partner or small group work: CER writing based on paired texts
- Outline / Graphic Organizer Based on Curriculum Map Topics
 - May or may not use textbook
- Textbook Integration
 - Pages 50–51 – Discuss image and captions
 - Pages 52–53 – TEACH questions 1 and 2
 - Pages 54–55 – Lecture on Columbus's background and Spain's dominance; pair activity from "Active Options"
- Extension / Critical Thinking
 - Prove Me Wrong: Should Columbus's achievements still be celebrated?
- Key Terms Comparison Activity
 - Student-generated index cards (Swedish, Dutch, French, Spain, English, Native American, etc.)

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- Large font term on one side, definition on back
- Students pair and present relationships between terms
- Exploration Groups: "What Did This Group Want?"
- Swedish – Research, report on settlements
- Spanish – Research, report on settlements
- Dutch – Teach colonization model; p. 64 textbook; bio of Hudson; summary article
- France – Research/report; focus on fur trade and low population; use video/article link
- Spain – Compare Spanish and Dutch models; Digital History; explorer bios; social media profile activity
- England – Covered in depth in next unit
- Native Americans – Film clip discussion (*The Searchers*); stereotype analysis; Inca article annotation; tribe readings; synthesis essay
- Columbian Exchange Wrap-Up
- Guided Discussion questions (textbook p. 71)
- Key Terms Comparison Activity (Colonization)
- Terms: Sir Humphrey Gilbert Expedition, Northwest Passage, Roanoke, Types of Colonies, Jamestown, John Smith
- Sir Humphrey Gilbert Expedition
- Read/annotate/discuss Longfellow's poem
- Northwest Passage
- Textbook pp. 60–61; Guided Discussion
- Reformation connection to colonization
- Extension: Stan Rogers song; research historical names
- Roanoke
- Textbook pp. 86–91; annotate with post-its
- Extension: critique John White's artwork; model art review
- Joint Stock, Proprietary, Royal Colonies
- Resources: *ushistory.org*, *Boundless US History*
- Jamestown
- Textbook pp. 92–93; Guided Discussion
- Captain John Smith
- Evaluate source reliability and author motive
- Pocahontas Saves John Smith
- Watch video clip; complete Double-Entry Journal
- Plymouth
- Annotate image on p. 84; discuss Winthrop quote
- Read: *City on a Hill* (Gilder Lehrman PDF)
- Read/annotate pp. 100–103
- Read the *Mayflower Compact*; CRF questions

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- Mercantilism
 - Start with cartoon (Medium.com); connect to European competition
- Navigation Acts
 - Textbook p. 125; Digital History; group annotations
- Smuggling
 - Textbook p. 125; define the term; identify it within context of Navigation Acts
- Salutary Neglect
 - Read: *A Patriot's History of the United States* (pp. 53–55)
- Read Aloud
 - Jane Yolen's *Encounter*
- French and Indian War
 - Watch: *The War that Made America* documentary
 - Use graphic organizer to annotate and discuss

Assessments:

Diagnostic:

pre-test, KWL graphic organizer, brainstorming, question and answer, class discussion, Kinesthetic review activity (Four Corners, Human Timeline, etc.), Pictionary, Guided Socratic Dialogue Based on Course Content, Timeline Construction, Historical Thinking Skills Surveys, Teacher Observation

Formative:

section quizzes, teacher observation, graphic organizers, guided reading questions, class discussion, question and answer, exit tickets, think-pair-share, quizzes with feedback, observations and class discussions, drafts with peer review, classroom polls, whiteboard responses, self-assessments, anticipation guides

Summative:

common assessment section quizzes; 3.1 quiz, 3.2 quiz, 4.1 quiz, 4.2 quiz, 4.3 quiz; common assessment unit tests; ch. 3 test, ch. 4 test; textbook-based informational research projects; Mayflower Compact research project, founding documents research project, colonial simulation research project, colonial charter research project; warmups, classwork / homework checks

Connectives:

- Builds upon prior knowledge of European exploration
- Connects early settlement challenges to economic systems
- Bridges the study of Jamestown to later self-governing practices

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- Provides foundation for comparing New England, Middle, and Southern Colonies
- Links colonists' motivations to emerging American ideals
- Scaffolds the analysis of primary source documents
- Sets the stage for future study of colonial resistance
- Reinforces geographic skills introduced in grade 7
- Introduces themes of freedom, survival, and governance
- Reinforces the concept of civic responsibility introduced in early governance documents
- Connects colonization themes to ongoing struggles for identity and autonomy in American history

Extensions:

- Reading and interpretation of primary source documents (see *McDougal Littell American History Unit Resource Books*)
- Practice with document-based questions (see *McDougal Littell American History Document-Based Questions Practice Workbook*)
- Reinforcement of supplemental vocabulary terms
- Development of higher-order thinking skills
- Distinguishing between discussions, disagreements, arguments, and fights
- Memorization of historically significant markers in the development of America
- Analysis of excerpts from *Bradford's History*
- Exploration of the concept: "*Pilgrims Beat 'Communism' With Free Market*"
- Emphasis on understanding cause and effect and historical significance through key dates and events related to the founding of the United States; suggested dates can be displayed on a bulletin board and referenced throughout the year
- Compare colonial charters to modern constitutions or student handbooks
- Research Native American governance systems prior to European contact
- Investigate lesser-known colonial settlements and present findings (e.g., Fort Caroline, New Sweden)
- Explore the role of women or enslaved peoples in early colonial society
- Conduct a mock archaeological analysis of a colonial site using online databases
- Write a series of journal entries from multiple colonial perspectives (e.g., settler, Native, indentured servant)
- Debate: "*Was the Mayflower Compact a democratic document?*"
- Evaluate the Pilgrims' shift from communal to private farming — was it inevitable?

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Unit 2: Breaking from England/Constitution to Revolution

45 days – Marking Period 2 **Standard(s)**:

PA Academic History Standards:

8.3.8.B – Evaluate the importance of significant historical documents, artifacts, and places critical to United States history.

8.3.8.C – Analyze how continuity and change have impacted U.S. history, including:

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.3.8.D – Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States, considering:

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.2.8.A – Evaluate the social, political, cultural, and economic contributions of individuals and groups in Pennsylvania history.

8.2.8.C – Analyze how continuity and change have impacted Pennsylvania history, including:

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.2.8.D – Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of Pennsylvania, considering:

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

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Objectives

- Students will be able to identify and interpret primary source documents such as the Magna Carta, the English Bill of Rights, the Petition of Right, *Common Sense*, and excerpts from the *Declaration of Independence* to evaluate their influence on American revolutionary thought and constitutional principles. (DOK – Level One, Level Two)
- Students will be able to use graphic organizers and reading strategies to analyze key political and philosophical concepts found in Enlightenment texts, revolutionary speeches, and foundational American writings, including the works of John Locke, Thomas Paine, and George Mason. (DOK – Level Four)
- Students will be able to cite specific evidence from primary and secondary sources to defend a historical position on colonial resistance efforts, such as responses to the Stamp Act, the Boston Tea Party, or arguments in favor of independence during the Continental Congress. (DOK – Level Three)
- Students will be able to utilize technology to investigate the causes and consequences of the American Revolution, including digital archives of founding documents, interactive timelines of protests and battles, and virtual exhibits on revolutionary figures and events. (DOK – Level Three)
- Students will be able to correlate fundamental principles found in English legal traditions—such as due process, limited government, and representation—with those found in American founding documents including the *Declaration of Independence*, *Articles of Confederation*, and the *U.S. Bill of Rights*. (DOK – Level Three)
- Students will be able to demonstrate the fundamentals of writing a Document-Based Question (DBQ) by analyzing historical sources related to the causes of the American Revolution, constructing a thesis, and organizing an argument with evidence, in preparation for future AP-level coursework. (DOK – Level Three)
- Students will be able to evaluate the significance of key battles of the Revolutionary War, including Lexington and Concord, Saratoga, and Yorktown, and analyze how military strategy and foreign alliances contributed to American victory. (DOK – Level Three)
- Students will be able to analyze how different groups—such as enslaved African Americans, women, Native Americans, and Loyalists—experienced and contributed to the American Revolution. (DOK – Level Three)
- Students will be able to identify the strengths and weaknesses of the Articles of Confederation and explain how early attempts at national government shaped the need for a new constitution. (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

- Direct instruction and practice, small group/collaborative learning: graphic organizer (Give One, Get One), classroom word wall, chapter note takers, KWL
- Incorporation of vocabulary into general statements, counterexamples, and proof by failure to

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find counterexamples

- Incorporation of vocabulary into dialogue differentiating between discussions, disagreements, arguments, and fights
- Integrate vocabulary into exit tickets by requiring students to write a sentence using one new term learned that day in a historical context
- Research project: Essay and/or slideshow presentation on the Revolutionary War
- Revolutionary War timeline
- Design a vocabulary-based “conceptual web” where students link terms thematically (e.g., representation, tyranny, rebellion) and explain how each connects to broader revolutionary principles
- Facilitate a “vocabulary in context” challenge where students locate key terms in authentic historical sources (e.g., excerpts from Common Sense, letters from soldiers) and analyze how word choice shaped tone and purpose
- Use role-based group work in which students adopt the identities of specific revolutionaries and apply vocabulary and key content in mock interviews or debates
- Create a mock trial: Put King George III or Parliament “on trial” for violating colonial rights using primary sources as evidence
- Conduct a document analysis relay: rotate teams between stations featuring excerpts from Common Sense, the Declaration of Independence, and other revolutionary documents
- Compose a newspaper editorial either supporting or condemning the Boston Tea Party or Declaration of Independence
- Engage in a “Philosophers’ Roundtable” debate: students role-play Enlightenment thinkers discussing government, liberty, and natural rights
- Play “Constitution Café”: students sit at themed tables (e.g., Representation, Slavery, Federalism) to role-play Constitutional Convention delegates and work toward consensus
- Declaration of Independence – <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/declaration-of-independence>
- Thomas Paine & Common Sense – <https://www.battlefields.org/learn/videos/thomas-paine>
- Revolutionary War Animated Map – <https://www.battlefields.org/learn/maps/revolutionary-war-animated-map>
- George Washington Overview – <https://www.youtube.com/watch?v=miyo2NzTong>
- Valley Forge – <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/valley-forge>
- Battle of Bunker Hill – <https://www.battlefields.org/learn/revolutionary-war/battles/bunker-hill>
- Battle of Saratoga – <https://www.youtube.com/watch?v=cZNpbSP6Glo>
- Battle of Trenton – <https://www.youtube.com/watch?v=jGWySdd4Ajl>
- Yorktown – <https://www.nps.gov/york/index.htm>

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- Articles of Confederation – <https://www.history.com/topics/early-us/articles-of-confederation>
- Shays's Rebellion – <https://constitutioncenter.org/education/classroom-resource-library/classroom/3.1-topic-primer-summary-of-shays-rebellion>
- Constitutional Convention – <https://edsitement.neh.gov/lesson-plans/lesson-2-question-representation-1787-convention>
- The Constitution and Bill of Rights (iCivics) – <https://www.icivics.org/node/586/resource>
- Story of the Bill of Rights (Annenberg Classroom) – <https://www.annenbergclassroom.org/resource/story-bill-of-rights>
- Boston Massacre Overview – <https://www.youtube.com/watch?v=WzCu2R0Zwso>
- Sons of Liberty: Members and Causes – <https://www.history.com/news/sons-of-liberty-members-causes>
- Sons of Liberty (Select Scenes) – <https://www.history.com/shows/sons-of-liberty/season-1>
- Boston Tea Party – <https://www.youtube.com/watch?v=O834yXDLnzE>
- Intolerable Acts Explained – https://www.youtube.com/watch?v=deU_9QzH5sQ
- Midnight Riders: Paul Revere and Others – <https://edsitement.neh.gov/lesson-plans/not-only-paul-revere-other-riders-american-revolution>
- First & Second Continental Congress – <https://www.youtube.com/watch?v=GckRP2xRKNw>
- Committees of Correspondence – <https://www.bostonteapartyship.com/committees-of-correspondence>
- Colonial Boycotts – <https://www.historycentral.com/Revolt/Boycot.html>
- Fort Ticonderoga (Official Site) – <https://www.fortticonderoga.org/>
- Fort Ticonderoga (YouTube Clip) – <https://www.youtube.com/watch?v=bTLm6iQkG-4>
- Henry Knox and the Noble Train of Artillery – <https://america101.com/the-incredible-story-of-henry-knox-the-noble-train-of-artillery/>
- Alexander Hamilton Overview – <https://www.youtube.com/watch?v=eMAthKiEsvE>

Assessments:

Diagnostic:

pre-test; K-W-L graphic organizer; brainstorming; question and answer; class discussion; kinesthetic review activity (Four Corners, Human Timeline, etc.); Pictionary; guided Socratic dialogue based on course content; timeline construction; historical thinking skills surveys; teacher observation

Formative:

section quizzes, teacher observation, graphic organizers, guided reading questions, class discussion, question and answer, exit tickets, think-pair-share, quizzes with feedback, observations and class discussions, drafts with peer review, classroom polls, whiteboard responses, self-assessments, anticipation guides

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Summative:

Common Assessment Section Quizzes; 4.4 Quiz, 5.1 Quiz, 5.2 Quiz, 5.3 Quiz; Teacher observation; graphic organizers, guided reading questions, class discussions; Common Assessment Unit Tests; Ch. 4 Test, Ch. 5 Test, Cumulative Notebook Check; Textbook-Based Informational Essay and Research Projects; Founding Documents Analysis, Constitutional Convention Role Play, Bill of Rights Position Paper, State Constitution Project; Biweekly Classwork / Homework Checks: Warmups, Classwork / Homework Participation

Connectives:

- Builds upon prior analysis of early colonial government to explore the transition from subjects to citizens
- Connects Enlightenment ideals to the foundational arguments for American independence
- Bridges British legislative actions such as the Stamp Act and Intolerable Acts to growing colonial resistance
- Links revolutionary events to the formation of early American identity and unity
- Reinforces document analysis skills introduced in Unit 1 by applying them to *Common Sense*, the *Declaration of Independence*, and state constitutions
- Supports the development of civic understanding through examination of the Articles of Confederation and U.S. Constitution
- Prepares students to evaluate conflict, compromise, and cooperation during the nation's founding
- Highlights how foundational debates over liberty, representation, and government structure persist in contemporary civic life

Extensions:

- Curriculum-based PSSA-oriented warm-up questions
- Reading and interpretation of primary source documents (see the *McDougal Littell American History Unit Resource Books*)
- Document-based questions (see the *McDougal Littell American History Document-Based Questions Practice Workbook*)
- Reinforcement of supplemental vocabulary terms
- Memorization of historically significant markers in the development of America
- Structured debates on issues such as loyalty to Britain vs. support for independence
- Thematic essays comparing Enlightenment ideas and the principles in the *Declaration of Independence*
- Timeline activities focused on connecting legislation (Stamp Act, Tea Act, etc.) to colonial resistance
- Use of interactive simulations or online games that model Constitutional Convention

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dynamics

- Independent research presentations on unsung heroes of the Revolution (e.g., Mercy Otis Warren, James Armistead)
- Socratic Seminar using excerpts from *Common Sense* and the *Declaration of Independence*
- Side-by-side analysis of state constitutions leading up to the federal Constitution
- Application of the Bill of Rights to current events in a “Then and Now” writing assignment

Unit 3: The Country Expands/ George Washington to 1850

45 days – Marking Period 3

PA Academic History Standards:

8.2.8.A – Evaluate the social, political, cultural, and economic contributions of individuals and groups in Pennsylvania history.

8.2.8.C – Analyze how continuity and change have impacted Pennsylvania history, including:

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.2.8.D – Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of Pennsylvania, considering:

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.3.8.B – Evaluate the importance of significant historical documents, artifacts, and places critical to United States history.

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- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

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8.3.8.D – Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States, including:

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

Objectives:

- Students will be able to use graphic organizers and reading strategies to analyze key historical concepts found in both fiction and nonfiction texts, including speeches, slave narratives, and historical fiction related to antebellum America. (DOK – Level Four)
- Students will be able to cite specific evidence from primary and secondary sources to defend a historical position on issues such as expansion, reform, or the rising sectional divide. (DOK – Level Three)
- Students will be able to label all states in the Union as of 1850 on a blank map of North America and identify major regions and territories relevant to U.S. expansion. (DOK – Level One)
- Students will be able to utilize technology to investigate topics in American history, including digital archives, interactive maps, and research tools related to 19th-century America. (DOK – Level Three)
- Students will be able to evaluate the concept of Manifest Destiny and analyze how it shaped U.S. territorial expansion and relationships with Native American nations, Mexico, and foreign powers. (DOK – Level Three)
- Students will be able to describe the causes and outcomes of the Mexican-American War and assess its role in intensifying national debates over slavery. (DOK – Level Two)
- Students will be able to explain the goals and contributions of major 19th-century reform movements, including abolition, temperance, education, and women’s rights. (DOK – Level Two)
- Students will be able to trace the development of sectional conflict through key legislative compromises and events, including the Missouri Compromise, Compromise of 1850, and the Kansas-Nebraska Act. (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

- Direct instruction and practice; small group/collaborative learning using graphic organizers (e.g., Give One, Get One) and Think-Pair-Share
- Create a “Word of the Day” routine where students define, illustrate, and use the word in a historical context sentence
- Play the ABC Game: students list a vocabulary term or historical concept for each letter of the alphabet related to the unit (individually, in pairs, or small groups)
- Create individual vocabulary index cards with the term and definition on one side and a

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student-drawn image or symbol on the back representing the word's meaning in a historical context

- Access digital libraries of primary source readings from this time period
- Take virtual tours of key sites such as the National Archives and the White House
- Complete WebQuests on topics such as "Life on the Frontier"
- View curated YouTube videos on topics like the Star-Spangled Banner, steam engine development, functioning cotton gin, Sacagawea, the Alamo, and early political parties
- Engage in independent reading using strategies such as annotating, golden lines, and summarizing (e.g., selected entries from Lewis and Clark's Journals)
- Use Venn diagrams to compare Federalists and Anti-Federalists
- Label all U.S. states on a blank map as of 1850
- View scenes from *Frontier House* to examine hardships of westward expansion
- Complete "Caption This!" activities where students view historical images and write historically accurate captions
- Use a "Quick Draw" activity: students sketch a key idea or event and explain their drawing in 1–2 sentences
- Write informative pieces describing unsettled lands or major territorial developments
- Compose persuasive writing:
 - Pick-a-side debate (e.g., War Hawks vs. Doves – Should the U.S. go to war with Mexico?)
 - Write a letter to convince a friend or relative to either travel to California for the Gold Rush or stay home
- Engage in structured class discussions and written responses on battles over the size and scope of national government
- Write a letter from the perspective of a historical figure involved in westward expansion, explaining their views on land, opportunity, and conflict (e.g., a settler, a Native American leader, or a member of the U.S. military)
- Create an illustrated timeline that includes at least six major events from 1800–1850, with captions explaining each event's historical significance and how it contributed to national growth or division
- Compare and contrast two primary source excerpts—such as Andrew Jackson's speech on Indian removal and a Cherokee protest—and write a paragraph explaining how each side framed their argument
- Create a propaganda-style poster either supporting or opposing a major policy of the era (e.g., the National Bank, Indian Removal Act, or the Mexican-American War), including historically accurate slogans and symbols
- Choose one reform movement (e.g., abolition, temperance, women's rights), research a key figure, and create a short slide presentation or one-pager summarizing their goals, methods, and historical impact

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- George Washington – *The Crossing* – <https://www.mountvernon.org/education/for-teachers/lessonplans/>
 - Federalists and Anti-Federalists (iCivics Mini-Lesson) – <https://www.icivics.org/teachers/lesson-plans/federalism-debate-mini-lesson>
 - Thomas Paine – <https://www.ushistory.org/paine/>
 - Louisiana Purchase – Jefferson and the Louisiana Purchase – <https://www.monticello.org/thomas-jefferson/louisiana-lewis-clark/the-louisiana-purchase/>
 - Lewis and Clark Expedition – PBS: Inside the Corps – <https://www.pbs.org/video/lewis-clark-lewis-and-clark-journey-corps-discovery/>
 - Stephen Decatur and the Barbary Pirates – <https://www.battlefields.org/learn/biographies/stephen-decatur>
 - War of 1812 – Fort McHenry – <https://www.battlefields.org/learn/war-1812/battles/fort-mchenry>
 - Dolley Madison – <https://www.battlefields.org/learn/biographies/dolley-madison>
 - Andrew Jackson – Biography (Battlefields.org) – <https://www.battlefields.org/learn/biographies/andrew-jackson>
 - National Bank – <https://www.ushistory.org/us/24d.asp>
 - Trail of Tears – <http://pnhs.psd202.org/documents/dforema1/1540820857.pdf>
 - Industrial Growth WebQuest – <https://www.cusd80.com/cms/lib6/AZ01001175/Centricity/Domain/3898/1st%20American%20Industrial%20Revolution-%20WebQuest-2015-16.htm>
 - Monroe Doctrine – Close Reading (Edsitement) – <https://edsitement.neh.gov/lesson-plans/lesson-3-monroe-doctrine-close-reading>
 - Urbanization – *Downtown: A Short History of American Urban Exceptionalism* – <https://placesjournal.org/article/downtown-a-short-history-of-american-urban-exceptionalism/>
 - Manifest Destiny – Ohio State Lesson Plan – <https://hti.osu.edu/history-lesson-plans/united-states-history/manifest-destiny-westward-expansion>
- Assessments:**

Diagnostic:

pre-test; K-W-L graphic organizer; brainstorming; question and answer; class discussion; kinesthetic review activity (e.g., Four Corners, Human Timeline); Pictionary; guided Socratic dialogue based on course content; timeline construction; historical thinking skills surveys; teacher observation

Formative:

section quizzes, teacher observation, graphic organizers, guided reading questions, class discussion, question and answer, exit tickets, think-pair-share, quizzes with feedback,

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observations and class discussions, drafts with peer review, classroom polls, whiteboard responses, self-assessments, anticipation guides

Summative:

common assessment section quizzes; 6.1 quiz, 6.2 quiz, 7.1 quiz, 7.2 quiz, 8.1 quiz, 8.2 quiz; teacher observation; graphic organizers; guided reading questions; class discussions; EdPuzzle; common assessment unit tests (ch. 6, ch. 7, ch. 8); cumulative notebook check; primary source informational essay and research projects; biweekly classwork/homework checks: warmups; classwork/homework participation

Connectives:

- Builds upon students' prior knowledge of the Constitution and early government structures by examining how those systems were tested and expanded during westward migration and reform efforts
- Connects foundational concepts of liberty and rights to the emerging debates over slavery, women's roles, and labor reform
- Links the idea of federalism to the growing sectional divide and the clash between states' rights and national policy
- Reinforces map skills and geographic awareness introduced in earlier units to help students visualize the physical and political growth of the nation
- Prepares students to evaluate how political compromises attempted to maintain unity in the face of increasing moral and economic tensions
- Encourages continuity in primary source analysis through new document sets including speeches, letters, and reform literature
- Supports the development of civic understanding by introducing students to early expressions of activism and protest

Extensions:

- AP U.S. History-style warm-up questions
- Reading and interpretation of primary source documents (e.g., *McDougal Littell American History Unit Resource Books*, *Lewis and Clark Journals*, *Jefferson's Inaugural Addresses*, *Seneca Falls Declaration*)
- Document-based questions (DBQs) related to westward expansion, reform movements, or early industrial growth (see *McDougal Littell Document-Based Questions Practice Workbook*)
- Reinforcement of supplemental vocabulary terms related to expansion, sectionalism, and reform
- Memorization of historically significant markers in the development of 19th-century America (e.g., dates of major compromises, territorial acquisitions, reform events)
- Structured debates on topics such as Indian Removal, Texas annexation, or the role of

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government in reform

- Thematic essays connecting early American reform movements to modern movements for civil rights or social justice
- Map-based research activities that track territorial expansion and connect geography to political tensions
- Comparative reading of speeches from key historical figures (e.g., Andrew Jackson, John C. Calhoun, Frederick Douglass) to examine differing views on national identity

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Unit 4: Challenges of the New Nation to the Civil War Through Lincoln's Assassination

45 days Marking Period Four

PA Academic Standards for History (Grade 8):

8.2.8.A – Evaluate the social, political, cultural, and economic contributions of individuals and groups in Pennsylvania history.

8.2.8.C – Analyze how continuity and change have impacted Pennsylvania history, including:

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.2.8.D – Evaluate how conflict and cooperation among groups and organizations have influenced the history and development of Pennsylvania, considering:

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.3.8.B – Evaluate the importance of significant historical documents, artifacts, and places critical to United States history.

8.3.8.C – Analyze how continuity and change have impacted United States history, including:

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.3.8.D – Evaluate how conflict and cooperation among groups and organizations have influenced the history and development of the United States, considering:

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

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Objectives:

- Students will be able to identify, interpret, and cite evidence from primary and secondary sources—such as speeches, personal letters, and political documents—to construct and defend historical arguments related to slavery, secession, and Lincoln’s leadership during the Civil War era. (DOK – Level One, Level Two, Level Three)
- Students will be able to use graphic organizers and reading strategies to analyze key historical concepts found in both fiction and nonfiction texts, including wartime narratives and political debates. (DOK – Level Four)
- Students will be able to explain the causes of the Civil War by analyzing major events and political developments (e.g., Dred Scott, Kansas-Nebraska Act, election of 1860) and by mapping Union and Confederate states to illustrate geographic divisions. (DOK – Level One, Level Two)
- Students will be able to utilize technology to investigate topics in American history, including interactive maps, digital archives, and primary source databases related to the Civil War and Reconstruction. (DOK – Level Three)
- Students will be able to interpret the Emancipation Proclamation and Gettysburg Address and evaluate their impact on national identity, Union strategy, and the purpose of the Civil War. (DOK – Level Three)
- Students will be able to assess the military, political, and social consequences of major Civil War battles, including Antietam, Gettysburg, and Appomattox. (DOK – Level Two, Level Three)
- Students will be able to describe the events surrounding the assassination of Abraham Lincoln and analyze how his death affected the nation’s transition toward Reconstruction. (DOK – Level Two)
- Students will be able to evaluate the impact of differing perspectives on slavery and union by analyzing speeches, editorials, and political cartoons from both Union and Confederate sources. (DOK – Level Three)
- Students will be able to compare and contrast proposed Reconstruction plans and assess how early debates shaped the nation’s postwar direction. (DOK – Level Two)

Core Activities and Corresponding Instructional Methods

- Direct instruction and practice; small group/collaborative learning using graphic organizers (e.g., Give One, Get One), Think-Pair-Share
- Provide skeletal notes during direct instruction to help students focus on key concepts while allowing space for guided thinking and detail development
- Use a four-square writing organizer (claim, evidence, reasoning, counterpoint) to help students plan strong persuasive or argumentative writing
- Conduct a class debate or structured discussion in which students must use specific historical evidence to defend their position; follow with a written reflection or summary
- Access a digital library of primary source readings from this time period
- Show film clips on topics such as Bleeding Kansas, John Brown, Fort Sumter, and key Civil War battles; include Professor Elliot Engel’s lecture on Robert E. Lee

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- Use Archives.gov for written document analysis (e.g., Lincoln's speeches, Douglas's speeches)
- Show YouTube videos on the Civil War, Abraham Lincoln, and female spies in wartime
- Engage in independent reading using talking to the text, golden line, and summarizing strategies (e.g., arguments for and against popular sovereignty, quotations from the period)
- Use handouts for close reading of themes such as female roles in war, heroism among Black regiments, and the plot to assassinate Lincoln
- Complete Venn diagrams comparing the Northern and Southern economies
- Label a map of the U.S. in 1863 to identify Union, Confederate, and Neutral States, along with major industrial centers
- Use warm-ups to review and reinforce prior content
- Use "History Mysteries" as bell ringers to develop background knowledge through inquiry-based learning
- Write informative essays on topics such as the role of cotton or technology in shaping Civil War-era society and events
- Compose persuasive letters from the perspective of a slave, a soldier (Union or Confederate), or the spouse of a soldier, addressed to figures such as Jefferson Davis, Abraham Lincoln, or Eli Whitney
- Participate in structured class discussions or written responses on issues such as the size and scope of national government, constitutional implications of secession, and modern connections to historical conflicts
- Facilitate a Socratic seminar or structured group discussion using excerpts from primary or secondary sources (e.g., Lincoln's Inaugural Addresses, secession declarations, textbook); follow with a written summary or reflection
- Sectional Conflict: Regional Differences – <https://www.khanacademy.org/humanities/us-history/civil-war-era/sectional-tension-1850s/v/sectional-conflict-regional-differences>
- Civil War Innovations (PBS) – <https://www.pbs.org/opb/historydetectives/feature/civil-war-innovations/>
- Minié Ball: Civil War Ammunition – <https://www.history.com/articles/minie-ball>
- Lincoln–Douglas Debates – <https://www.gilderlehrman.org/history-resources/online-exhibitions/lincoln-douglas-and-their-historic-debates>
- Uncle Tom's Cabin – Harriet Beecher Stowe – <https://www.pbslearningmedia.org/resource/amex25.socst.ush.hbstowe/harriet-beecher-stowe-uncle-toms-cabin/>
- North vs. South: Social & Economic Differences – <https://www.battlefields.org/learn/articles/north-and-south>
- Southern Secession – CHSSP Lesson Plan – <https://chssp.ucdavis.edu/sites/g/files/dgvnsk8426/files/inline-files/Secession.pdf>
- States' Rights and the Civil War – <https://www.historynet.com/states-rights-civil-war/>
- George B. McClellan – Biography – <https://www.battlefields.org/learn/biographies/george-b-mcclellan>
- Ulysses S. Grant – Biography – <https://www.battlefields.org/learn/biographies/ulysses-s-grant>
- Robert E. Lee – Leadership Lessons – <https://www.wearethemighty.com/articles/12-leadership-lessons-in-the-words-of-robert-e-lee/>

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- Fort Sumter – National Park Service – <https://www.nps.gov/fosu/index.htm>
- Emancipation Proclamation – Full Text – <https://www.ourdocuments.gov/doc.php?flash=false&doc=34&page=transcript>
- 10 Facts About the Emancipation Proclamation – <https://www.battlefields.org/learn/articles/10-facts-emancipation-proclamation>
- 54th Massachusetts Infantry – <https://www.history.com/topics/american-civil-war/the-54th-massachusetts-infantry>
- Sherman’s March to the Sea (PBS) – <https://www.pbs.org/video/civil-war-shermans-march/>
- Role of Women in the Civil War – <https://www.battlefields.org/learn/articles/female-soldiers-civil-war>
- Gettysburg Address – <https://www.battlefields.org/learn/civil-war/battles/gettysburg>
- Lincoln’s Assassination – Teaching Resources – <https://www.fords.org/for-teachers/teaching-lincolns-assassination-legacy/>
- John Wilkes Booth – Teaching Resources – <https://www.fords.org/for-teachers/teaching-resources/?topic=john-wilkes-booth&page=1>
- The Presidency of Andrew Johnson – <https://www.biography.com/us-president/andrew-johnson>
- Reconstruction – NEH Edsitement Lesson Plan – <https://edsitement.neh.gov/lesson-plans/lesson-1-battle-over-reconstruction-aftermath-war>

Assessments:

Diagnostic:

pre-test; K-W-L graphic organizer; brainstorming; question and answer; class discussion; kinesthetic review activity (e.g., Four Corners, Human Timeline); Pictionary; guided Socratic dialogue based on course content; timeline construction; historical thinking skills surveys; teacher observation

Formative:

section quizzes, teacher observation, graphic organizers, guided reading questions, class discussion, question and answer, exit tickets, think-pair-share, quizzes with feedback, observations and class discussions, drafts with peer review, classroom polls, whiteboard responses, self-assessments, anticipation guides

Summative:

common assessment section quizzes; 10.1 quiz, 10.2 quiz, 11.1 quiz, 11.2 quiz, 12.1 quiz, 12.2 quiz, 14.1 quiz, 14.2 quiz; common assessment unit tests; ch. 10 test, ch. 11 test, ch. 12 test, common final exam; textbook-based informational essays and presentations; civil war cause-and-effect essay; Lincoln and leadership presentation; secession and constitutional crisis position paper; biweekly classwork/homework checks: warmups; classwork/homework participation; cumulative notebook test – mp4; common final assessment

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Extensions

- Reading and interpretation of primary source documents (see the *McDougal Littell American History Unit Resource Books*)
- Document-based questions (see the *McDougal Littell American History Document-Based Questions Practice Workbook*)
- Reinforcement of supplemental vocabulary terms
- Memorization of historically significant markers in the development of America
- ABC Game – Students write the alphabet on the left-hand side of a piece of paper. The teacher gives them a key idea (e.g., American Revolution, Civil War). Students come up with one word per letter that relates to the key idea.
- Joe/Jane the (Colonist) – This is an improvisational storytelling activity that helps students demonstrate historical understanding and think on their feet.
- Court Transcript Read Aloud – Many important trials have preserved transcripts. Reading portions of these aloud like a play can help students engage with historical concepts and legal reasoning (e.g., the trial of Robert E. Lee).