

DELAWARE VALLEY SCHOOL DISTRICT

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**SOCIAL STUDIES**

**Grade Level: Fifth**

**Date of Board Approval: \_\_\_\_\_2016\_\_\_\_\_**

## Planned Instruction

**Title of Planned Instruction:**

**Subject Area:** Social Studies

**Grade(s):** Fifth

**Course Description:**

This course encompasses the skills for grade 5 in Social Studies including geography, history, sociology, economics, civics, and government. The curriculum is aligned with the PA Standards, PA Assessment Anchors, and the PA Core Standards. The curriculum is designed to meet the needs of all students. Students will utilize various reading and writing projects, independent and cooperative projects, and Internet research to assist them in applying, analyzing, and evaluating information.

**Time/Credit for the Course:** 1 Year

**Curriculum Writing Committee:** Tammy Curtis and Tammy Moglia

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Map

1. **Marking Period One -Overview with time range in days: 45 days –  
Introduction- The United States and Its People**

**Marking Period One -Goals:  
Understanding of:**

Students will be introduced to the general concepts of geography, government, economics and history, and will develop an understanding of Native American Peoples of North America and Exploration of Colonies.

- **Geography**
  - Landforms
  - Regions of the United States
- **Government**
  - Immigrants
  - Diversity
  - Ethnicity
  - Citizen Responsibilities
  - US Constitution
  - Branches of Governments
- **Economics**
  - Supply/Demand
  - Opportunity Cost
  - Economy
- **History**
  - Culture
  - Artifacts
  - Primary/Secondary Resources
    - Writing: Expository
    - Technology: Internet research, word processing, PowerPoint

# DELAWARE VALLEY SCHOOL DISTRICT

## Unit 1: Native Peoples of North America

- **Ancient Civilizations**
  - Maya
  - Cahokia
- **North American Native Americans**
  - Inuit
  - Tlingit
  - Pueblo
  - Navajo
  - Lakota
  - Iroquois
  - Creek
- **Chart and Graph Skills: Read Parallel Time Lines**
  - Writing: Expository
  - Technology: Internet research, word processing, PowerPoint

## Unit 2: Exploration and Colonization

- **Early European Exploration**
  - Vikings
  - Trade/Trade Routes
  - Crusades
  - Marco Polo
- **Spanish Exploration/Settlement**
  - Cortes
  - Columbus
  - Ponce de Leon
  - de Soto
  - de Vaca
  - de Las Casas
- **Incan Empire**
- **Aztec Empire**
- **Northwest Passage**
  - Cabot
- **French Exploration/Settlement**
  - Cartier
  - de Champlain
- **First English Colonies**
  - Sir Walter Raleigh
  - Roanoke Island/Jamestown
  - Thanksgiving
- **Map and Globe Skills: Use Latitude and Longitude Maps**
- **Chart and Graph Skills: Compare Line and Circle Graphs**
  - Writing: Expository
  - Technology: Internet research, word processing, PowerPoint

### 2. **Marking Period Two -Overview with time range in days: 45 days**

#### **Marking Period Two -Goals:**

##### **Understanding of:**

Students will develop an understanding of Colonial America and the Struggle for North America including the American Revolution.

## Unit 3: Colonial America

- **New England**
  - Massachusetts Bay Company
  - Puritans

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- Colonial Life
- Native Americans
- **Middle Colonies**
  - New Amsterdam
  - Dutch West India Company
  - William Penn
- **Southern Colonies**
  - Catholicism v. Protestant
  - Plantations
- **Colonial Life**
  - Slave Trade
  - Growth
  - Great Awakening
- **Slavery in the Colonies**
  - Slave Codes
  - Slave Life
- **Colonial Economies**
  - English Trade Laws
  - Colonial Exports
- **Colonial Governments**
  - Legislation
  - Assemblies
  - John Locke
  - Phyllis Wheatley
- **Map and Globe Skills: Use a Historical Map**
  - Writing: Expository
  - Technology: Internet research, word processing, PowerPoint

### Unit 4: The Struggle for North America

- **French in Louisiana**
  - Marquette and Joliet
  - La Salle
  - de Bienville
- **French and Indian War**
  - Treaty of Paris
  - Proclamation of 1763
- **Colonists Unite**
  - Stamp Act
  - Sons of Liberty
  - Boston Massacre
  - Boston Tea Party
- **American Revolution**
  - Lexington and Concord
  - Early Battles
- **The Declaration of Independence**
  - Continental Army
- **The End of the American Revolution**
  - Patriots
  - Support on the Home Front
  - Abigail Adams
  - Profiteering
- **American Victories/Wars End**
  - Saratoga
  - Treaty of Alliance
  - Valley Forge

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- Yorktown
- Treaty of Paris 1783
- Outcomes of the war

- **Map and Globe Skills: Use a Battle Map**
  - Writing: Expository
  - Technology: Internet research, word processing, PowerPoint

### 3. Marking Period Three -Overview with time range in days: 45 days

#### Marking Period Three -Goals

##### Understanding of:

Students will develop an understanding of A New Nation, Slavery, and Emancipation.

#### Unit 5 The New Nation

- **A New Government**
  - Articles of Confederation
  - Northwest Territory
  - Shay's Rebellion
  - Constitutional Convention
  - Compromises
- **United States Constitution**
  - Checks and Balances
  - Bill of Rights
  - Amendments
  - Cabinet
- **The Louisiana Purchase**
  - Lewis and Clarke
  - Impressment
- **The War of 1812**
  - War Hawks
  - Francis Scott Key/"Star Spangled Banner"
  - Monroe Doctrine
- **The Industrial Revolution**
  - Cotton Gin
  - Interchangeable Parts
  - Erie Canal
- **Andrew Jackson**
  - Trail of Tears
  - Mormons
  - The Great Hunger
- **Texas and the War with Mexico**
  - Treaty of Guadalupe Hidalgo
  - California Gold Rush
- **Map an Globe Skills: Compare Maps at Different Scales**
  - Writing: Expository
  - Technology: Internet research, word processing, PowerPoint

#### Unit 6 Slavery and Emancipation

- **Cotton and the Spread of Slavery**
  - Missouri Compromise
- **Heading to War**
  - Abolitionists
  - Underground Railroad
  - Compromise of 1850

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- **The Nation Divided by War**
  - The Confederacy and the Union
- **The Union Moves Toward Victory**
  - Emancipation Proclamation
  - Gettysburg Address
- **The War Ends**
  - Sherman's March
- **Reconstruction**
  - Segregation
  - Jim Crow Laws
- **Chart and Graph Skills: Using Climographs**
  - Writing: Expository

#### 4. Marking Period Four –Overview with time range in days: 45 days

##### **Marking Period Four -Goals:**

##### **Understanding of:**

**Students will develop an understanding of A Nation Grows and the Modern Era**

#### Unit 7 The Nation Grows

- **Settling the West**
  - Transcontinental Railroad
- **The Plains Wars**
  - Threats to Native American Life
- **Big Business**
  - Inventions
  - Andrew Carnegie
  - John Rockefeller
  - Labor Unions
- **Growing Cities**
  - Immigration
- **New States and Territories**
  - Hawaii and Alaska
  - Spanish American War
- **Map and Globe Skills: Use Cartograms**
  - Writing: Expository
  - Technology: Internet research, word processing, PowerPoint

#### Unit 8 The Modern Era

- **A New Century**
  - President Theodore Roosevelt
  - Panama Canal
  - World War I
  - Treaty of Versailles/United Nations
- **The 1920s**
  - Suffrage
  - Automobiles
  - Stock Market Crash of 1929
  - The New Deal
- **World War II**
  - Pearl Harbor
  - Axis and Central Powers
  - D-Day
  - Holocaust(**Introduced in Grade 4**)

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- **The Cold War**
  - Communism
  - Eisenhower and Kennedy
  - Berlin Wall
  - The Space Race
  - Cuban Missile Crisis
- **Segregation**
  - Montgomery Bus Boycott
  - Civil Rights Act
- **The Vietnam War**
- **Present Day Challenges**
  - September 11, 2001
  - War on Terrorism
- **Map and Globe Skills – Use Time Zone Maps**
  - Writing: Expository
  - Technology: Internet research, word processing, PowerPoint



# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit:** Introduction

**Time Range in Days: 5 lessons (1 Week)**

**Standard(s):**

(PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards)

**Standards Addressed:**

**Civics and Government**

5.1.5.A, 5.1.5.B, 5.1.5.C, 5.1.5.D, 5.1.5.E, 5.1.5.F, 5.2.5.A, 5.2.5.B, 5.2.5.C, 5.2.5.D, 5.3.5.A, 5.3.5.B, 5.3.5.C, 5.3.5.D, 5.3.5.E, 5.3.5.F, 5.3.5.G, 5.3.5.H, 5.4.5.B,

**Economics:**

6.1.5.A, 6.1.5.B, 6.1.5.C, 6.1.5.D, 6.2.5.A, 6.2.5.B, 6.2.5.C, 6.2.5.D, 6.2.5.E, 6.2.5.F, 6.2.5.G, 6.3.5.A, 6.3.5.B, 6.3.5.C, 6.4.5.A, 6.4.5.B, 6.4.5.C, 6.4.5.D, 6.5.5.A, 6.5.5.B, 6.5.5.D, 6.5.5.E, 6.5.5.F, 6.5.5.G, 6.5.5.H

**Geography:**

7.1.5.A, 7.1.5.B, 7.2.5.A, 7.2.5.B, 7.3.5.A, 7.4.5.A, 7.4.5.B

**History:**

8.1.5.A, 8.1.5.B, 8.1.5.C, 8.2.5.A, 8.2.5.B, 8.2.5.C, 8.2.5.D, 8.3.5.A, 8.3.5.B, 8.3.5.C, 8.3.5.D, 8.4.5.A, 8.4.5.B

**English/Language Arts:**

CC.1.1.5.D, CC.1.1.5.E, CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.F, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.4.5.A, CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E, CC.1.4.5.F, CC.1.4.5.G, CC.1.4.5.H, CC.1.4.5.I, CC.1.4.5.J, CC.1.4.5.K, CC.1.4.5.L, CC.1.4.5.S, CC.1.4.5.T, CC.1.4.5.U, CC.1.4.5.V, CC.1.4.5.W, CC.1.4.5.X, CC.1.5.5.A, CC.1.5.5.B, CC.1.5.5.C, CC.1.5.5.D, CC.1.5.5.E, CC.1.5.5.F, CC.1.5.5.G

**Anchor(s):**

EO5.B-K.1, EO5.B-C.2, EO5.B-C.3.1, EO5.B-V.4, EO5.C.1.1, EO5.C.1.2, EO5.C.1.3, EO5.D.1.1, EO5.D.1.2, EO5.D.2.1, EO5.E.1.1

**Overview:**

This five day unit is a general overview to introduce students to the topics of civics and government, economics, geography, and history.

**Focus Question(s):**

What do places, people, and ideas tell us about the United States?

**Goals:**

Students will be able to identify the six ecosystems in the United States.  
Students will be able to understand the nation's five regions.  
Students will be able to understand the American's diverse population  
Students will be able to explain why the United States is a democratic republic.  
Students will be able to identify the key elements of the American economy.  
Students will be able to distinguish primary and secondary sources.

# DELAWARE VALLEY SCHOOL DISTRICT

## Objectives:

- DOK 1: Identify ecosystems in the United States
- DOK 1: Identify the key elements of the American economy
- DOK 2: Classify the nation into five regions
- DOK 2: Compare and Contrast America's diverse population
- DOK 2: Distinguish primary and secondary sources
- DOK 4: Analyze why the United States is a Democratic Republic

## Core Activities and Corresponding Instructional Methods:

*Key Concepts: geography,*

*Key Vocabulary: climate, environment, region,*

- Before reading, ask students "How big do you think the United States is?"
- Connect brainstorming about our nation's geography to the reading and discussing of pages 2-5.
- Discuss key vocabulary
- As students covered the nation's geographic regions in Grade 4, allow students to recall information about these regions. Students should work in small cooperative groups to research and design quilt pieces for the US regions. Once pieces are complete, the class can assemble to make a quilt in which students can refer to during the school year.

*Key Concepts: civic ideals*

*Key Vocabulary: census, citizen, ethnic group, immigrant,*

- Before reading, ask students "What does it mean to be diverse?"
- Connect brainstorming about our nation's geography to the reading and discussing of pages 2-5.
- Discuss key vocabulary
- Students should write an essay on how immigrants have influenced American society.

*Key Concepts: economics*

*Key Vocabulary: cost-benefit decision, demand, economy, opportunity cost, supply,*

- Before reading, ask students "What are the main ways people make a living in our community?"
- Connect brainstorming about American economy to the reading and discussing of pages 10-11.
  - Discuss key vocabulary
  - Allow students to role play with examples of a cost-benefit decision.

*Key Concepts: culture,*

*Key Vocabulary: artifact, culture, historian, primary source, secondary source*

- Before reading, ask students "What might a future historian use to study how we live today?"
- Connect brainstorming about history and culture to the reading and discussing of pages 12-13.
- Discuss key vocabulary
- As a class, allow students to discuss and plan a class museum of a particular historical event. Students should research the event by using both primary and secondary resources.

## Instructional Methods:

- Brainstorming
- Graphic Organizers
- Large Group Instruction
- Small Group Reading
- Oral and Silent Reading
- Group and Individual Research Projects and Presentations
- Timelines
- Discussion

## DELAWARE VALLEY SCHOOL DISTRICT

Creative Thinking/Problem Solving  
Critical Thinking  
Partner Reading and Questioning  
Map Reading  
Chart Reading  
Graph Interpretation  
Map Construction  
Student Writing  
Role Play  
Simulation

### Assessments:

#### **Diagnostic:**

Brainstorming Web: Students' participation and adherence to topic

#### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, map activities, hands on activities, lesson review

#### **Summative:**

Introduction Review and Assess- textbook page 14

### Extensions:

- Ask students to find out where "Tornado Alley" is
- Have students work in groups to make a time line of important historic events and natural disasters that have occurred in their region.
- Students can incorporate math and research skills to design bar graphs that show the frequency of a weather occurrence, climate, population, etc.
- Have students make a brochure illustrating one of the responsibilities of being a U.S. citizen to give a new immigrant.
- Have students explore what they can learn about their area from U.S. Census data.
- Allow students to design a flow chart of how goods and services work together to provide citizens with what they need. (ex. Banker provides service of loaning money to business owner who wants to own a bakery to provide goods, etc.
- Ask students to bring an object that has significance to then to class.
- Have students answer the questions "What is the artifact?" "Who made it" " How did it come to belong to you?" "What does it mean to you?"

### Correctives:

- Have students make up trivia questions based on the map on pp. 4-5.
- Have students write questions on index cards and answers on the back.
- Use question to review with the entire class.
- Use graphic organizers to assemble information from pages 4-5 to compare and contrast regions.
- Have students make a chart showing levels of government (local, state, and national) and their respective functions.
- Have students come up with a definition for a basic economic term, such as the vocabulary words, GDP, finance, and free market.
- Have students provide a definition of the term and at least one example or illustration of how it works.
- Compile into a class dictionary
- Have students make up trivia questions based on the map on pp. 12-13.

## DELAWARE VALLEY SCHOOL DISTRICT

### **Materials and Resources:**

Social Studies Text Book

Teacher's Manual

Wall Maps

Blank Maps [www.mapsoftheworld.com](http://www.mapsoftheworld.com)

Printable Graphic Organizers

[www.superteacherworksheets.com](http://www.superteacherworksheets.com)

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit 1:** Native Peoples of North America

**Time Range in Days:** 3 Week (5 Lessons)

### Standard(s):

(PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards)

### Standards Addressed:

#### Economics:

6.1.5.A, 6.1.5.B, 6.1.5.C, 6.1.5.D, 6.2.5.A, 6.2.5.B, 6.2.5.C, 6.2.5.D, 6.2.5.E, 6.2.5.F, 6.2.5.G, 6.3.5.A, 6.3.5.B, 6.3.5.C, 6.4.5.A, 6.4.5.B, 6.4.5.C, 6.4.5.D, 6.5.5.A, 6.5.5.B, 6.5.5.D, 6.5.5.E, 6.5.5.F, 6.5.5.G, 6.5.5.H

#### Geography:

7.1.5.A, 7.1.5.B, 7.2.5.A, 7.2.5.B, 7.3.5.A, 7.4.5.A, 7.4.5.B

#### History:

8.1.5.A, 8.1.5.B, 8.1.5.C, 8.2.5.A, 8.2.5.B, 8.2.5.C, 8.2.5.D, 8.3.5.A, 8.3.5.B, 8.3.5.C, 8.3.5.D, 8.4.5.A, 8.4.5.B

#### English/Language Arts:

CC.1.1.5.D, CC.1.1.5.E, CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.F, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.4.5.A, CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E, CC.1.4.5.F, CC.1.4.5.G, CC.1.4.5.H, CC.1.4.5.I, CC.1.4.5.J, CC.1.4.5.K, CC.1.4.5.L, CC.1.4.5.S, CC.1.4.5.T, CC.1.4.5.U, CC.1.4.5.V, CC.1.4.5.W, CC.1.4.5.X, CC.1.5.5.A, CC.1.5.5.B, CC.1.5.5.C, CC.1.5.5.D, CC.1.5.5.E, CC.1.5.5.F, CC.1.5.5.G

### Anchor(s):

EO5.B-K.1, EO5.B-C.2, EO5.B-C.3.1, EO5.B-V.4, EO5.C.1.1, EO5.C.1.2, EO5.C.1.3, EO5.D.1.1, EO5.D.1.2, EO5.D.2.1, EO5.E.1.1

### Overview:

The topics of this unit include Settling the Americas, Native Americans of the West, People of the Southwest, Native Americans of the Plains, and People of the Eastern Woodlands.

### Focus Question(s):

How do people adapt to where they live?

### Goals:

Students will be able to describe how hunters and gatherers settled in the Americas.  
Students will be able to identify unique features of early Middle American cultures.  
Students will be able to trace the development of the first North American cultures.  
Students will be able to explain how Native Americans adapted to varied environments.  
Students will be able to identify the cultures of Native Americans living in the Pacific Northwest.  
Students will be able to identify ways the Pueblo adapted to the desert.  
Students will be able to discuss how the Navajo learned to live in a new environment.  
Students will be able to explain the importance of the horse to the Plains peoples.  
Students will be able to identify ways Plains peoples used natural resources.  
Students will be able to explain slash and burn.

## DELAWARE VALLEY SCHOOL DISTRICT

Students will be able to compare the way the Creek and the Iroquois lived.  
Students will be able to understand how woodland peoples governed themselves.

### **Objectives:**

- DOK 1: Identify unique features of the early Middle American cultures
- DOK 1: Identify the cultures of Native Americans living in the Pacific Northwest
- DOK 2: Compare and contrast how hunters and gatherers settled in the Americas
- DOK 2: Summarize the development of the first Native American cultures
- DOK 3: Critique how the Navajo learned to live in a new environment
- DOK 4: Analyze the importance of the horse and other natural resources to the Plains peoples
- DOK 4: Analyze the government of the Woodland people

### **Core Activities and Corresponding Instructional Methods:**

#### **Lesson 1: Settling in the Americas**

##### **Core Activities:**

*Key Concepts: early American cultures*

*Key Vocabulary: archaeologist, glacier, civilization, irrigation, adobe*

- Before reading lesson, ask students to volunteer what they know about the first peoples in Americas?" Connect brainstorming about the first peoples in America to the reading and discussing of pages 20-26.
- Discuss key vocabulary and features and development of Middle and North American cultures.
- Use Reading Link: Compare and Contrast
- Have students to provide details from the text to show similarities and differences between the Olmec and the Maya.
- Allow students to write two sentences about how the Olmec and the Maya were alike, and one about how they were different.
- Have students find details in the text on pp. 24-25 to show similarities and differences between the early peoples of the Southwest and the Mound Builders.
- Have students use their details to give an oral explanation of how the peoples of the Southwest and the river valleys adapted to their environments.
- Allow students to build 3 dimensional representations of the achievements of the groups mentioned in Lesson 1.

#### **Lesson 2 Native Americans of the West**

##### **Core Activities:**

*Key Concepts: native peoples of the West*

*Key Vocabulary: totem pole, potlatch*

- Before reading lesson, ask students "to read red subheadings to make a prediction of lesson..
- Discuss key vocabulary and how geography affects people and where they live
- Allow students to use graphic organizers to compare and contrast the Inuit and Tlingit.

#### **Lesson 3: People of the Southwest**

##### **Core Activities:**

*Key Concepts: effects of desert life*

*Key Vocabulary: migrate, hogan*

- Before reading lesson, ask students to brainstorm the most important skill needed to survive in the desert.
- Discuss key vocabulary and the ways the Pueblo and the Navajo adapted to the desert
- Students should write a compare-contrast paragraph about the Pueblo and the Navajo.
- Allow students to research and find examples on the Internet of Navajo weaving and what it represents.

# DELAWARE VALLEY SCHOOL DISTRICT

## Lesson 4 : Native Americans of the Plains

### Core Activities:

- Key Concepts: impact of natural resources on the Native Americans of the Plains*
- Key Vocabulary: teepee, lodge, travois, coup stick*
- Before reading lesson, begin a discussion with students asking how did the natural resources of the Plains impact Native Americans.
- Discuss key vocabulary and how the horse was important to the Plains peoples.
- Discuss how artifacts can give us important clues about history.
- Using the Primary Source inset on page 38, have students write a journal entry giving more details about an event shown on the winter count.
- Allow students to find photos of teepees in order to make their own with sticks and fabric.

### Core Activities

- Key concepts: how does the environment shape cultures?*
- Key vocabulary: slash-and-burn, longhouse, wampum, Creek Confederacy, clan, Iroquios Confederacy*
- Before reading lesson, begin a discussion with students asking how environment shapes cultures
- Discuss key vocabulary and how the Eastern Woodland peoples' environment shaped their culture.
- Allow students to work in small groups to make a model of one aspect of the Creek or Iroquois tribes from the charts on pages 42-43.

### **Instructional Methods:**

Brainstorming  
Graphic Organizers  
Large Group Instruction  
Small Group Reading  
Oral and Silent Reading  
Group and Individual Research Projects and Presentations  
Timelines  
Discussion  
Creative Thinking/Problem Solving  
Critical Thinking  
Partner Reading and Questioning  
Map Reading  
Chart Reading  
Graph Interpretation  
Map Construction  
Student Writing  
Role Play  
Simulation

### **Assessments:**

#### **Diagnostic:**

Brainstorming Web: Students' participation and adherence to topic  
Student's abilities to locate subheadings and make predictions  
Evaluate students' responses in building background discussion

# DELAWARE VALLEY SCHOOL DISTRICT

## **Formative:**

Discussion, use of vocabulary terms, student writings, organization of thoughts in graphic organizers, map activities, interpretation of concepts through illustrations, lesson review, student-designed questions and sentences, and hands-on projects

## **Summative:**

Lesson 1 Assessment (pages 1-4)  
Lesson 2 Assessment (pages 5-8)  
Lesson 3 Assessment (pages 9-12)  
Lesson 4 Assessment (pages 13-16)  
Lesson 5 Assessment (pages 18-20)  
Idea Factory Activities (pages 5-14)  
Unit 1 Assessment

## **Extensions:**

- Allow students to assemble a time line in which students can see the development of these early groups.
  - Have students research why the Olmec have been called “the mother civilization of the America” and share their findings.
  - Have students create a Totem Pole using three or four symbols to represent their family history or a group to which they belong.
- After researching the weaving of the Navajo, provide students with materials and a guide to designing their own.
- Have students write about how the Pueblo and the Navajo learned to live in the Southwest.
  - Have students write about how Native Americans on the Great Plains adapted to the environment.
  - Write a story about a village of North Americans on the Great Plains using vocabulary terms from lesson.
  - Have students work with a partner to identify advantages and disadvantages of the way Creek and Iroquois villages were built.
  - Have students research the relationship between the Iroquois Confederacy and the United States Constitution and give an oral report to the class.

## **Correctives:**

- Use the inset maps on pages 23 and 25 to review how land affected the way these groups lived.
  - Ask students to add more details to the pyramid caption on p.22..
  - Use maps to help students see where and how these groups used the land located where they were.
  - Have students write a paragraph that summarizes what they have read
  - Invite students to present an oral summary of the lesson to the class.
- Have students write a question for review on an index card.
- Allow students to find 2 other facts about the Pueblo or the Navajo and share with the class.
- Students will use graphic organizers to organize information about life on the plains.  
Have students use details in the picture on p. 43 to write an extended definition and illustration of a *longhouse*.
- Students should review the Data Graphic and the map on pages 41 and 44 to review concepts.
  - Student activity book pages 5-10

## **Materials and Resources:**

Social Studies Text Book  
Student Activity Book  
Teacher’s Manual  
Idea Factory-Teacher’s Resource  
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## DELAWARE VALLEY SCHOOL DISTRICT

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# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit 2:** Exploration and Colonization

**Time Range in Days:** 7 lessons (4 Weeks)

### Standard(s):

(PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards)

### Standards Addressed:

#### Civics and Government

5.1.5.A, 5.1.5.B, 5.1.5.C, 5.1.5.D, 5.1.5.E, 5.1.5.F, 5.2.5.A, 5.2.5.B, 5.2.5.C, 5.2.5.D, 5.3.5.A, 5.3.5.B, 5.3.5.C, 5.3.5.D, 5.3.5.E, 5.3.5.F, 5.3.5.G, 5.3.5.H, 5.4.5.B,

#### Economics:

6.1.5.A, 6.1.5.B, 6.1.5.C, 6.1.5.D, 6.2.5.A, 6.2.5.B, 6.2.5.C, 6.2.5.D, 6.2.5.E, 6.2.5.F, 6.2.5.G, 6.3.5.A, 6.3.5.B, 6.3.5.C, 6.4.5.A, 6.4.5.B, 6.4.5.C, 6.4.5.D, 6.5.5.A, 6.5.5.B, 6.5.5.D, 6.5.5.E, 6.5.5.F, 6.5.5.G, 6.5.5.H

#### Geography:

7.1.5.A, 7.1.5.B, 7.2.5.A, 7.2.5.B, 7.3.5.A, 7.4.5.A, 7.4.5.B

#### History:

8.1.5.A, 8.1.5.B, 8.1.5.C, 8.2.5.A, 8.2.5.B, 8.2.5.C, 8.2.5.D, 8.3.5.A, 8.3.5.B, 8.3.5.C, 8.3.5.D, 8.4.5.A, 8.4.5.B

#### English/Language Arts:

CC.1.1.5.D, CC.1.1.5.E, CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.F, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.4.5.A, CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E, CC.1.4.5.F, CC.1.4.5.G, CC.1.4.5.H, CC.1.4.5.I, CC.1.4.5.J, CC.1.4.5.K, CC.1.4.5.L, CC.1.4.5.S, CC.1.4.5.T, CC.1.4.5.U, CC.1.4.5.V, CC.1.4.5.W, CC.1.4.5.X, CC.1.5.5.A, CC.1.5.5.B, CC.1.5.5.C, CC.1.5.5.D, CC.1.5.5.E, CC.1.5.5.F, CC.1.5.5.G

### Anchor(s):

EO5.B-K.1, EO5.B-C.2, EO5.B-C.3.1, EO5.B-V.4, EO5.C.1.1, EO5.C.1.2, EO5.C.1.3, EO5.D.1.1, EO5.D.1.2, EO5.D.2.1, EO5.E.1.1

### Overview:

Lessons in this Unit 2 include The World Expands, Spaniards Reach the Americas, Spanish Exploration and Conquest, Spain's Overseas Empire, Searching for the Northwest Passage, The First French Colonies, and the First English Colonies.

### Focus Question(s):

What happens when different cultures first meet?

### Goals:

Students will be able to understand characteristics of the Viking culture.  
Students will be able to describe how trade developed between Europe and Asia.  
Students will be able to explain the development of trade in Africa.  
Students will be able to trace the discovery of the water route to India.

## DELAWARE VALLEY SCHOOL DISTRICT

Students will be able to identify latitude and longitude.  
Students will be able to evaluate the importance of the voyages of Columbus.  
Students will be able to explain the Columbian Exchange.  
Students will be able to explain how the Spanish conquered the Aztec Empire.  
Students will be able to understand the Inca culture.  
Students will be able to compare how the Spanish treated the Incas and the Aztecs.  
Students will be able to identify reasons the Spanish explored Florida.  
Students will be able to explain how Spanish colonists met their need for labor.  
Students will be able to understand the social hierarchy of New Spain.  
Students will be able to describe the importance of the Northwest Passage.  
Students will be able to explain the relationship between the French and Native Americans.  
Students will be able to understand the importance of the fur trade.  
Students will be able to understand why the Roanoke colonies failed.  
Students will be able to identify important events in the founding of Jamestown.  
Students will be able to explain why Pilgrims established a colony in Massachusetts Bay.  
Students will be able to describe how Native Americans helped the Pilgrims survive

### **Objectives:**

DOK 1: Recall how trade developed among Europe, Asia, and Africa  
DOK 1: List reasons why the Spanish explored Florida  
DOK 2: Summarize the importance of the Northwest Passage  
DOK 3: Analyze the importance of the voyages of Christopher Columbus  
DOK 3: Cite evidence on how the Spanish colonists met their need for labor  
DOK 3: Investigate why the Roanoke Colonies failed  
DOK 4: Critique how the Spanish treated the Aztecs and Incans  
DOK 4: Analyze the relationship between the French and the Native Americans  
DOK 4: Analyze how Native Americans helped the Pilgrims survive

### **Core Activities and Corresponding Instructional Methods:**

#### **Lesson 1: The World Expands**

##### **Core Activities:**

- Key Concepts: *the effects of European events on exploration*
- Key Vocabulary: *profit, barter, merchant, navigation*
- Use pictures on page 52 to access prior knowledge by discussing the scenes.
- Discuss key vocabulary and the effects of European exploration
- Use Reading Link: Cause and effect to aid in comprehension.
- Have students search the text to find out why Africa was an important trading center.
- Ask students why the African kingdoms fell and what they could have done to prevent this.
- Students will use self designed timelines to show the explorations of the explorers discussed in the unit.

#### **Lesson 2: Spaniards Reach Americas**

##### **Core Activities:**

- Key Concepts: *Spaniards in the Americas*
- Key Vocabulary: *expedition, colony, Columbian Exchange*
- Use pictures on page 60 to access prior knowledge by describing scenes..
- Discuss key vocabulary and the Columbus's exploration
- Use Reading Link: Cause and effect to aid in comprehension
- Students will write a newspaper article reporting on the journey of Christopher Columbus.
- Students will add events from lesson to timelines.
- Students will act out the Columbian Exchange to understand the movement of people, plants, animals, and diseases.

# DELAWARE VALLEY SCHOOL DISTRICT

## **Lesson 3: Spanish Exploration and Conquest**

### **Core Activities:**

- Key Concepts: *Spaniards conquer the Aztec and Inca Empire*
- Key Vocabulary: *empire, conquistador*
- Ask students to make a prediction about what effects that the arrival of Spanish explorers had on the Native American Empire.
- Discuss key vocabulary and how the Spaniards conquered the Aztec and Inca empires.
- Use Reading Link: Sequence to note the movement into the West.
- Have students choose one cause and effect relationship and write a paragraph explaining why they are related.
- Students will add events to their timelines.

## **Lesson 4: Spain's Overseas Empire**

### **Core Activities:**

- Key Concepts: *Spain's growing empire's impact on North America*
- Key Vocabulary: *frontier, missionary, enslave, mestizo*
- Ask students to identify why the Spanish explored Florida.
- Discuss key vocabulary and the growth of the Spanish empire.
- Use Reading Link: Cause and effect to organize ideas about enslaved Africans.
- Students will add events to timelines.
- Students will interpret the words of de Las Casas.
- Students will pick one explorer mentioned in the lesson and put together a poster showing additional facts about him.
- Using facts from the reading and from additional research, students should put together clues about one explorer for a class activity of "Who Am I?"

## **Lesson 5 Searching for the Northwest Passage**

### **Core Activities:**

- Key Concepts: *Northwest Passage*
- Key Vocabulary: *Northwest Passage, merchant company*
- Ask students to how water routes make life easier today.
- Discuss key vocabulary and how the Northwest Passage affected people
- Use Reading Link: Cause and Effect to help aid in comprehension
- Students will add events to their timelines.
- Students will use the map on page 81 discuss Verrazano's explorations.

## **Lesson 6 The First French Colonies**

### **Core Activities:**

- Key Concepts: *colonization*
- Key Vocabulary: *ally, coureurs de bois, import, export, voyageur*
- Ask students to explain the relationship between the French and the Native Americans.
- Discuss key vocabulary and how the French and Native Americans affected colonization.
- Use Reading Link: Cause and Effect to help aid in comprehension
- Students will add events to timelines.
- Students will discuss why the Wyandot, Algonquin, and French became allies.

## **Lesson 7 The First English Colonies**

### **Core Activities:**

- Key Concepts: *English colonies*
- Key Vocabulary: *charter, cash crop, indentured servant, House of Burgesses, Pilgrim, sachem*
- Ask students brainstorm what they know about Jamestown and Roanoke.
- Discuss key vocabulary and the challenges the English faced.
- Use Reading Link: Cause and Effect to help aid in comprehension
- Students will design what they think the charter looked like that was given to Sir Walter Raleigh.

## DELAWARE VALLEY SCHOOL DISTRICT

- Students will write paragraphs to compare and contrast Roanoke to Jamestown.
- Students will design and build 3 dimensional models of Jamestown in small groups.
- Students will add events to timeline.

### **Instructional Methods:**

Brainstorming  
Graphic Organizers  
Large Group Instruction  
Small Group Reading  
Oral and Silent Reading  
Group and Individual Research Projects and Presentations  
Timelines  
Discussion  
Creative Thinking/Problem Solving  
Critical Thinking  
Partner Reading and Questioning  
Map Reading  
Chart Reading  
Graph Interpretation  
Map Construction  
Student Writing  
Role Play  
Simulation

### **Assessments:**

#### **Diagnostic:**

Brainstorming Web: Students' participation and adherence to topic within graphic organizer and interpretation of pictures and maps, student predictions based on prior learning

#### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, partner questioning, group presentation lesson review, map activities, dramatic interpretation, student activity book

#### **Summative:**

Lesson 1 Assessment (pages 22-25)  
Lesson 2 Assessment (pages 26-29)  
Lesson 3 Assessment (pages 30-33)  
Lesson 4 Assessment (pages 34-37)  
Lesson 5 Assessment (pages 38-41)  
Lesson 6 Assessment (pages 42-45)  
Lesson 7 Assessment (pages 46-49)  
Idea Factory activities (pages 15-22)

### **Extensions:**

- Students should research the travels of Marco Polo to write a journal entry from his point of view.
- Students will pick one vocabulary word or content word and work with a partner to act it out for the class.
- Have students explore the controversy about Columbus from European and Native American perspectives using Internet resources.
- Students will present a PowerPoint project demonstrating the changes in Europe and the Americas.
- Have students work in pairs to find evidence in the text and images that the Inca had a highly organized society.

## DELAWARE VALLEY SCHOOL DISTRICT

- Have students explore primary sources that present the Spanish conquest from the perspective of the Aztec or the Inca, such as the Aztec codices.
  - Students will write persuasive letters to Pizarro in the hopes of persuading him to let go of Atahualpa. Allow students to discuss what it was like when the Native Americans and Spanish settlers met for the first time.
  - Allow students to write letters to de Las Casas explaining what effect his words have on their feelings about Native Americans.
  - Use cause and Effect to write a paragraph about why they think there were battles between Native Americans and Hudson's crew.
- Have students find a document such as a letter, a picture, or artifact about how settlers live in New France.
- Have students write a caption that explains why the object is important to the colony's history.
  - Have students identify the cause of the conflict between settlers and North Americans.
  - Partners take turns speaking about Jamestown without repeating any information.
  - Students will research what social living was like in Jamestown and show facts in a PowerPoint presentation.

### Correctives:

- Ask students to use the map on p. 55 to determine where Marco Polo might have stopped.
- Have students make a cause and effect graphic organizer to explain the growth of the merchant class. --
- Ask students to identify cause-effect relationships using a graphic organizer.
- Use map on page 62 to discuss Columbus' voyage. Ask students to ask other questions about the map.
- Ask students to list the Inca's accomplishments.
- Allow students to use the Internet to find other facts about the Inca.
- Use the Chart Skill on page 76 to understand the social levels in New Spain.
- Students will use a Cause and Effect graphic organizer to show 3 cause effect relationships in the lesson
- Students will write 2 questions and answers for a review activity.
- Students will write and about fur trappers using vocabulary from the lesson.
- Have students identify the cause of "the starving time".
- Allow students to discuss vocabulary by giving clues.
- Have students present a summary of the lesson using only visuals.
- Student activity book page 12, 14, 15, 16, 18, 19, 20

### Materials and Resources:

Social Studies Textbook  
Student Activity Book  
Teacher's Manual  
Idea Factory-Teacher Resources  
Transparencies GO12, GO13  
Big Idea Video  
Audio CDs  
Internet  
Almanacs  
Globes  
Wall Maps  
Printable Graphic Organizers  
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# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit 3:** Colonial America

**Time Range in Days:** 7 Lessons (4 Weeks)

**Standard(s):**

(PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards)

**Standards Addressed:**

**Civics and Government**

5.1.5.A, 5.1.5.B, 5.1.5.C, 5.1.5.D, 5.1.5.E, 5.1.5.F, 5.2.5.A, 5.2.5.B, 5.2.5.C, 5.2.5.D, 5.3.5.A, 5.3.5.B, 5.3.5.C, 5.3.5.D, 5.3.5.E, 5.3.5.F, 5.3.5.G, 5.3.5.H, 5.4.5.B,

**Economics:**

6.1.5.A, 6.1.5.B, 6.1.5.C, 6.1.5.D, 6.2.5.A, 6.2.5.B, 6.2.5.C, 6.2.5.D, 6.2.5.E, 6.2.5.F, 6.2.5.G, 6.3.5.A, 6.3.5.B, 6.3.5.C, 6.4.5.A, 6.4.5.B, 6.4.5.C, 6.4.5.D, 6.5.5.A, 6.5.5.B, 6.5.5.D, 6.5.5.E, 6.5.5.F, 6.5.5.G, 6.5.5.H

**Geography:**

7.1.5.A, 7.1.5.B, 7.2.5.A, 7.2.5.B, 7.3.5.A, 7.4.5.A, 7.4.5.B

**History:**

8.1.5.A, 8.1.5.B, 8.1.5.C, 8.2.5.A, 8.2.5.B, 8.2.5.C, 8.2.5.D, 8.3.5.A, 8.3.5.B, 8.3.5.C, 8.3.5.D, 8.4.5.A, 8.4.5.B

**English/Language Arts:**

CC.1.1.5.D, CC.1.1.5.E, CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.F, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.4.5.A, CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E, CC.1.4.5.F, CC.1.4.5.G, CC.1.4.5.H, CC.1.4.5.I, CC.1.4.5.J, CC.1.4.5.K, CC.1.4.5.L, CC.1.4.5.S, CC.1.4.5.T, CC.1.4.5.U, CC.1.4.5.V, CC.1.4.5.W, CC.1.4.5.X, CC.1.5.5.A, CC.1.5.5.B, CC.1.5.5.C, CC.1.5.5.D, CC.1.5.5.E, CC.1.5.5.F, CC.1.5.5.G

**Anchor(s):**

EO5.B-K.1, EO5.B-C.2, EO5.B-C.3.1, EO5.B-V.4, EO5.C.1.1, EO5.C.1.2, EO5.C.1.3, EO5.D.1.1, EO5.D.1.2, EO5.D.2.1, EO5.E.1.1

**Overview:**

Unit 3 focuses on New England, the Middle Colonies, the Southern Colonies, Colonial Life, Slavery in the Colonies, Colonial Economies, and Colonial Governments.

**Focus Question(s):**

Why do people settle new areas?

**Goals:**

**Essential Content/Objectives:**

Students will be able to identify Puritan values that shaped America.

Students will be able to explain why rebels formed new colonies.

Students will be able to discuss why conflict broke out between settlers and Native Americans.

Students will be able to explain how New York became an English colony.

## DELAWARE VALLEY SCHOOL DISTRICT

Students will be able to identify the diverse groups that settled the Middle Colonies.  
Students will be able to discuss the founding of Pennsylvania and Delaware.  
Students will be able to explain why different religions were tolerated in Maryland.  
Students will be able to discuss the Carolinas' plantation economy.  
Students will be able to identify important events in the growth of Georgia  
Students will be able to describe why settlers came to the colonies.  
Students will be able to discuss the life in the colonies.  
Students will be able to explain how frontier settlement affected Native Americans.  
Students will be able to discuss why colonists in the North and South kept slaves.  
Students will be able to describe what living in slavery was like.  
Students will be able to explain how Africans resisted being enslaved.  
Students will be able to analyze how trade policies affected England's relationship with the colonies.  
Students will be able to explain the three legs of the triangular trade.  
Students will be able to describe economic systems of the colonies.  
Students will be able to discuss how colonists practiced democracy.  
Students will be able to identify tensions between the colonial assemblies and the king.  
Students will be able to discuss how Zenger's trial led to freedom of the press.

### **Objectives:**

DOK 1: Identify Puritan values that shaped America  
DOK 1: Identify the diverse groups that settled the New England, Middle, and Southern Colonies  
DOK 1: Describe the economic systems of the colonies and trade with England  
DOK 1: Assess the state of Democracy in the colonies  
DOK 1: Define Triangular Trade  
DOK 2: Summarize life in New England, Middle, and Southern Colonies  
DOK 3: Cite evidence for the founding of Pennsylvania  
DOK 3: Critique the importance of plantations in southern colonies  
DOK 3: Critique the practice of slavery  
DOK 4: Analyze why conflict broke out between settlers and Native Americans  
DOK 4: Prove why conflict broke out between the colonies and the king of England

### **Core Activities and Corresponding Instructional Methods:**

#### **Lesson 1: New England**

##### **Core Activities:**

-Key Concepts: *New England colonies*  
-Key Vocabulary: *covenant, common, tolerate, fundamental, slavery*  
-Discuss key vocabulary and how differences shaped New England  
-Use Reading Link: -Generalizations to organize information about values today and the Puritan's ideals.  
-Using the picture on page 102, give small groups a job and allow them to research it. Students should present facts in the form of a skit.  
-Students will list the events that fueled Native American conflicts.

#### **Lesson 2: The Middle Colonies**

##### **Core Activities:**

-Key Concepts: *Middle Colonies*  
-Key Vocabulary: *patroon, proprietor*  
Discuss the picture on page 108.  
-Discuss key vocabulary and discuss what factors influenced the development of the Middle Colonies  
-Use Reading Link: Generalization to organize information about settlers in the Middle Colonies.  
-Have students create a hornbook.



# DELAWARE VALLEY SCHOOL DISTRICT

## **Lesson 3: The Southern Colonies**

### **Core Activities:**

- Key Concepts: *Southern Colonies*
- Key Vocabulary: *plantation, indigo, debtor*
- Ask students "How did the Southern Colonies differ from the settlements?" to lead into how the Southern Colonies are different from other colonies.
- Discuss key vocabulary and the development of the Southern Colonies.
- Use Reading Link: Compare and Contrast to compare North and South Carolina.
- Students will identify the kinds of work done on plantations.
- Students will use a storyboard to illustrate the changes that occurred in Georgia.

## **Lesson 4: Colonial Life**

### **Core Activities:**

- Key Concepts: *colonial life*
- Key Vocabulary: *slave trade, apprentice, growth rate, Great Awakening, backcountry*
- Ask students what are some economic needs that affected life in the colonies?
- Discuss key vocabulary and colonial life.
- Use Reading Link: Generalization to help students make generalizations about working in the colonies.
- Allow students to research and choose an apprenticeship agreement.
- Allow students to pick a trade and write an apprenticeship agreement.
- Students will work together to make a quilt like the colonists did. The quilt should show the topics covered in the lesson.

## **Lesson 5: Slavery in the Colonies**

### **Core Activities:**

- Key Concepts: *Slavery*
- Key Vocabulary: *slave codes, spiritual*
- Discuss key vocabulary and slavery development
- Use Reading Link: Generalization to help students make generalizations about how African culture has influenced the English language.
- Have students describe the differences between slavery in the northern colonies and southern colonies.
- Allow students to perform skits as if they had a news reporter interviewing people about the slavery resistance.

## **Lesson 6: Colonial Economies**

### **Core Activities:**

- Key Concepts: *Trade*
- Key Vocabulary: *triangular trade, Middle Passage, industry*
- Discuss key vocabulary and regional economies
- Use Reading Link: Generalization to help students make generalizations about English trade laws.
- After discussing the diagram of triangular trade, students as a class should re-enact the concept.
- Students will discuss exports of the colonies in the Data Graphic on page 134.
- Students will make posters showing the economies of the three regions

## **Lesson 7: Colonial Governments**

### **Core Activities:**

- Key Concepts: *Government*
- Key Vocabulary: *assembly, legislation*
- Discuss key vocabulary and the development of government in the colonies.
- Use Reading Link: Generalization to help students make generalizations about the power of colonial assemblies
- Students will use graphic organizers to show the roles and functions of those in early colonial government.

# DELAWARE VALLEY SCHOOL DISTRICT

## **Instructional Methods:**

Brainstorming  
Graphic Organizers  
Large Group Instruction  
Small Group Reading  
Oral and Silent Reading  
Group and Individual Research Projects and Presentations  
Timelines  
Discussion  
Creative Thinking/Problem Solving  
Critical Thinking  
Partner Reading and Questioning  
Map Reading  
Chart Reading  
Graph Interpretation  
Map Construction  
Student Writing  
Role Play  
Simulation

## **Assessments:**

### **Diagnostic:**

Brainstorming Web: Students' participation and adherence to topic within graphic organizer and interpretation of pictures and maps, student predictions based on prior learning

### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, partner questioning, role play, group presentation, lesson review, map activities, dramatic interpretation, student activity book, hands-on projects, posters

### **Summative:**

Lesson 1 Assessment (pages 52-55)  
Lesson 2 Assessment (pages 56-59)  
Lesson 3 Assessment (pages 60-63)  
Lesson 4 Assessment (pages 64-67)  
Lesson 5 Assessment (pages 68-71)  
Lesson 6 Assessment (pages 72-75)  
Lesson 7 Assessment (pages 76-79)  
Idea Factory activities (pages 23-32)

## **Extensions:**

- Using generalization graphic organizer have students write a paragraph about how Americans' values today are similar to and different from the Puritans' ideals
  - Students should pretend to be either a colonist or a Native American and develop a quote that reflects the feelings of that group of people.
- Have students use generalization organizer to write a paragraph why many Scots-Irish people settled in the Middle Colonies.
- Allow students to research more facts on the founding of Pennsylvania. Students should write a paragraph that shows how those founding groups affect us today.
  - Have students look at a map and explain how Georgia's location could protect English territory from the French in Louisiana and the Spanish in Florida.

## DELAWARE VALLEY SCHOOL DISTRICT

- Students will write a persuasive friendly letter to get a family member to move from one colony to their colony.
- Have students write a paragraph describing what life in the colonies was like for a child and if they would like it or not.
- Allow students to research more words that first came into the English language in the South and how we use them today.
- Have students find and share traditional stories told by enslaved Africans.
- Have students reread the quotation on p. 132 and explain what it means.
- Have students to look for and share primary sources related to the Middle Passage.
- Have students write 3 additional questions based on the Data Graphic on page 134.
- Have students compare John Locke's ideas about rights to the preamble of the Declaration of Independence.
- Have students find out more about colonial punishments and present findings in a report.

### **Correctives:**

- Have students write a paragraph that summarizes what they have read.
  - Have students present an oral summary of the lesson to the class.
  - Students should use the Map Skill on page 110 to discuss and review the Middle Colonies.
  - Students should use a matching activity to review important people and groups of people associated in the Middle Colonies.
- Discuss and question about the diagram on pages 114 and 115.
- Students will make a collage of the crops and goods that were produced in the southern colonies.
  - Have students discuss the vocabulary from the lesson.
  - Allow students to write one review question on an index card.
- Have students write 2 sentences about slavery in the English colonies using the two vocabulary terms from the lesson.
- Have students explain each leg of the triangular trade in their own words.
  - Have students put together crossword puzzles with clues about the concepts in the lesson.
  - Have students read and discuss the primary sources on pages 140-141.
  - Student Activity Book pages 22,23,24,25,26,28,29

### **Materials and Resources:**

Social Studies Textbook  
Student Activity Book  
Teacher's Manual  
Idea Factory-Teacher Resources  
Transparencies UPS4, GO2, GO11, RS3, Map 3, GO14, GO15  
Big Idea Video  
Audio CDs  
Internet  
Almanacs  
Globes  
Wall Maps  
Printable Graphic Organizers  
[www.superteacherworksheets.com](http://www.superteacherworksheets.com)

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit 4:** The Struggle for North America      **Time Range in Days:** (8 Lessons, 5 Weeks)

**Standard(s):**

(PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards)

**Standards Addressed:**

**Civics and Government**

5.1.5.A, 5.1.5.B, 5.1.5.C, 5.1.5.D, 5.1.5.E, 5.1.5.F, 5.2.5.A, 5.2.5.B, 5.2.5.C, 5.2.5.D, 5.3.5.A, 5.3.5.B, 5.3.5.C, 5.3.5.D, 5.3.5.E, 5.3.5.F, 5.3.5.G, 5.3.5.H, 5.4.5.B,

**Economics:**

## DELAWARE VALLEY SCHOOL DISTRICT

6.1.5.A, 6.1.5.B, 6.1.5.C, 6.1.5.D, 6.2.5.A, 6.2.5.B, 6.2.5.C, 6.2.5.D, 6.2.5.E, 6.2.5.F, 6.2.5.G, 6.3.5.A, 6.3.5.B, 6.3.5.C, 6.4.5.A, 6.4.5.B, 6.4.5.C, 6.4.5.D, 6.5.5.A, 6.5.5.B, 6.5.5.D, 6.5.5.E, 6.5.5.F, 6.5.5.G, 6.5.5.H

### **Geography:**

7.1.5.A, 7.1.5.B, 7.2.5.A, 7.2.5.B, 7.3.5.A, 7.4.5.A, 7.4.5.B

### **History:**

8.1.5.A, 8.1.5.B, 8.1.5.C, 8.2.5.A, 8.2.5.B, 8.2.5.C, 8.2.5.D, 8.3.5.A, 8.3.5.B, 8.3.5.C, 8.3.5.D, 8.4.5.A, 8.4.5.B

### **English/Language Arts:**

CC.1.1.5.D, CC.1.1.5.E, CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.F, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.4.5.A, CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E, CC.1.4.5.F, CC.1.4.5.G, CC.1.4.5.H, CC.1.4.5.I, CC.1.4.5.J, CC.1.4.5.K, CC.1.4.5.L, CC.1.4.5.S, CC.1.4.5.T, CC.1.4.5.U, CC.1.4.5.V, CC.1.4.5.W, CC.1.4.5.X, CC.1.5.5.A, CC.1.5.5.B, CC.1.5.5.C, CC.1.5.5.D, CC.1.5.5.E, CC.1.5.5.F, CC.1.5.5.G

### **Anchor(s):**

EO5.B-K.1, EO5.B-C.2, EO5.B-C.3.1, EO5.B-V.4, EO5.C.1.1, EO5.C.1.2, EO5.C.1.3, EO5.D.1.1, EO5.D.1.2, EO5.D.2.1, EO5.E.1.1

**Overview:** Unit 4 discusses the French in Louisiana, the French and Indian War, Colonists Protest British Rule, the Revolution Begins, the Declaration of Independence, Fighting the War, American Victories, and The War Ends.

### **Focus Question(s):**

Why do people take risks?

### **Goals:**

Students will be able to recognize the importance of La Salle's voyage down the Mississippi.  
Students will be able to discuss French motives for settling the Louisiana Territory.  
Students will be able to identify the cause of the French and Indian War.  
Students will be able to describe the changes caused by the war.  
Students will be able to explain why how taxes caused growing tension.  
Students will be able to identify two events that led to the American Revolution.  
Students will be able to identify the battles that began the American Revolution.  
Students will be able to explain the importance of the Battle of Bunker Hill.  
Students will be able to identify the point at which war became unavoidable.  
Students will be able to identify important actions of the Second Continental Congress.  
Students will be able to explain the significance of the Declaration of Independence.  
Students will be able to discuss challenges of the Patriots.  
Students will be able to compare and contrast forces of the Revolution.  
Students will be able to recognize American support for the war.  
Students will be able to identify the economic impact the war had on Americans.  
Students will be able to explain the significance of the Battle of Trenton.  
Students will be able to describe the turning point of the Revolutionary War.  
Students will be able to explain how Washington's troops became better fighters.  
Students will be able to identify the two British fronts in 1781.  
Students will be able to explain the importance of the Battle of Yorktown.  
Students will be able to describe the results of the American Revolution.

### **Objectives:**

## DELAWARE VALLEY SCHOOL DISTRICT

DOK 1: Identify the causes of the French and Indian War

DOK 2: Summarize taxation in the colonies

DOK 2: Relate key battles to their significance in the Revolutionary War

DOK 2: Summarize the results of the American Revolution

DOK 3: Draw conclusions as to the significance of the Declaration of Independence

DOK 3: Compare and contrast the forces of the revolution.

DOK 4: Analyze battles of the Revolutionary War and their significance to their final victory

DOK 4: Students will connect the importance of La Salle's voyage with the French settlement in the Louisiana Territory.

### **Core Activities and Corresponding Instructional Methods:**

#### **Lesson 1: The French in Louisiana**

##### **Core Activities:**

-Key Concepts: *Mississippi river*

-Key Vocabulary: *tributary, territory*

Discuss key vocabulary and how the Mississippi River affected the French settlement.

-Use Reading Link: Main idea and details to organize ideas about New Orleans

-Have students begin a timeline for the events in Unit 4

-Students will analyze the map on page 150.

-Students will write about the steps in founding New Orleans.

#### **Lesson 2: The French and Indian War**

##### **Core Activities:**

-Key Concepts: *French and Indian war*

-Key Vocabulary: *French and Indian War, Treaty of Paris, Proclamation of 1763*

-Discuss possible causes of the French and Indian War.

-Discuss key vocabulary and how the French and Indian War changed the colonies

- Use Reading Skill: Main Ideas and details to help students identify the main ideas and details about the French and Indian War.

-Allow students to add events to Unit 2 timeline.

-Students will write a paragraph answering how the French and Indian War changed the colonies.

#### **Lesson 3: Colonies Protest British Rule**

##### **Core Activities:**

-Key Concepts: *colonists unite*

-Key Vocabulary: *Stamp Act, boycott, repeal, delegates*

-Have students brainstorm ideas of the reasons why the colonists unite against Great Britain

-Discuss key vocabulary and what caused the colonists to unite against Great Britain

-Use Reading Skill: Main ideas and details to help students to organize the key points of the topic.

-Allow students to add events to Unit 4 timeline.

-In order to help students understand why colonists were becoming so unhappy with British rule, impose a rule on the class that would be considered too restricting. Discuss students' feelings about the rule and possible solutions. Compare their solutions to what the colonists actually did.

#### **Lesson 4: The Revolution Begins**

##### **Core Activities:**

## DELAWARE VALLEY SCHOOL DISTRICT

- Key Concepts: *causes of the American Revolution*
- Key Vocabulary: *militia, ammunition*
- Recall information from past lesson about the causes of war.
- Discuss key vocabulary and what caused the American Revolution.
- Use Reading Link: Main idea and details to organize ideas about the advantages the British and the colonist had.
- Allow students to add events to Unit 4 timeline.
- Allow students to use large maps to identify the locations of the early battles in the war.
- Allow students to pick one early battle and write a newspaper article as if they were an eyewitness.

### **Lesson 5: The Declaration of Independence**

#### **Core Activities:**

- Key Concepts: *Declaration of Independence*
- Key Vocabulary: Continental Army, Declaration of Independence
- Discuss key vocabulary and Declaration of Independence
- Use Reading Link: Main ideas and details to help organize the key idea of the Olive Branch Petition
- Allow students to add events to Unit 4 timeline.
- Students should work in small groups to compare and contrast the rough and final versions of the Declaration of Independence.

### **Lesson 6: Fighting the War**

#### **Core Activities:**

- Key Concepts: *Fighting the war*
- Key Vocabulary: Patriot, mercenary, Loyalist, profiteering, inflation
- Discuss key vocabulary and the challenges of the war.
- Use the Reading Link: Main idea and details to show details of the American army.
- Allow students to add events to Unit 4 timeline.
- Students will discuss the main differences between the British and American armies.
- Students should identify the main challenges to the Americans in the War.
- Students should design posters that describe the support for the war effort.
- Students should write letters from the viewpoint of colonists describing what the scene was like when the Declaration of Independence was read.

### **Lesson 7: American Victories**

#### **Core Activities:**

- Key Concepts: *American victories*
- Key Vocabulary: desert, Treaty of Alliance
- Discuss key vocabulary and how the Patriots influenced the war
- Use Reading Link: Main idea and details to explain why the Battle of Saratoga was a turning point in the war for independence.
- Allow students to add events to Unit 4 timeline.
- Allow students to pick one battle mentioned in the lesson and write a summary of it.
- Students should interpret the map on pages 180-181.
- Students should discuss George Washington as a military leader.

### **Lesson 8: The War Ends**

#### **Core Activities:**

- Key Concepts: *Revolution*

## DELAWARE VALLEY SCHOOL DISTRICT

- Key Vocabulary: blockade, Treaty of Paris
- Discuss key vocabulary and how the Revolution affect life in America.
- Use the Reading Link: Main idea and details to respond to the question: How important was the help the French gave General Washington?
- Allow students to add events to Unit 4 timeline.
- Students should chart the results of the end of the war.
- Students should work in small to discuss and present how the Patriots, Loyalists, British soldiers, African Americans, and Native Americans, all risked their lives for their war efforts.

### **Instructional Methods:**

Brainstorming  
Graphic Organizers  
Large Group Instruction  
Small Group Reading  
Oral and Silent Reading  
Group and Individual Research Projects and Presentations  
Timelines  
Discussion  
Creative Thinking/Problem Solving  
Critical Thinking  
Partner Reading and Questioning  
Map Reading  
Chart Reading  
Graph Interpretation  
Map Construction  
Student Writing  
Role Play  
Simulation

### **Assessments:**

#### **Diagnostic:**

Brainstorming Web: Students' participation and adherence to topic within graphic organizer and interpretation of pictures and maps, student predictions based on prior learning,

#### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, partner questioning, role play, group presentation, lesson review, map activities, dramatic interpretation, student activity book, hands-on projects, posters, research presentation, use of reference materials

#### **Summative:**

Lesson 1 Assessment (pages 81-84)  
Lesson 2 Assessment (pages 85-88)  
Lesson 3 Assessment (pages 89-92)  
Lesson 4 Assessment (pages 93-96)  
Lesson 5 Assessment (pages 97-100)  
Lesson 6 Assessment (pages 101-104)



## DELAWARE VALLEY SCHOOL DISTRICT

Lesson 7 Assessment (pages 105-108)  
Lesson 8 Assessment (pages 109-112)  
Idea Factory activities (pages 30-50)

### Extensions:

- Allow students to write what it may have been like to be on LaSalle's journey in a series of journal entries. Students will research notable figures of the French and Indian War and write an interview based on facts.
- Students construct a map to show important locations in the French and Indian War.
- Explain that colonists wrote lyrics to express their feelings about the struggle for liberty. In pairs, have the students choose a melody and write words to express their feelings about the struggle for liberty.
- Ask students to explain why the first shot fired in the American Revolution has been called "the shot heard 'round the world."
- Organize students into groups. Assign each group a section of the lesson. Ask each group to develop and present a skit that shows the content of their section.
- Have students create bookmarks using quotations that express the meaning of the Declaration of Independence.
- Have students research and find the positions and viewpoints of the signers of the Declaration of Independence.
- Have students work in groups of three to suppose they are a Continental soldier, a Redcoat, and a Hessian. Ask students to discuss their roles in the war.
- Have students identify ways that two countries helped the Americans.
- Have students find out why the Marquis de Lafayette came to the aid of the Patriots.
- Have students explain why British Prime Minister Lord North said, "It is all over!" when he learned that Cornwallis had surrendered.
- Students should find one quote that refers to the end of the war.
- Students should write about what they felt was the most interesting part of the war.

### Correctives:

- Students will look for 10 important sentences in the lesson and put them in sequential order to retell the lesson.
- Students will use timelines to retell the main events of the French and Indian War.
- Students will use Map Skill on page 154 to review.
- Give students cards with important people, places, or events. Allow students to play 20 questions to discuss and review ideas.
- Allow students to summarize and illustrate the information in each section of Lesson 3.
- Have students use timelines to review the causes that led up to the war.
- Have students use timelines to retell the details of the early battles to partners.
- Allow students to create flashcards with vocabulary words and important concepts from Lesson 5.
- Ask students specific questions from 172-173 and have them point to where on the pages they would find the answer.
- Allow students to write a True/False question to be used as a whole class review.
- With a partner, have students list the American's advantages at Saratoga.

## DELAWARE VALLEY SCHOOL DISTRICT

- Allow students to design a crossword puzzle with vocabulary words and important concepts in the lesson..
- Students should review lesson by looking at pictures and graphic aids in order to retell important events.
- Students should work in partners to discuss and review timelines of the American Revolution.
- Students should ask each other questions about timelines.
- Student Activity Book page 31, 32,33,34,35,36,38,39.

### Materials and Resources:

Social Studies Textbook  
Student Activity Book  
Teacher's Manual  
Idea Factory-Teacher Resources  
Transparencies GO10, RS4, Map 11, GO12, GO13, GO9  
Big Idea Video  
Audio CDs  
Internet  
Almanacs  
Globes  
Wall Maps  
Printable Graphic Organizers  
[www.superteacherworksheets.com](http://www.superteacherworksheets.com)

## Curriculum Plan

**Unit 5:** The New Nation

**Time Range in Days: (7 Lessons, 5 Weeks)**

### **Standard(s):**

(PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards)

### **Standards Addressed:**

# DELAWARE VALLEY SCHOOL DISTRICT

## **Civics and Government**

5.1.5.A, 5.1.5.B, 5.1.5.C, 5.1.5.D, 5.1.5.E, 5.1.5.F, 5.2.5.A, 5.2.5.B, 5.2.5.C, 5.2.5.D, 5.3.5.A, 5.3.5.B, 5.3.5.C, 5.3.5.D, 5.3.5.E, 5.3.5.F, 5.3.5.G, 5.3.5.H, 5.4.5.B,

## **Economics:**

6.1.5.A, 6.1.5.B, 6.1.5.C, 6.1.5.D, 6.2.5.A, 6.2.5.B, 6.2.5.C, 6.2.5.D, 6.2.5.E, 6.2.5.F, 6.2.5.G, 6.3.5.A, 6.3.5.B, 6.3.5.C, 6.4.5.A, 6.4.5.B, 6.4.5.C, 6.4.5.D, 6.5.5.A, 6.5.5.B, 6.5.5.D, 6.5.5.E, 6.5.5.F, 6.5.5.G, 6.5.5.H

## **Geography:**

7.1.5.A, 7.1.5.B, 7.2.5.A, 7.2.5.B, 7.3.5.A, 7.4.5.A, 7.4.5.B

## **History:**

8.1.5.A, 8.1.5.B, 8.1.5.C, 8.2.5.A, 8.2.5.B, 8.2.5.C, 8.2.5.D, 8.3.5.A, 8.3.5.B, 8.3.5.C, 8.3.5.D, 8.4.5.A, 8.4.5.B

## **English/Language Arts:**

CC.1.1.5.D, CC.1.1.5.E, CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.F, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.4.5.A, CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E, CC.1.4.5.F, CC.1.4.5.G, CC.1.4.5.H, CC.1.4.5.I, CC.1.4.5.J, CC.1.4.5.K, CC.1.4.5.L, CC.1.4.5.S, CC.1.4.5.T, CC.1.4.5.U, CC.1.4.5.V, CC.1.4.5.W, CC.1.4.5.X, CC.1.5.5.A, CC.1.5.5.B, CC.1.5.5.C, CC.1.5.5.D, CC.1.5.5.E, CC.1.5.5.F, CC.1.5.5.G

## **Anchor(s):**

EO5.B-K.1, EO5.B-C.2, EO5.B-C.3.1, EO5.B-V.4, EO5.C.1.1, EO5.C.1.2, EO5.C.1.3, EO5.D.1.1, EO5.D.1.2, EO5.D.2.1, EO5.E.1.1

## **Overview:**

This unit covers planning a New Government, United States Constitution, the Louisiana Purchase, The War of 1812, the Industrial Revolution, The Age of Andrew Jackson, and Texas and the War with Mexico

## **Focus Question(s):**

What causes a society to grow?

## **Goals:**

Students will be able to identify strengths and weaknesses of the Articles of Confederation.  
Students will be able to explain how Shay's Rebellion led to the Constitutional Convention.  
Students will be able to discuss the conflict between large and small states.  
Students will be able to describe the compromises made to reach agreement on the Constitution.  
Students will be able to identify the three branches of the federal government.  
Students will be able to analyze the system of checks and balances.  
Students will be able to explain the purpose of the Bill of Rights.  
Students will be able to describe how George Washington became president.  
Students will be able to identify the reasons people migrated west.  
Students will be able to explain the significance of the Louisiana Purchase.  
Students will be able to discuss the tensions that led to the War of 1812.  
Students will be able to identify key battles in the conflict.  
Students will be able to explain the significance of the Monroe Doctrine.

## DELAWARE VALLEY SCHOOL DISTRICT

Students will be able to identify important inventions during the Industrial Revolution.  
Students will be able to explain how new forms of transportation helped cities grow.  
Students will be able to explain the impact of Andrew Jackson's presidency.  
Students will be able to analyze how westward expansion affected Native Americans.  
Students will be able to discuss how the population changed during this period.  
Students will be able to identify sources of conflict between Texas and the Mexican government.  
Students will be able to explain how western territory became part of the United States.  
Students will be able to describe how the Gold Rush helped California grow,

### **Objectives:**

DOK 1: Identify the key battles in the War of 1812

DOK 1: State the sources of conflict between Texans and the Mexican government

DOK 2: Summarize the events that led to the War of 1812.

DOK 2: Relate the migration of people westward with the significance of the Louisiana Purchase

DOK 2: Use context clues to describe how the Gold Rush helped California grow.

DOK 2: Summarize the strengths and weaknesses of the Articles of Confederation

DOK 3: Compare and contrast the three branches of the federal government

DOK 3: Investigate the purposes of the Bill of Rights

DOK 3: Cite evidence of the inventions of the Industrial Revolutions

DOK 3: Critique the impact of Andrew Jackson's presidency on westward expansion and population growth.

DOK 4: Analyze how the conflict between states led to compromises when creating the Constitution

### **Core Activities and Corresponding Instructional Methods:**

#### **Lesson 1: Planning a New Government**

##### **Core Activities:**

-*Key Concepts: Government*

-*Key Vocabulary: Articles of Confederation, arsenal, legislature*

-Discuss key vocabulary and key concepts of the new government,

-Use Reading Link: Draw conclusions to give examples of how lives would be different if each state had its own money and the government couldn't afford to pay for disaster relief and the National Guard.

-Assign teams of students to different states. As teams from states without ports create pictures of the goods they want to import, have team with ports decide what laws and taxes to impose.

-Discuss the students' observations.

## DELAWARE VALLEY SCHOOL DISTRICT

- Students should chart the main ideas of the Articles of Confederation and the Constitution and compare and contrast the two documents..
- Students should summarize Shays' Rebellion.
- Students will participate in a reenactment of the Constitutional Convention.

### **Lesson 2: United States Constitution**

#### **Core Activities:**

- Key Concepts: U.S. Constitution*
- Key Vocabulary: federal system, Supreme Court, ratify, bill of rights, amendment*
- Discuss key vocabulary and why the Constitution is a powerful document
- Use Reading Link: Draw Conclusions about the Constitution and the branches of government.
- Students should be able to explain what each branch of government does.
- Students should write their own interpretation of the Preamble of the Constitution.
- Assign an amendment to a small group. Allow students to research it and explain it to the class.
- Students should design campaign posters showing why George Washington was the obvious choice for candidate.

### **Lesson 3: The Louisiana Purchase**

#### **Core Activities:**

- Key Concepts: Louisiana Purchase*
- Key Vocabulary: pioneer, impressments*
- Discuss key vocabulary and how the expansion of the U.S. affected North America.
- Use Draw Conclusion: draw conclusion about the Corps of Discovery
- Have students write a paragraph about the ways the Louisiana Purchase helped the United States grow.
- Allow students to color United States maps to show how the land of the US doubled with the Louisiana Purchase. Ask students to find other bodies of water, etc that were acquired in the purchase.
- Students should research the journeys of Lewis and Clark. Students should write as if they were one of the explorers and write what they experience was like.

### **Lesson 4: The War of 1812**

#### **Core Activities:**

- Key Concepts: War of 1812*
- Key Vocabulary: War Hawks, Era of Good Feelings, Adams-Onis Treaty, Monroe Doctrine*
- Understand the causes that led to the War of 1812.
- Discuss key vocabulary and how the War 1812 affected Americans.
- Use Reading Link: Draw Conclusion to create a timeline to show the order of major battles and other events of the War of 1812.
- Students should discuss the lyrics of the national anthem.

### **Lesson 5: The Industrial Revolution**

#### **Core Activities:**

- Key Concepts: Industrial Revolution*
- Key Vocabulary: Industrial Revolution, cotton gin, reaper, steam engine*
- Discuss transportation and how it has an impact on cities.
- Discuss key vocabulary and how some the Industrial Revolution changed people's lives.
- Use Reading Link: Text clues and conclusion to help understand how the Erie Canal helped New York grow
- Have students write a paragraph about how the Erie Canal helped New York City.
- In small groups, students should discuss and research how each of the inventions mentioned affected daily life in the 1800s. Students should present results.

# DELAWARE VALLEY SCHOOL DISTRICT

## **Lesson 6: The Age of Andrew Jackson**

### **Core Activities:**

*-Key Concepts: Andrew Jackson*

- Key Vocabulary: Union, Trail of Tears, manifest destiny, wagon train, discrimination
- Discuss key vocabulary and how freedom changed for people
- Reading Link: Draw Conclusion to organize facts about the Cherokee.
- Students should discuss how they feel the opinion of Andrew Jackson changed over time.
- Students should write a journal entry from the viewpoint of a traveler moving west.
- Students will describe how the populations of the United States changed between 1845 and 1860.

## **Lesson 7: Texas and the War with Mexico**

### **Core Activities:**

*-Key Concepts: Texas and the War with Mexico*

*-Key Vocabulary: Treaty of Guadalupe, Hidalgo, Gold Rush*

- Discuss sources of conflict between Texans and the Mexican government
- Discuss key vocabulary and how the conflicts with Mexico change the U.S.
- Allow students to use maps to show the land the United States has acquired so far.
- Students will research and write a newspaper article describing the events of the California Gold Rush.

### **Instructional Methods:**

Brainstorming  
Graphic Organizers  
Large Group Instruction  
Small Group Reading  
Oral and Silent Reading  
Group and Individual Research Projects and Presentations  
Timelines  
Discussion  
Creative Thinking/Problem Solving  
Critical Thinking  
Partner Reading and Questioning  
Map Reading  
Chart Reading  
Graph Interpretation  
Map Construction  
Student Writing  
Role Play  
Simulation

### **Assessments:**

#### **Diagnostic:**

Brainstorming Web: Students' participation and adherence to topic within graphic organizer and interpretation of pictures and maps, student predictions based on prior learning,

#### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, partner questioning, role play, group presentation, lesson review, map activities,

## DELAWARE VALLEY SCHOOL DISTRICT

dramatic interpretation, student activity book, hands-on projects, time lines, posters, research presentation, use of reference materials

### **Summative:**

Lesson 1 Assessment (pages 114-117)  
Lesson 2 Assessment (pages 118-121)  
Lesson 3 Assessment (pages 122-125)  
Lesson 4 Assessment (pages 126-128)  
Lesson 5 Assessment (pages 130-133)  
Lesson 6 Assessment (pages 134-137)  
Lesson 7 Assessment (pages 138-141)  
Idea Factory activities (pages 41-50)

### **Extensions:**

Have students research and write about whether Daniel Shays was a hero or a troublemaker.

- Students will pick and defend either the ideas of the Articles of Confederation or the ideas of the Constitution.
- In partners, have students discuss the question: Why does the Constitution make the president commander-in-chief but give Congress the power to declare war?
- Have students bring news articles related to the balance of power to class.
- Allow students to compile a list of leaders, explorers, military figures, etc that have had a part in the shaping of US from the beginnings of the Revolutionary War to the Louisiana Purchase. Students can assemble a "yearbook" to show these people and their accomplishments. As the year progresses, students can add more as they read and learn.
- Students should research and write about an important person or location of the War of 1812.
- Have students imagine what life would be like if one of the important inventions had not been created for 50 years
- Allow students to play the Oregon Trail on the Internet. Students should record observations (i.e. what effects the traveling had on travelers)
- In pairs, students can create a collage or a timeline to show the events of the War with Mexico.
- Challenge students to find out how President Polk extended U.S. borders to latitude 54°40'.

### **Correctives:**

- Students will use graphic organizers to find similarities and differences between 2 documents.
  - Students will use chart on page 203 to review the populations of the colonies.
  - Allow students to reread the second paragraph under Checks and Balances and explain in their own words how a bill becomes a law after creating a flow chart.
  - Have students pick ten important sentences to mix up and then sequence.
- Have students write one question for each blue heading on pp. 218-219 and exchange with a partner. Students should write 2 facts from each section in the lesson. Students can sort through each other's facts and group them accordingly.
- In pairs, ask students to use the map on p. 229 to identify two different trails settlers could follow to reach California.
  - Have students make up Who, What, Where, When, Why and How questions about the Mexican-American War.
  - Student Activity Book page 41, 42,43, 44, 46, 47,and 48.

### **Materials and Resources:**

Social Studies Textbook

## DELAWARE VALLEY SCHOOL DISTRICT

Student Activity Book  
Teacher's Manual  
Idea Factory-Teacher Resources  
Transparencies GO5, UPS4, UPS6  
Big Idea Video  
Audio CDs  
Internet  
Almanacs  
Globes  
Wall Maps  
Printable Graphic Organizers

## Curriculum Plan

**Unit 6:** Slavery and Emancipation

**Time Range in Days:** (6 Lessons, 4 Weeks)

**Standard(s):**

(PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards)



# DELAWARE VALLEY SCHOOL DISTRICT

## Standards Addressed:

### Civics and Government

5.1.5.A, 5.1.5.B, 5.1.5.C, 5.1.5.D, 5.1.5.E, 5.1.5.F, 5.2.5.A, 5.2.5.B, 5.2.5.C, 5.2.5.D, 5.3.5.A, 5.3.5.B, 5.3.5.C, 5.3.5.D, 5.3.5.E, 5.3.5.F, 5.3.5.G, 5.3.5.H, 5.4.5.B,

### Economics:

6.1.5.A, 6.1.5.B, 6.1.5.C, 6.1.5.D, 6.2.5.A, 6.2.5.B, 6.2.5.C, 6.2.5.D, 6.2.5.E, 6.2.5.F, 6.2.5.G, 6.3.5.A, 6.3.5.B, 6.3.5.C, 6.4.5.A, 6.4.5.B, 6.4.5.C, 6.4.5.D, 6.5.5.A, 6.5.5.B, 6.5.5.D, 6.5.5.E, 6.5.5.F, 6.5.5.G, 6.5.5.H

### Geography:

7.1.5.A, 7.1.5.B, 7.2.5.A, 7.2.5.B, 7.3.5.A, 7.4.5.A, 7.4.5.B

### History:

8.1.5.A, 8.1.5.B, 8.1.5.C, 8.2.5.A, 8.2.5.B, 8.2.5.C, 8.2.5.D, 8.3.5.A, 8.3.5.B, 8.3.5.C, 8.3.5.D, 8.4.5.A, 8.4.5.B

### English/Language Arts:

CC.1.1.5.D, CC.1.1.5.E, CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.F, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.4.5.A, CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E, CC.1.4.5.F, CC.1.4.5.G, CC.1.4.5.H, CC.1.4.5.I, CC.1.4.5.J, CC.1.4.5.K, CC.1.4.5.L, CC.1.4.5.S, CC.1.4.5.T, CC.1.4.5.U, CC.1.4.5.V, CC.1.4.5.W, CC.1.4.5.X, CC.1.5.5.A, CC.1.5.5.B, CC.1.5.5.C, CC.1.5.5.D, CC.1.5.5.E, CC.1.5.5.F, CC.1.5.5.G

## Anchor(s):

EO5.B-K.1, EO5.B-C.2, EO5.B-C.3.1, EO5.B-V.4, EO5.C.1.1, EO5.C.1.2, EO5.C.1.3, EO5.D.1.1, EO5.D.1.2, EO5.D.2.1, EO5.E.1.1

## Overview:

This unit focuses on King Cotton and the Spread of Slavery, Heading Toward War, The Nation Divided by War, The Union Moves Toward Victory, The War Ends, and Reconstruction and After.

## Focus Question(s):

What are some things people are willing to fight for?

## Goals:

Students will be able to explain the importance of cotton to the South's economy.  
Students will be able to identify the differences between the North and the South.  
Students will be able to analyze how tariffs increased tensions between the North and the South.  
Students will be able to discuss how abolitionists fought slavery.  
Students will be able to explain key conflicts related to the issue of slavery in the territories.  
Students will be able to analyze the significance of the Dred Scott decision.  
Students will be able to explain how the Civil War began.  
Students will be able to explain the importance of the Battle of Bull Run.  
Students will be able to assess the advantages and disadvantages of each side.  
Students will be able to analyze the elements of Scott's Anaconda Plan.  
Students will be able to identify innovations in military technology during the Civil War.  
Students will be able to discuss the impact of the Emancipation Proclamation.

## DELAWARE VALLEY SCHOOL DISTRICT

Students will be able to explain how people on the home front contributed to the war effort.  
Students will be able to summarize Grant's plan to end the war.  
Students will be able to describe the effects of Sherman's march to the sea.  
Students will be able to identify the event that ended the war.  
Students will be able to explain how the federal government supported newly freed slaves.  
Students will be able to identify civil rights granted by the "Civil War Amendments."  
Students will be able to explain how African Americans' civil rights were restricted.

### **Objectives:**

DOK 1: Identify important battles and the turning point in the Civil War  
DOK 1: Recall the importance of the Battle of Bull Run  
DOK 1: Identify civil rights granted by the "Civil War Amendments"  
DOK 2: Summarize the major battles of the war and the importance of new inventions in military technology  
DOK 2: Compare and contrast the strengths and weaknesses of the Confederacy and the Union  
DOK 3: Investigate how the Civil War began  
DOK 3: Draw conclusions as to the importance of the Emancipation Proclamation and the Gettysburg Address to our country's survival  
DOK 3: Cite evidence to explain key conflicts related to the issue of slavery in the territories  
DOK 4: Analyze the differences of perspectives between the North and South on the topic of slavery and its importance to the cotton industry.  
DOK 4: Connect the culminating events of the Civil War including Grant's plan to end the war and Sherman's march to the sea to the eventual surrender of the South  
DOK 4: Critique how African American's civil rights were restricted during the Reconstruction Period and after

### **Core Activities and Corresponding Instructional Methods:**

#### **Lesson 1: King Cotton and the Spread of Slavery**

##### **Core Activities:**

*-Key Concepts: the South's effect on economy and politics*  
*-Key Vocabulary: slave state, free state, Missouri Compromise, tariff*  
-Discuss how tariffs helped and hurt the North and the South.  
-Discuss key vocabulary and how the South effected the nation's economy and politics.  
-Use Reading Link: Compare and contrast to help students compare and contrast the differences between the North and the South.  
-Students will identify slave states and free states.  
-Students will summarize the Missouri Compromise

#### **Lesson 2: Heading Toward War**

##### **Core Activities:**

*-Key Concepts: slavery in the 1800's*  
*-Key Vocabulary: abolitionists, debate, treason, secede, civil war*  
-Discuss how abolitionists fought slavery  
-Discuss key vocabulary and how the issue of slavery divided the country in the 1800's

## DELAWARE VALLEY SCHOOL DISTRICT

- Use Reading Link: Cause and Effect to help students understand the effects of the Kansas-Nebraska Act.
- Have students use the map on this page to explain how the Kansas-Nebraska Act ended the Missouri Compromise.
- Assign one of the abolitionists mentioned on page 231 to small groups. Allow the group to write a small biography, draw a portrait, and find any quotes relevant to the issue of slavery.
- Students will describe how the Compromise of 1850 led to violence.
- Students should compare and contrast the views of Lincoln and Douglas using a Venn Diagram.

### **Lesson 3: The Nation Divided by War**

#### **Core Activities:**

- Key Concepts* Battle of Bull Run
- Key Vocabulary:* draft, Anaconda Plan, total war
- Discuss how tariffs helped and hurt the North and the South.
- Discuss key vocabulary and how the South effected the nation's economy and politics.
- Use Reading Link: Compare and Contrast the difference between the North and the South
- Use Datagraph activity on page 263 help understand the economic differences between the North and the South.
- Students will compare and contrast the Confederacy and the Union.
- Students will create a class timeline of important Civil War events.
- In pairs, students will pick one battle and list ten important facts based on reading and research.

### **Lesson 4: The Union Moves Toward Victory**

#### **Core Activities:**

- Key Concepts:* Civil War
- Key Vocabulary:* Emancipation, Proclamation, Gettysburg Address
- Discuss the impact of the Emancipation Proclamation.
- Discuss key vocabulary and the Civil War.
- Use Reading Link: Fact and Opinion to understand how the Fighting 54<sup>th</sup> might have changed people's opinion about the African Americans.
- Students should retell Pickett's Charge.
- Students should write an essay from the viewpoint of a person who heard the Gettysburg Address in person.

### **Lesson 5: The War Ends**

#### **Core Activities:**

- Key Concepts:* Civil War
- Key Vocabulary:* malice, assassination
- Discuss Grant's plan to end the war.
- Discuss key vocabulary and what events brought an end to the Civil War
- Use Reading Link: Fact and Opinion to show facts and opinions about Sherman's March
- Use Datagraph activity on page 277 help understand the electoral votes of 1864.
- Students should write a summary of the South's surrender in the war.
- Students should read Walt Whitman's quote about Lincoln's assassination. Students should discuss its meaning.
- Students should write their opinions about Abraham Lincoln as President.

### **Lesson 6: Reconstruction and After**

#### **Core Activities:**

- Key Concepts:* change in the South
- Key Vocabulary:* Reconstruction, black codes, sharecropping, segregation, Jim Crow Laws
- Explain and discuss how the federal government supported newly freed slaves

## DELAWARE VALLEY SCHOOL DISTRICT

- Discuss key vocabulary and how the South changed after the war
- Use Reading Link Cause and Effect to help students state their opinion about whether African Americans were treated as equals after the Civil War, supported by at least two facts.
- Students should list and describe what happened during Reconstruction.
- Students should write a newspaper article about one event that happened after Reconstruction ended.

### **Instructional Methods:**

Brainstorming  
Graphic Organizers  
Large Group Instruction  
Small Group Reading  
Oral and Silent Reading  
Group and Individual Research Projects and Presentations  
Timelines  
Discussion  
Creative Thinking/Problem Solving  
Critical Thinking  
Partner Reading and Questioning  
Map Reading  
Chart Reading  
Graph Interpretation  
Map Construction  
Student Writing  
Role Play  
Simulation

### **Assessments:**

#### **Diagnostic:**

Brainstorming Web: Students' participation and adherence to topic within graphic organizer and interpretation of pictures and maps, student predictions based on prior learning

#### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, partner questioning, role play, group presentation, lesson review, map activities, dramatic interpretation, student activity book, hands-on projects, time lines, posters, research presentation, use of reference materials

#### **Summative:**

Lesson 1 Assessment (pages 143-146)

## DELAWARE VALLEY SCHOOL DISTRICT

Lesson 2 Assessment (pages 147-150)  
Lesson 3 Assessment (pages 151-154)  
Lesson 4 Assessment (pages 155-158)  
Lesson 5 Assessment (pages 159-162)  
Lesson 6 Assessment (pages 163-166)  
Idea Factory activities (pages 51-58)

### Extensions:

- Have students research why Henry Clay was called the "Great Compromiser".
  - Challenge students to find out more about how Northerners resisted the Fugitive Slave Law.
  - Allow students to research the Underground Railroad and present findings in a poster, three dimensional projects, or a PowerPoint.
  - Have students identify what they believe to be the three most important advantages of each side.
  - Have students find and share primary sources about soldier's experiences.
  - Have students compare and contrast the Civil War to the Revolutionary War.
  - Have students in groups discuss how the performance of the Fighting 54<sup>th</sup> might have influenced the way people thought about African Americans
  - Challenge students to do a dramatic reading of the Gettysburg Address.
  - Students should look at the opinions and how they may have changed during his Presidency.
- Allow small groups to research Plessy v. Ferguson. Students should explain how this Supreme Court decision affected African Americans and how life could have been different had they not decided they way they did.

### Correctives:

- Have students use the map on page 246 to point out the area where slavery was forbidden by the Missouri Compromise.
- Have students work with a partner to write definitions of the Kansas-Nebraska Act and "Bleeding Kansas."
- Students should use a fact and opinion chart to identify statements in the lesson.
- Have students make up Who, What, When, Where, Why, and How question based on the charts on pages 260 –261. Collect the question and use them to review the material with the class.
- Have students use the map on page 262 to explain why capturing Vicksburg was an important part of Grant's plan.
- Have students retell the major events of the Civil War using maps and pictures in lesson.
- Have students use the map on page 276 to explain how Sherman's march completed Grant's Anaconda Plan.
- Students should write 2 questions on index cards with answers on back. Students can trade cards to review lesson.
- Have students make a chart summarizing the rights granted by the Thirteenth, Fourteenth, and Fifteenth Amendments
- Student Activity Book page 50,52, 53, 54, 55, and 56.

### Materials and Resources:

Social Studies Textbook  
Student Activity Book  
Teacher's Manual  
Idea Factory-Teacher Resources  
Transparencies GO1, GO11, GO12, UPS4

## DELAWARE VALLEY SCHOOL DISTRICT

Big Idea Video  
Audio CDs  
Internet  
Almanacs  
Globes  
Wall Maps  
Printable Graphic Organizers

# Curriculum Plan

**Unit 7:** the Nation Grows

**Time Range in Days:** 5 Lesson (5 Weeks)

**Standard(s):**

(PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards)

# DELAWARE VALLEY SCHOOL DISTRICT

## Standards Addressed:

### Civics and Government

5.1.5.A, 5.1.5.B, 5.1.5.C, 5.1.5.D, 5.1.5.E, 5.1.5.F, 5.2.5.A, 5.2.5.B, 5.2.5.C, 5.2.5.D, 5.3.5.A, 5.3.5.B, 5.3.5.C, 5.3.5.D, 5.3.5.E, 5.3.5.F, 5.3.5.G, 5.3.5.H, 5.4.5.B,

### Economics:

6.1.5.A, 6.1.5.B, 6.1.5.C, 6.1.5.D, 6.2.5.A, 6.2.5.B, 6.2.5.C, 6.2.5.D, 6.2.5.E, 6.2.5.F, 6.2.5.G, 6.3.5.A, 6.3.5.B, 6.3.5.C, 6.4.5.A, 6.4.5.B, 6.4.5.C, 6.4.5.D, 6.5.5.A, 6.5.5.B, 6.5.5.D, 6.5.5.E, 6.5.5.F, 6.5.5.G, 6.5.5.H

### Geography:

7.1.5.A, 7.1.5.B, 7.2.5.A, 7.2.5.B, 7.3.5.A, 7.4.5.A, 7.4.5.B

### History:

8.1.5.A, 8.1.5.B, 8.1.5.C, 8.2.5.A, 8.2.5.B, 8.2.5.C, 8.2.5.D, 8.3.5.A, 8.3.5.B, 8.3.5.C, 8.3.5.D, 8.4.5.A, 8.4.5.B

### English/Language Arts:

CC.1.1.5.D, CC.1.1.5.E, CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.F, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.4.5.A, CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E, CC.1.4.5.F, CC.1.4.5.G, CC.1.4.5.H, CC.1.4.5.I, CC.1.4.5.J, CC.1.4.5.K, CC.1.4.5.L, CC.1.4.5.S, CC.1.4.5.T, CC.1.4.5.U, CC.1.4.5.V, CC.1.4.5.W, CC.1.4.5.X, CC.1.5.5.A, CC.1.5.5.B, CC.1.5.5.C, CC.1.5.5.D, CC.1.5.5.E, CC.1.5.5.F, CC.1.5.5.G

## Anchor(s):

EO5.B-K.1, EO5.B-C.2, EO5.B-C.3.1, EO5.B-V.4, EO5.C.1.1, EO5.C.1.2, EO5.C.1.3, EO5.D.1.1, EO5.D.1.2, EO5.D.2.1, EO5.E.1.1

## Overview:

This unit includes Settling the West, The Plains Wars, Big Business, Growing Cities, New Territories and States

## Focus Question(s):

How does technology change peoples' lives?

## Goals:

Students will be able to describe a cowboy's work.  
Students will be able to discuss how the Transcontinental Railroad was built.  
Students will be able to explain why people moved into the Plains.  
Students will be able to explain the conflicts that led to the Plains Wars.  
Students will be able to discuss how Native American's lives changed during the late 1800's.  
Students will be able to describe how technology changed people's lives.  
Students will be able to explain how industrialization affected workers.  
Students will be able to identify the effects of urbanization.  
Students will be able to discuss why immigrants settled in cities.  
Students will be able to explain why limits were placed on immigration.  
Students will be able to explain how Alaska and Hawaii became part of the United States.  
Students will be able to discuss causes of Spanish-American War.  
Students will be able to identify territories the United States acquired after the Spanish-American War.

## Objectives:

## DELAWARE VALLEY SCHOOL DISTRICT

DOK 1: Recall the westward movement and what life was like on the plains for cowboys.

DOK 1: Recognize the causes for the Spanish American War and identify the territories that were acquired afterward.

DOK 1: Describe how technology affected peoples' lives

DOK 2: Summarize the conflicts that led to the Plains Wars

DOK 3: Cite evidence to show how the addition of the Transcontinental Railroad affected America

DOK 3: Explain the effects of immigration on America

DOK 4: Analyze the effects of urbanization

### **Core Activities and Corresponding Instructional Methods:**

#### **Lesson 1: Settling the West**

##### **Core Activities:**

-Key Concepts: *Westward expansion*

-Key Vocabulary: *cattle drive, transcontinental railroad, homesteader, exodusters, poverty*

-Discuss key vocabulary how the westward expansion changed the United States.

-Use Reading Link: Summarize to help students the role of workers on the Union Pacific or Central Pacific railroad.

-Students should put together a poster that shows what a cowboy's life was like.

-Students should compare and contrast the Central Pacific Railroad and the Union Pacific Railroad.

-Students should work in partners to design posters that would attract customers to railroad travel.

#### **Lesson 2: The Plains War**

##### **Core Activities:**

-Key Concepts: *Native Americans, land disputes*

-Key Vocabulary: *Property rights, reservation*

-Discuss the conflicts that led to the Plains War

-Discuss key vocabulary and how the growth in the West affected the Native American groups.

-Allow students to research how traditional clothing, dances, and stories preserved the history of the Plain groups.

-Have students write a paragraph how the railroads changed life for the Plains groups.

#### **Lesson 3: Big Business**

##### **Core Activities:**

-Key Concepts: *industrialization*

-Key Vocabulary: *corporation, monopoly, labor union, strike*

Discuss unions and how they affected the American worker.

-Discuss key vocabulary and how technology affected the American life.

-Discuss the first American industries.

-Allow students to pick one invention that is mentioned on page 303. Students should construct a three dimensional model and write a paragraph that describes it as it was used in the 1800s and today.

-Students will take on the roles of labor unions and industry leaders to role play what would lead up to a strike and how it could be resolved.

#### **Lesson 4: Growing Cities**

##### **Core Activities:**

-Key Concepts: *Growth of American cities*

-Key Vocabulary: *commute, slum, tenement*



## DELAWARE VALLEY SCHOOL DISTRICT

- Identify the effects of urbanization
- Discuss key vocabulary and how the growth of cities impacted the United States.
- Use Reading Link: Summarize to help students explain why new immigrants often found life in America difficult.
- Students should put together a story board that shows the events of the Great Chicago Fire.
- Students should hypothesize how the United States would be different if immigration laws were put into place to restrict immigration and were not changed.

### **Lesson 5: New States and Territories**

#### **Core Activities:**

*-Key Concepts: Spanish-American war and new U.S. territories*

Key Vocabulary: annex, Spanish-American War, buffalo soldier

-Discuss key vocabulary and why did the United States gain power by 1900.

-Explain how Alaska and Hawaii became part of the United States.

-Have students design travel brochures that show the history of how Alaska and Hawaii became part of the country.

#### **Instructional Methods:**

Brainstorming

Graphic Organizers

Large Group Instruction

Small Group Reading

Oral and Silent Reading

Group and Individual Research Projects and Presentations

Timelines

Discussion

Creative Thinking/Problem Solving

Critical Thinking

Partner Reading and Questioning

Map Reading

Chart Reading

Graph Interpretation

Map Construction

Student Writing

Role Play

Simulation

#### **Assessments:**

##### **Diagnostic:**

Brainstorming Web: Students' participation and adherence to topic within graphic organizer and interpretation of pictures and maps, student predictions based on prior learning

##### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, partner questioning, role play, group presentation, lesson review, map activities, dramatic interpretation, student activity book, hands-on projects, time lines, posters, research presentation, use of reference materials, problem solving

# DELAWARE VALLEY SCHOOL DISTRICT

## **Summative:**

- Lesson 1 Assessment (pages 168-171)
- Lesson 2 Assessment (pages 172-175)
- Lesson 3 Assessment (pages 173-179)
- Lesson 4 Assessment (pages 180-183)
- Lesson 5 Assessment (pages 184-187)
- Idea Factory activities (pages 59-68)

## **Extensions:**

- Have students explore myths and realities about the golden spike.
- Ask students to think of a modern invention that could have helped homesteaders have an easier way of life.
- Ask students to pretend to be a government leader in the 1800s and to come up with a way to make an agreement with Native American groups that would not involve violence.
- Ask students to research Plains town names that come from the Native American language.
- Students should research other inventions invented in the 1800s.
- Students will write biographies of Carnegie or Rockefeller.
- Ask students to write a brief explanation of what the Statue of Liberty means from the point of view of the statue.
- Have students research the poem by Emma Lazarus engraved on the Statue of Liberty.
- Have students discuss why the slogan "Remember the Maine" influenced public opinion about going to war.
- Have students find out more about Teddy Roosevelt's leadership of the Rough Riders.

## **Correctives:**

- Have students do a Think/Pair/Share about what challenges workers on the transcontinental railroad faced.
- Have students write summaries about the lesson.
  - Have students find names of important people and places and write one fact about each.
  - Review the map on page 301 to review where territories grew.
  - Summarize-have students review the headings to focus on the main ideas of the lesson
  - Have students write a paragraph that summarizes what they have read.
  - Have students do a Think/Pair/Share on what the Statue of Liberty represents.
  - Allow students to arrange groups of people, places, and things from those mentioned in the lesson.
  - Allow students to create flashcards with vocabulary words and important concepts from Lesson 5.
  - Student Activity Book pages 58, 59, 60, 61, and 63.

## **Materials and Resources:**

- Social Studies Textbook
- Student Activity Book
- Teacher's Manual
- Idea Factory-Teacher Resources
- Transparencies GO14
- Big Idea Video
- Audio CDs
- Internet
- Almanacs

# DELAWARE VALLEY SCHOOL DISTRICT

Globes

Wall Maps

Printable Graphic Organizers

## Curriculum Plan

**Unit 8:** The Modern Era

**Time Range in Days:** 6 Lessons (4 Weeks)

**Standard(s):**

(PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards)

**Standards Addressed:**

# DELAWARE VALLEY SCHOOL DISTRICT

## **Civics and Government**

5.1.5.A, 5.1.5.B, 5.1.5.C, 5.1.5.D, 5.1.5.E, 5.1.5.F, 5.2.5.A, 5.2.5.B, 5.2.5.C, 5.2.5.D, 5.3.5.A, 5.3.5.B, 5.3.5.C, 5.3.5.D, 5.3.5.E, 5.3.5.F, 5.3.5.G, 5.3.5.H, 5.4.5.B,

## **Economics:**

6.1.5.A, 6.1.5.B, 6.1.5.C, 6.1.5.D, 6.2.5.A, 6.2.5.B, 6.2.5.C, 6.2.5.D, 6.2.5.E, 6.2.5.F, 6.2.5.G, 6.3.5.A, 6.3.5.B, 6.3.5.C, 6.4.5.A, 6.4.5.B, 6.4.5.C, 6.4.5.D, 6.5.5.A, 6.5.5.B, 6.5.5.D, 6.5.5.E, 6.5.5.F, 6.5.5.G, 6.5.5.H

## **Geography:**

7.1.5.A, 7.1.5.B, 7.2.5.A, 7.2.5.B, 7.3.5.A, 7.4.5.A, 7.4.5.B

## **History:**

8.1.5.A, 8.1.5.B, 8.1.5.C, 8.2.5.A, 8.2.5.B, 8.2.5.C, 8.2.5.D, 8.3.5.A, 8.3.5.B, 8.3.5.C, 8.3.5.D, 8.4.5.A, 8.4.5.B

## **English/Language Arts:**

CC.1.1.5.D, CC.1.1.5.E, CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.F, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L, CC.1.4.5.A, CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E, CC.1.4.5.F, CC.1.4.5.G, CC.1.4.5.H, CC.1.4.5.I, CC.1.4.5.J, CC.1.4.5.K, CC.1.4.5.L, CC.1.4.5.S, CC.1.4.5.T, CC.1.4.5.U, CC.1.4.5.V, CC.1.4.5.W, CC.1.4.5.X, CC.1.5.5.A, CC.1.5.5.B, CC.1.5.5.C, CC.1.5.5.D, CC.1.5.5.E, CC.1.5.5.F, CC.1.5.5.G

## **Anchor(s):**

EO5.B-K.1, EO5.B-C.2, EO5.B-C.3.1, EO5.B-V.4, EO5.C.1.1, EO5.C.1.2, EO5.C.1.3, EO5.D.1.1, EO5.D.1.2, EO5.D.2.1, EO5.E.1.1

## **Overview:**

The unit covers A New Century, Good Times Hard Times, World War II, The Cold War, A Time of Change, and Present-Day Challenges

## **Focus Question(s):**

How does a nation protect its freedoms?

## **Goals:**

Students will be able to describe Roosevelt's "square deal."  
Students will be able to discuss the significance of the Panama Canal.  
Students will be able to explain why the United States fought in World War I.  
Students will be able to discuss how peace-making after World War I led to other conflicts.  
Students will be able to identify movements that helped social equality.  
Students will be able to explain how mass production changed Americans' lives.  
Students will be able to identify causes of the Great Depression.  
Students will be able to describe Roosevelt's New Deal.  
Students will be able to explain why the United States fought in World War II.  
Students will be able to identify ways that Americans supported the war effort.  
Students will be able to discuss how the war ended in Europe and the Pacific.  
Students will be able to explain the Cold War.  
Students will be able to discuss how segregation was ended.  
Students will be able to identify civil rights leaders.  
Students will be able to explain how people worked together to gain equal rights.  
Students will be able to discuss how the Vietnam War divided Americans.  
Students will be able to discuss why President Bush declared war on terror.  
Students will be able to describe recent wars in Iraq.

## DELAWARE VALLEY SCHOOL DISTRICT

Students will be able to identify challenges the United States faces in the future.

### **Objectives:**

- DOK 1: Recognize Roosevelt's "square deal" and how it reformed business and government and promoted fair treatment for all people.
- DOK 1: Recognize movements that helped social equality including the Great Migration and Women's Right to Vote
- DOK 1: Explain instances of terrorism in the United States and abroad.
- DOK 1: Give examples of conflict between the U.S. and the Soviet Union including the Cold War
- DOK 1: Understand how segregation ended and elaborate on the importance of leaders such as Martin Luther King, Jr. and Rosa Parks
- DOK 2: Summarize how mass production changed American's lives.
- DOK 2: Summarize the movements that pushed for equal rights for all and their important leaders.
- DOK 2: Compare and contrast the administrations of Eisenhower and Kennedy and the events that occurred under their leadership
- DOK 3: Critique the events before, during, and after World War II
- DOK 3: Cite evidence to explain why the United States fought in World War I
- DOK 3: Compare and contrast the viewpoint of people for and against the Vietnam War
- DOK 3: Investigate the challenges the United States faces in the future.
- DOK 4: Analyze the causes of the Great Depression and Roosevelt's New Deal

### **Core Activities and Corresponding Instructional Methods:**

#### **Lesson 1: A New Century**

##### **Core Activities:**

- Key Concepts: United States power*
- Key Vocabulary: progressive, reform, muckraker, Treaty of Versailles, League of Nations*
- Discuss key vocabulary and how the United States' power increase between 1900 and 1918.
- Use Reading Link: Make inferences about the construction of the Panama Canal.
- Discuss Roosevelt's "square deal"
- Students should work in small groups and create a newscast about World War I.
- Students should compare and contrast how WWI was different from other wars the United States had been involved in.

# DELAWARE VALLEY SCHOOL DISTRICT

## **Lesson 2: Good Times Hard Times**

### **Core Activities:**

- Key Concepts: Economic and Political changes*
- Key Vocabulary: suffrage, mass production, assembly line, stock*
- Identify movements that helped social equality
- Discuss key vocabulary and how economic and political changes effected American freedom
- Discuss the Great Depression
- Students should write an editorial about the women's suffrage movement.
- Students should design an advertisement (print or radio) to persuade buyers to purchase a new item from the 1920s.

## **Lesson 3: World War II**

### **Core Activities:**

- Key Concepts: World War II*
- Key Vocabulary: dictator, neutral, ration, internment, concentration camp*
- Explain why the United States fought in World War II.
- Discuss key vocabulary and how World War II affected the United States.
- Students will write a journal entry that shows what it was like to be living during the war on the home front.
- As a class make a timeline to show major events of World War II. Give small groups one event for them to present to the class.
- Students should identify the effects of World War II after it's conclusion.]

## **Lesson 4: The Cold War**

### **Core Activities:**

- 
- Key Concepts: Cold War*
- Key Vocabulary: communism, truce, arms race, satellite, era*
- Recall information from past lessons about the causes of war.
- Discuss key vocabulary and how did world changes affect the United States from 1945 to 1960
- Use Reading Link: Compare and Contrast the U.S. and the Soviet Union during Cold War.
- Students should pick one event of the Cold War listed in the reading and present a poster or PowerPoint presentation.
- Students should interpret Neil Armstrong's quote on page 351.

## **Lesson 5: A Time of Change**

### **Core Activities:**

- Key Concepts: Civil Rights*
- Key Vocabulary: Civil Rights Act, prejudice, Voting Rights Act, migrant farm worker*
- Discuss key vocabulary and how issues of equality affected the United States.
- Reading Link: Make inferences about the changes that occurred during the 1960s
- Students should list the leaders and the notable locations of the Civil Rights Movement. Allow students to discuss how the movement affected life in the United States.
- Allow students to read the excerpt of Martin Luther King's speech and read it to the class. Students should pick a part they found most interesting and write an interpretation.
- Discuss with students what it would be like today if the Civil Rights Movement was not as successful as it was in the 1960s.

## DELAWARE VALLEY SCHOOL DISTRICT

- After reading about the Vietnam War, allow students to pick a side to debate whether the US should be involved or not.
- Allow students to find a quote or article about one of the timeline items on page 358-359.

### **Lesson 6: Present Day Challenges**

#### **Core Activities:**

- Key Concepts: U.S challenges*
- Key Vocabulary: terrorism, interdependence, North American Free Trade Agreement, global warming
- Discuss key vocabulary and what challenges do the United States face in the 21<sup>st</sup> century
- Reading Link: Cause and Effect of the Iraq War.
- Discuss the events of September 11, 2001 with class. Allow them to find a newspaper article from the day.
- Allow students to discuss the War on Terror and how it affects us as a country.
- Students will research a global challenge of today, (either from the reading or not), and they should present it with a brief report and a three dimensional object they have designed. (ex. Students could present the energy crisis and build a small windmill to show alternative sources.)

#### **Instructional Methods:**

Brainstorming  
Graphic Organizers  
Large Group Instruction  
Small Group Reading  
Oral and Silent Reading  
Group and Individual Research Projects and Presentations  
Timelines  
Discussion  
Creative Thinking/Problem Solving  
Critical Thinking  
Partner Reading and Questioning  
Map Reading  
Chart Reading  
Graph Interpretation  
Map Construction  
Student Writing  
Role Play  
Simulation

#### **Assessments:**

##### **Diagnostic:**

Brainstorming Web: Students' participation and adherence to topic within graphic organizer and interpretation of pictures and maps, student predictions based on prior learning

##### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, partner questioning, role play, group presentation, lesson review, map activities, dramatic interpretation, student activity book, hands-on projects, time lines, posters, research presentation, use of reference materials, problem solving

## DELAWARE VALLEY SCHOOL DISTRICT

### Summative:

- Lesson 1 Assessment (pages 189-192)
- Lesson 2 Assessment (pages 193-196)
- Lesson 3 Assessment (pages 197-200)
- Lesson 4 Assessment (pages 201-204)
- Lesson 5 Assessment (pages 205-208)
- Lesson 6 Assessment (pages 209-212)
- Idea Factory activities (pages 69-76)

### Extensions:

- Students should recreate to design their own war posters like that on page 329.
- Students should work in small groups to research the leaders of nations involved in the war
- Have students to find out how many ships use the Panama Canal today.
- Students should research the Harlem Renaissance and make a three dimensional object to display.
- Have students research how Henry Ford figured out how to make “ a motor car for the great multitude
- Allow students to write biographies of notable WW II figures.
- Allow students to read “Number the Stars”, or another book set in WW II so students can see how it affected those characters.
- Have students find out where the Doomsday Clock is set today
- Have students find statistics on how much the United States and the Soviet Union spent on the Cold War arms race.
- Allow students to work in partners to research one of the Equal Rights leaders from pages 356-357 and put together a resume of their work.
- Allow students to research and present a person who currently today is working for equal rights for a group.
- Have students write a poem about September 11.
- Have students bring in current news article related to the war on terror.

### Correctives:

- Have students use a map of Central America to explain why a water route across Panama was needed.
- Students will use graphic organizers to review important information in the lesson.
- Students should work together to program cards with locations, events, and people important to WWII. The cards can be used to study information.
- Allow students to write a summary that uses the vocabulary -Have students locate the 38<sup>th</sup> parallel that divides Korea on a map words from the lessons
- Students should use pictures in lesson to retell events.

Students should discuss how these movements have affected us today.

- Students should make 2 question cards to be used in a review.
- Ask students to work with a partner to put events on pages 362-363 on a time line.
- Student Activity Book page 65, 67, 68, 69, and 70

### Materials and Resources:

- Social Studies Textbook
- Student Activity Book
- Teacher’s Manual
- Idea Factory-Teacher Resources



## DELAWARE VALLEY SCHOOL DISTRICT

Transparencies GO2, GO1, GO14, GO11, GO10, GO12

Big Idea Video

Audio CDs

Internet

Almanacs

Globes

Wall Maps

Printable Graphic Organizers

### **Primary Textbook(s) Used for this Course of Instruction**

**Name of Textbook:**

*Macmillan/McGraw-Hill Time links: The United States*

**Textbook ISBN #:**

978-0-02-151488-5

**DELAWARE VALLEY SCHOOL DISTRICT**

**Textbook Publisher &Year of Publication:**

McGraw-Hill Companies, Inc. 2009

**Curriculum Textbook is utilized in:**

Fifth Grade Social Studies

**Appendix**

**DELAWARE VALLEY SCHOOL DISTRICT**

For a description of PA Common Core Standards, PA State Standards, and Pennsylvania Anchors please visit the Pennsylvania Department of Education website at:

[www.pdesas.org](http://www.pdesas.org)

**Checklist to Complete and Submit with Curriculum:**

\_\_\_\_\_ A hard copy of the curriculum using The template entitled “Planned Instruction,” available on the district website

**DELAWARE VALLEY SCHOOL DISTRICT**

- \_\_\_\_\_ **Hard copies of all supplemental resources not available electronically**
- \_\_\_\_\_ **The primary textbook form(s)**
- \_\_\_\_\_ **The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document**
- \_\_\_\_\_ **A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.**

**Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.**

**First Reader/Reviewer Printed Name** \_\_\_\_\_

**First Reader/Reviewer Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Second Reader/Reviewer Printed Name** \_\_\_\_\_

**Second Reader/Reviewer Signature** \_\_\_\_\_ **Date** \_\_\_\_\_