

Week 27
April 17th

Upcoming Dates: End of Year Program. Monday at 6:30. Bring any project you want that you completed for your family table to show off your work this year.

Great Job on your Wax Museum Projects!!!

In class: Students presented their Wax Museum projects.

Table of Contents:

Pg 91 The Battle of the Alamo Webquest

Pg 92 The Battle of the Alamo

Homework:

1. Read SOTW3 Ch 40 and AM Ch 25
2. Use [this website](#) to complete [The Battle of the Alamo Webquest](#)
3. Complete the [Battle of the Alamo](#) graphic organizer

Additional Links:

Video: [The Alamo - San Antonio, Texas - Travel Thru History](#)

Video: [Texas History Facts for kids](#)

Video: [Texas Revolution & Independence](#)

Video: [Marty Robbins - Ballad Of The Alamo](#)

Video: [The Alamo full movie](#)

Week 26
April 10th

Due Monday: [Wax Museum Biography Project](#)

In class: We discussed the Indian Removal Act and the Trail of Tears, focusing on the Cherokee. We went outside to do a bit of a “re-enactment” and read primary source documents with real accounts of a soldier and a survivor. We also tasted some of the foods that they might have had to eat along the trail (cooked cornmeal and raw root vegetable (potato). [Powerpoint](#)

Video: Showed first 10 mins. from video below: Snowbird Cherokee

Table of Contents:

Pg. 89 Trail of Tears Timeline

Pg. 90 Harriet Tubman Notebook Page

Homework:

1. Read SOTW CH 38 & AM CH 23-24
2. Use the information in the [Trail of Tears Timeline](#) to answer the questions. Staple the question/map page to the timeline to glue into notebook.
3. Read and Learn about Harriet Tubman. Fill in [Notebook Page](#) with facts you learn.

Additional Resources:

Video: [Harriet Tubman Mini Bio](#)

Video: [Frederick Douglass: An American Biography](#)

Video: [Snowbird Cherokee](#)

Video: [Trail of Tears](#)

Video: [Trail of Tears Short Documentary](#)

Video: [Women of These Hills](#) :If anyone is interested, I mentioned a Cherokee elder lady named Amanda “Mandy” Swimmer who is interviewed in this documentary...she is one of three women from the Appalachian mountains interviewed about their childhoods and growing up in our region (she is first, and then there is a white lady, and a black lady from the region that are interviewed to share and pass on the memories of our Appalachian culture and ways of life.

Week 25

April 3rd

Upcoming Due Date: April 17th - [Wax Museum Biography Project](#)

In Class: We learned about the industrial revolution's effect on a town by participating in a drawing simulation. [Powerpoint](#) If you were absent. Follow [these instructions](#) to create your own town. Place you folded up town in pocket page.

Table of Contents:

Pg. 87 Industrial Revolution Pocket Page

Pg. 88 Industrial Revolution Inventions

Homework:

1. Be reading your biography book.
2. Read SOTW3 Ch 27, 31 and American History Ch 22
3. Create a pocket page in your notebook. [Instructions](#). Place your folded up town from class in the pocket.
4. Also for the pocket: Review this [Powerpoint](#) and use it to fill in the [Notes on the Industrial Revolution](#).
5. Pick 3 inventions of the Industrial Revolution to fill in information about on the [graphic organizer](#). This organizer will be glued on facing page.

Additional Resources:

Video: [Cotton Gin Cart Demonstration](#)

Article: [Eli Whitney's Patent for the Cotton Gin](#)

Video: [Coal, Steam, and The Industrial Revolution: Crash Course World History](#)

Video: [Industrial Revolution Inventions Timeline 1712-1942](#)

Video: [The Steam Machine Changes The World I THE INDUSTRIAL REVOLUTION](#)

Video: [Steam Engine - How Does It Work](#)

Video: [Eli Whitney: Father of American Technology](#)

Videos: [JAMES MONROE VIDEOS](#)

Videos: [JOHN QUINCY ADAMS VIDEOS](#)

Week 24
March 27th

Upcoming Due Dates: April 17th - Biography Book Due

In class: we learned about the French Revolution. Students filled in notes from the [Powerpoint](#). Videos we watched: [French Revolution in a Nut Shell](#), [Women's March](#), [Crash Course History: The French Revolution](#)

Table of Contents

Pg. 83 The French Revolution

Pg. 84 The French Revolution Cont.

Pg. 85 Napoleon Bonaparte

Pg. 86 The Rise and Fall of Napoleon- Hero vs Tyrant

Homework:

1. Read SOTW3 Chapters 25, 29, 33
2. Finish filling in the [French Revolution Notes](#) using the powerpoint. You will need to cut out the different sections to get it all to fit on your two notebook pages.
3. Watch the video on [Napoleon](#). Fill in information you learn from this video and your reading around the [picture of Napoleon](#). Cut out square and glue it in your notebook.
4. Using information you learned, complete the [Napoleon Acrostic Poems](#) and portraits. You may need to explore some additional resources linked below.

Additional Resources:

Video: [Jeffery Lewis sings The French Revolution](#)

Video: [Ten Minute History - The French Revolution and Napoleon](#)

Video: [Histeria's take on the French Revolution](#)

Video: [The French Revolution Wrap](#)

Video and Articles: [Napoleon on Biography](#)

Week 23
March 20th

In class: We discussed the events leading up to the War of 1812 (such as the Battle of Tippecanoe), the causes, and some of the details about what happened during some of the battles at Fort Detroit, Fort McHenry, when Washington D.C. was burned, and The Battle of New Orleans. We listened to the lyrics and talked about the songs “The Star Spangled Banner” and “The Battle of New Orleans”.
Videos from class: [Battle of New Orleans](#), [The Star Spangled Banner](#)
[Powerpoint](#)

Table of Contents

Page 79 Star Spangled Banner
Page 80 Battle of New Orleans T-Shirt
Page 81 War of 1812 Battle Historical Marker
Page 82 A Novel Event

Homework:

1. Read America’s Story Chapter 21
2. Fill in the blanks of the [Star Spangled Banner](#)
3. Design a [T-Shirt](#) to commemorate the Battle of 1812
4. Fill in information of the historical significance on this [Historical Marker](#) on a Battle of your choice: Battle of Tippecanoe, Fort Detroit, Fort McHenry, or Burning of Washington
5. [A Novel Event](#): Do this assignment about any of the events we discussed. Only glue the spine of the book cover, then glue the description underneath on the notebook paper.

Additional Resources:

Video: [War of 1812](#)

Video: [Crash Course History: The War of 1812](#)

Week 22
March 13th

Upcoming Due Dates: NEXT book is a Biography. 1776-1850. Pick a person to read about that you wouldn't mind dressing like and portraying for our end of year Wax Museum.

In Class: We focused and on the Lewis and Clark Expedition and finished working on the Investigation activity we started last week. [Powerpoint](#)

Table of Contents:

Week 22 Pg 77 Lewis and Clark Map
78 Lewis and Clark Journal

Homework:

1. Read SOTW Ch 32 and AM Ch 20
2. Finish notes on from [Investigation](#) and add to Skipped page in notebook
3. Complete the [Map](#) using the [Mapping Activity Guide](#)
4. Use [this website](#) and google to help you complete the [Journal Entries](#). Pick actual discoveries made by the Corp of Discovery to document in your journal.

Additional Resources:

Website: <http://www.lewis-clark.org/>, <http://www.pbs.org/lewisandclark/>

Video: [1804-06 Lewis and Clark Expedition Documentary](#) 40mins

[The Corps of Discovery](#)

[The Lewis & Clark Song](#)

Week 21

March 6th

In Class: We learn about the Louisiana Territory and it's purchase by the US for less than 3 cents an acre. [Powerpoint](#)

Videos from class: [The historical audacity of the Louisiana Purchase](#), [Napoleon Appears on HGTV's House Hunters International](#) (Watched as a funny)

Table of Contents:

Week 21 Pg 73 Louisiana Territory Briefing (This will be returned next week) Leave this page blank for now.

74 Mapping the Louisiana Purchase

75 What a Bargain!

76 Daniel Boone Fact vs Fiction

Homework:

- 1. Read America's Story Chapters 18 & 19**
- 2. [Mapping the Louisiana Purchase](#)**
- 3. [What a Bargain!](#)** Choose one of the 13 states that are part of the Louisiana Territory. Cut out the state shape and answer the questions in the worksheet inside of the shape. Do not include the worksheet in the notebook. Just the Shape. Title your page: What a Bargain! We got (State Name!)
- 4. [Daniel Boone Fact vs Fiction](#)** Use [this website](#) to fill in the information about Daniel Boone.

Additional Resources:

Video: [The Louisiana Purchase Explained \[Turning Point in U.S. History\]](#)

Video: [Daniel Boone's Wilderness Road](#)

Video: [Thomas Jefferson](#) and [Mini Biography](#)

Week 20
February 27th

Upcoming Due Date: Fiction Book Summary DUE MONDAY, March 6th
[Matchbook Summaries Book Project](#)

In Class: students used scripts to act out an episode of “This Is Your Life, George Washington” (based on the format of the old TV show!) Washington interacted with people that worked with him on a daily basis during his Presidency. We learned about the Whiskey Rebellion, his Cabinet, and his Farewell Address. We also discussed John Adams’ role of vice president, and then his own presidency and what happened during his one term as our second President of the United States.

Videos from Class: (Please Note: Videos were shortened to eliminate some questionable content. Please preview before rewatching with your child.) [Whiskey Rebellion](#), [Washington's Farewell Address](#) (preview), [John Adams](#) (Begin at one minute)
[Powerpoint](#)

Table of Contents:

Week 19 Pg 69 The President's Cabinet
70 Washington's Presidency
71 Washington's Farewell
72 John Adam's Matching

Homework:

1. Read SOTW 23b, AM 17
2. [Washington's Cabinet](#)
3. [Washington's Presidency](#)
4. [Washington's Farewell](#)
5. [John Adam's Matching](#)

Week 19
February 20th

Upcoming Due Date: Our next book should be a fiction book. It should take place post Revolutionary War through the Gold Rush. It will be due March 6th

[Matchbook Summaries Book Project](#)

In Class: We discussed the Article of Confederation, The Constitution, and The Bill of Rights. [Bill of Rights](#) handout. [Powerpoint](#). [Bill of Rights Jeopardy](#).

Videos from class: [What Were the Articles of Confederation?](#), [If I sign this...](#), [The Bill of Rights Song](#)

Table of Contents:

Week 19 Pg 64 The United States Constitution

65 Branches of Government [Handout From Class](#)

66 Constitutional Superhero

67 The Bill of Rights pg 1

68 The Bill of Rights pg 2

Homework:

1. Read SOTW 3 Chapter 23a, AM Chapter 16
2. Take a look at the Constitution and Break it down. [Graphic Organizer](#) may need to be cut apart to fit in your notebook. Use these websites to help you with the [Preamble](#) and the [Articles](#).
3. Follow the instructions to design your own [Constitutional Superhero](#)
4. Fill in the [Bill of Rights Graphic Organizer](#). You can use the handout we used in class that is linked above.

Additional Links:

Video: [School House Rock -The Preamble](#)

Video: [The Making of the American Constitution](#)

Puzzle Printable: [Preamble Scramble](#)

Game: [Online Bill of Rights Game: That's Your Right](#)
[Interactive Constitution](#)

Week 18
February 6th

Upcoming Due Date: Our next book should be a fiction book. It should take place post Revolutionary War through the Gold Rush. It will be due March 6th

In Class: We discussed spies in the Revolutionary War [Powerpoint](#)

Table of Contents:

Week 18 Pg 60 My Spy Potential Quiz [Quiz](#) (From Class)
61 I Spy
62 Revolutionary War Sensory Figure Soldier
63 Women of the War

Homework:

1. Pick out your fiction book and begin reading
2. Read Chapter 15 in your America's Story book
3. [I Spy](#): Use the given cipher to decode the message
4. [Revolutionary War Sensory Figure](#): Like the example given, create a sensory figure of someone that lived during the war. You must include a one-sentence description of what that person would experience through sight, touch, hearing, vision, thought, and taste. **Choose either a Redcoat or a Continental Soldier.** Be sure to identify your person with a Title.
5. [Women of the War](#) Follow the directions to learn about a few of the amazing women who helped in the birth of our nation.

Additional Resources:

Game: [George Washington's Secret Code](#)

Video: [Who Were America's Spies? The Culper Ring](#)

Video: [America's First Spymaster](#)

Video: [Rockstars of the Revolution: Women Founders](#)

Week 17
January 30th

Due Next Week: Non-Fiction Book Summary project due **Feb. 6th**. Non-fiction book should be picked from the time period of 1776 - 1849. I have asked the kids to try to find something that isn't about the Revolutionary War. Their project is here: [Cereal Box Book Summary](#)

In Class: We reviewed the events that led to the Revolution. We looked at the different battles and events that took place during the war. We explored pictures and information using [The Battles Gallery Walk](#) and recorded our information on the battles graphic organizer. [Powerpoint](#)
Videos from Class: [Video 1](#) and [Video 2](#)

Table of Contents

Week 17 Pg. 53 The Road to Revolution (**This was a blank pg. Your # may be different based on if you skipped it last week or not**)

- 57 Battles and Events from the Revolutionary War (**Class Work**)
- 58 Mapping the Revolution
- 59 Washington Crossing the Delaware

Homework:

1. Finish Non-fiction book Summary project located above.
2. Read AM Chapter 14
3. Glue in the Road the Revolution handed out in class. [Copy](#).
4. Finish Battles and Events [Organizer](#) from class. Pictures located above.
5. Follow the direction to complete the [Mapping Activity](#). Pages to print are at the end of the file. [Directions on adding to notebook](#)
6. Read the article on the [Crossing of the Delaware](#). Fill in the thought bubbles of the [famous painting](#) of George Washington crossing the Delaware. Use your imagination and think about what the men would be thinking while making this risky crossing.

Additional Links:

Great selection of [Videos!](#)

Online Game: [Road to Revolution](#)

Video: [Liberty's Kids #24 Valley Forge](#)
[Starving soldiers at Valley Forge](#)

Week 16
January 23rd

Upcoming Due Dates: Non-Fiction Book Summary project due Feb. 6th.
Non-fiction book should be picked from the time period of 1776 - 1849. I have asked the kids to try to find something that isn't about the Revolutionary War. Their project is here: [Cereal Box Book Summary](#)

In Class: We discussed and learned about Paul Revere. Students worked on designing a flag that they would want for a secret organization like the Sons of Liberty that Paul Revere was a member of. Thank you, Tracy, for teaching us this week!

[Powerpoint](#)

Videos from Class: [Andy Griffith and Paul Revere's Ride](#), [Schoolhouse Rock's Shot heard 'round the world](#).

Table of Contents

Week 16 Pg. 53 BLANK (Please leave this page blank for next week)
54 Sons of Liberty Flag Design
55 Paul Revere Venn Diagram
56 Paul Revere's Ride Comic Strip

Homework:

1. Be reading your Non-fiction book and begin working on your project.
2. Chapters to read: SOTW Ch. 22b, AM Ch 13
3. Finish Sons of Liberty Flag Design started in class. This was done on a blank sheet of paper.
4. Read [Paul Revere's Letter to Jeremy Belknap](#) and [Paul Revere's Ride by Henry Wadsworth Longfellow](#) and use the [Venn Diagram](#) to compare them.
5. Create a [Comic Strip](#) to tell the story of Paul Revere's Ride.

-Additional Links:

Video: [Liberty's Kids 106 - The Shot Heard 'Round the World](#)

Video: [America the Story of Us - Lexington and Concord](#) (Some Violence)

Video: [Liberty's Kids 105 - The Midnight Ride](#)

Week 15
January 16th

Upcoming Due Dates: Non-Fiction Book Summary project due Feb. 6th.
Non-fiction book should be picked from the time period of 1776 - 1849. I have asked the kids to try to find something that isn't about the Revolutionary War. Their project is here: [Cereal Box Book Summary](#)

In Class: We discussed and explored the Declaration of Independence, or the greatest breakup letter in history! Students did a scavenger hunt to find different things within the document. [Powerpoint](#)

Videos from class: [It's too late to apologize](#), [Paul Harvey The signers of the Declaration of Independence](#), and [Reading of the DoI](#)

Table of Contents

Week 15	pg 49	The Declaration of Independence
	50	The DoI Scavenger Hunt
	51	The Declaration in my own words
	52	George, it's like..totally OVER! A Breakup Letter

Homework:

1. Read AM chapter 12 about Benjamin Franklin and Thomas Jefferson
2. Complete the [Scavenger Hunt through the Declaration](#) from class
3. Read through the [DOI shortened version](#) and follow the directions to summarize it in your own words
4. Use the [Breakup Letter Form](#) to help you plan your own breakup letter. Turn this form in with your notebook but not glued in. Your very own breakup letter will be written on page 52 of your notebook. The form is just to help you and gives you items you must include.

Additional Links:

Video: [Walt-Disney's Ben and Me](#)

Video Song: [The Declaration of Independence \(The Weeknd's "Can't Feel My Face" Parody\)](#)

Video: [56 men - Singers of the Declaration of Independence](#)

Video: [DECLARATION OF INDEPENDENCE RAP SONG](#)



Week 14

Winter Break

Upcoming Due Dates: Fiction Book Due January 16th _ Write a written summary paragraph giving details of your book.

Great job on all your History Research Projects! I am so proud of all your hard work.

Homework:

1. Read SOTW chapter 22a and AM chapter 11
2. Record the Cause and Effects of the [Boston Tea Party](#)
3. Record your thoughts on the discontent in the British Colonies in the [Boston Globe](#)

Table of Contents:

**Week 14: 47: The Boston Tea Party
48: The Boston Globe**

Week 13
December 5th

Upcoming Due Dates:

*[End of Semester Research Project](#) < Link is in blue!

Due Monday!!

Fiction Book and Project Due January 16th (Project to be announced) The dates are in the front of your history notebook.

In Class:

We watched *Amazing Grace* and filled in the worksheets on William Wilberforce.

Homework:

- 1. Read SOTW chapter 36 and AM chapter 9**
- 2. Finish filling in the Word Search**
- 3. Finish your Research Project and be prepared to present it in class.**

Table of Contents:

Week 13: 45: Amazing Grace Movie Guide [Link](#)

46: William Wilberforce Word Search [Link](#)

Week 12
November 28th

Upcoming Due Dates:

*[End of Semester Research Project](#) < Link is in blue!

Due: 12/5 Research Notes: Project Board Plan, Presentation Plan, Source Notes

Time to start your next book! You will have a fiction book due on the Monday you return from Christmas Break. I will post the assignment next week.

In Class:

We learned about the French and Indian War. We completed [these notes](#) in groups and from the [powerpoint](#). We also watched this video: [The Seven Years War](#)

Table of Contents:

Week 12: 41: WAR!

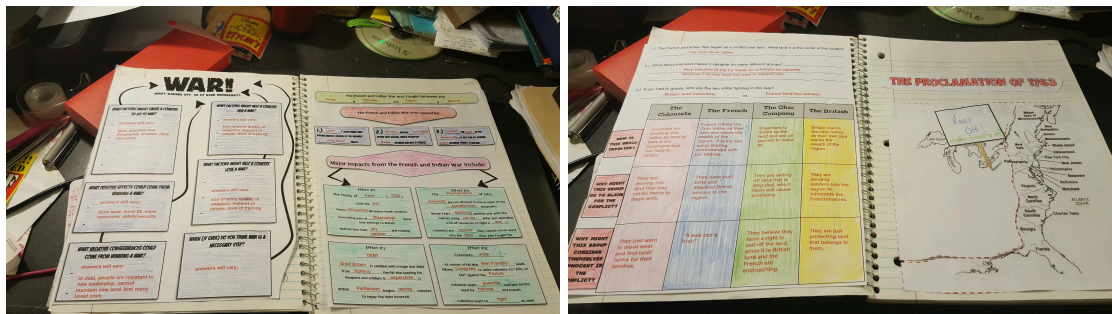
42: Notes on the French and Indian War

43: The French and Indian War Graphic Organizer

44: The Proclamation of 1763

Homework:

1. Read Story of the World Chapter 21
2. Read American History Book Chapter 10
3. Finish notes from class
4. Read the four sections on the key players and fill in the [graphic organizer](#)
5. Follow instruction on the [The Proclamation of 1763](#)



Additional Links;

Video: [French and Indian to Lexington](#)

Video: [French and Indian War \("Fresh Prince of Bel-Air" parody\) - @MrBettsClass](#)



Week 11
November 21st

Upcoming Due Dates:

*[End of Semester Research Project](#) < Link is in blue!

Due: 12/5 Research Notes: Project Board Plan, Presentation Plan, Source Notes

*[Fiction Book Summary](#) Due MONDAY!!!!

In Class: I need to give a BIG THANKYOU to Mrs. Tracy Campbell for teaching for me on such short notice! For those who were there on Monday, there is not much homework this week. EXCEPT your book summary project. Enjoy your Thanksgiving!

From Tracy: "Our discussion included how that Peter was very intrigued about the amazing progress western Europeans had made in the fields of math, science, navigation, and engineering, and brought these ideas to Russia and forced a great deal of change upon the Russian people very quickly. We compared some of those changes to the rapid changes that have occurred in our society during the last century concerning technology, transportation, etc. The rapid progress brings about both positive changes and negative changes in our lives. I asked students to think about the way they might have traveled to a relative's house for Thanksgiving in years past ("Over the River and Through the Woods" is a song that mentions a family traveling by a horse drawn sleigh in the snow) We discussed how that now we can travel in a warm vehicle with music and audiobooks, but some people may feel that something is "lost", or that it isn't as safe or uses up our natural resources, etc. We compared this to how the Russians might have had some of these mixed feelings about the changes taking place to make Russia a part of Europe. At each table, students worked in groups to come up with five positive things about rapid progress, and five negative things (a.k.a. "pros and cons").

Table of Contents:

Week 11: 39. Pros and Cons of Westernization
40. Russian Clothing

Homework:

1. [Fiction Book Summary](#)

2. **Read Story of the World Chapters 17 & 26**
3. **Pro & Con:** Explanation above from Tracy
4. **Russian Clothing:** draw features and clothing that would depict a Russian BEFORE Peter launched the Westernization movement, and then the AFTER draw the Russian with European influences

Picture Examples

Week 10
November 14th

Upcoming Due Dates:

*[End of Semester Research Project](#) < Link is in blue!

Due: 12/5 Research Notes: Project Board Plan, Presentation Plan, Source Notes

*[Fiction Book Summary](#) Due Nov 28th - Your book needs to be a historical fiction book from 1607 through the Revolution. IF in doubt, ask.

In Class:

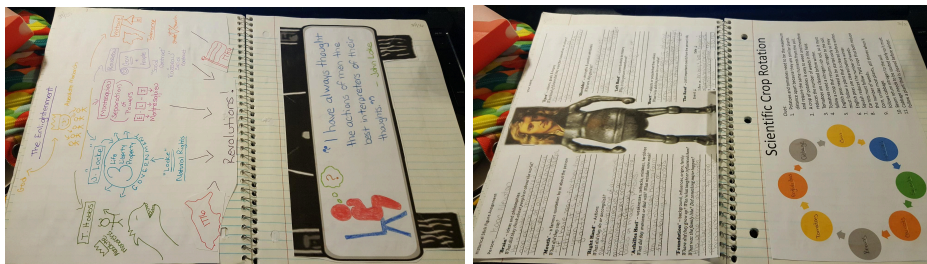
We looked at the natural laws of man and took notes on the Enlightenment thinkers of the 18th century. We saw how they influenced the shaping of our government today.

Table of Contents:.

- Week 10: 35. The Enlightenment Notes
36. John Locke Bumper Sticker
37. Isaac Newton Historical Stick Figure
38. Scientific Crop Rotation

Homework:

1. Story of the World Chapter to read this week: Chapter 16
2. Create a [bumper sticker](#) of the Enlightenment Thinker, John Locke. It must include his name and a phrase that represents his ideas.
3. Use your reading and the internet to fill in the points of the [Isaac Newton Historical Stick Figure](#) worksheet. There is not just one right answer. Fill it in to the best of your knowledge.
4. Follow the directions on the [Scientific Crop Rotation](#) worksheet.



Additional Links:

Video: [What Does John Locke Say? Parody](#)

Video: [Political Theory: John Locke](#)

Video: [Isaac Newton: Mini Biography](#)

Week 9 (William Penn Document is fixed)
November 7th

Upcoming Due Dates:

***[End of Semester Research Project](#) < Link is in blue!**

Due: 12/5 Research Notes: Project Board Plan, Presentation Plan, Source Notes

***[Fiction Book Summary](#) Due Nov 28th - Your book needs to be a historical fiction book from 1607 through the Revolution. IF in doubt, ask.**

In Class:

We read together a [Reader's Theater](#) about William Penn and the founding of Pennsylvania. We also watched an episode of Drive Through History on DVD. We ended class by looking at and discussing art as primary sources on the [Powerpoint](#).

Table of Contents:.

**Week 8: 31./33. William Penn Pocket
32./34. William Penn Factbook**

Homework:

- 1. Story of the World Chapter to read this week: Chapter 15c**
- 2. America's Story Chapter to read this week: Chapter 8**
- 3. Finish filling in the art analysis worksheet using the powerpoint. Fold and place in the pocket page.**
- 4. Suppose that William Penn has asked you to help him bring people to his colony. Create an advertisement poster in which you try to persuade people to settle in Pennsylvania. Your advertisement should include:**
 - A slogan/headline to draw attention to your advertisement**
 - Illustrations/graphics/pictures to make your advertisement visually interesting**

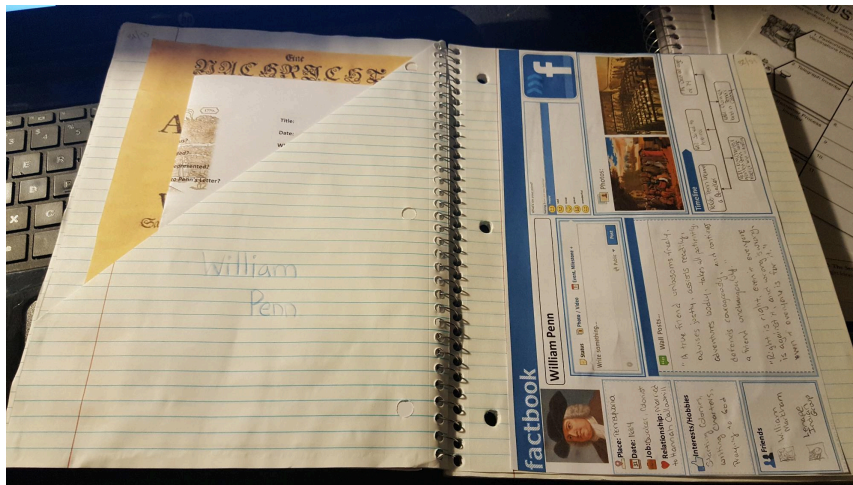
Some information that may be included on your advertisement:

- Location and Climate**
 - Describe the climate and weather**
 - Describe the environment**
 - Describe the natural resources of the colony**
- 5. • People**
 - Who founded the colony and why was it founded?**

- Who are the immigrants that moved there?
- Who are the Native Americans that live there?
- Culture
 - What is the daily life of the colonists?
 - What is the main religion?

Place your advertisement in the pocket page.

6. Fill in the [William Penn Factbook \(Fixed copy\)](#) based on your reading and knowledge from class.



Additional Links:

Video: [In Penn's Shadow \(1680-1720\) - Philadelphia: The Great Experiment](#)

Video: [Pennsylvania, the Quaker's Delight \(Lion King Parody Song\) - @MrBettsClass](#)

Week 8
October 31st

Upcoming Due Dates:

*[End of Semester Research Project](#) < Link is in blue!

Working Bibliography Due 11/7

*Fiction Book Summary Due Nov 28th - Summary has not yet been assigned. At this point you need to be picking your book out. It needs to be a historical fiction book from 1607 through the Revolution. IF in doubt, ask.

In Class:

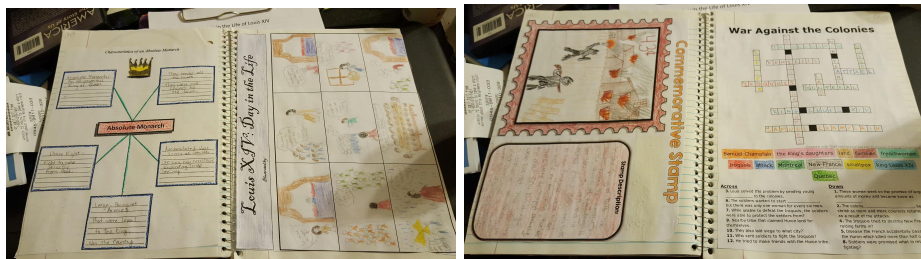
We discussed Louis XIV and Absolute Monarchy. We filled in the [Absolute Monarch](#) notes using the [powerpoint](#).

Table of Contents:.

- Week 8: 29. Absolute Monarch
30. Louis XIV: Day in the Life
31. King Philip's War Commemorative Stamp
32. War Against the New France Colonies

Homework:

1. Story of the World Chapters to read this week: Chapter 13 and 15a,b
2. Finish filling in the absolute monarch notes from class. Add color.
3. Use these [Homework Sheets](#) to complete the following assignments:
4. Use the Louis XIV: Day in the Life worksheet to complete a comic strip or visual depiction of Louis' life. Using your knowledge and the reading [here](#), draw out the important events of his daily life. Be sure to include an image in each box and either a description or have the characters speak.
5. Create a commemorative stamp that depicts the events of King Philip's war. Make sure you include the postage amount. Right a description of your stamp that explains what we see.
6. Using your reading, answer and complete the crossword puzzle on the War against the New France Colonies.



Week 7
October 24th

Upcoming Due Dates:

*[End of Semester Research Project](#) < Link is in blue!

Working Bibliography Due 11/7

*[ABC Biography Book Summary Project](#) Due Oct 31st

In Class:

We discussed the English Civil War

We used the [powerpoint](#) to begin filling in our [notes](#). *A note about Puritans: In doing further research, it has come to my attention that not all secs of Puritans were as strict as others in their lifestyle. Some allowed certain things as long as they were done in moderation.

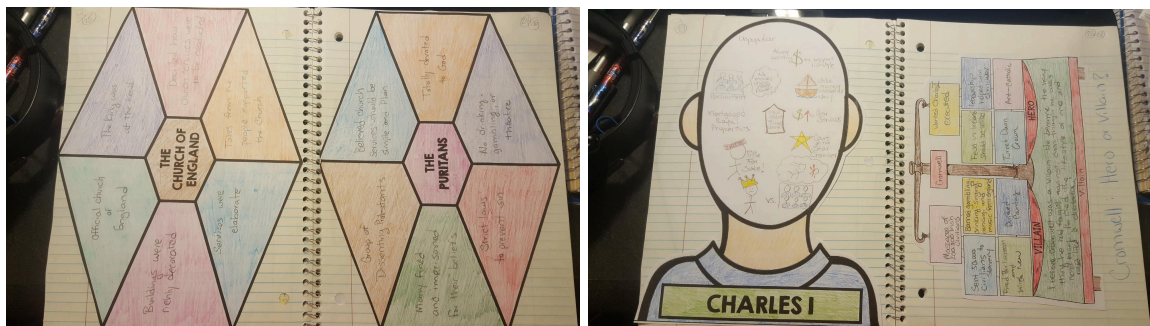
Table of Contents:

Week 7: 25. The Church of England
26. The Puritans
27. Charles I
28. Cromwell: Hero or Villain?

Homework:

1. Story of the World Chapter to read this week: Chapter 12
2. Finish filling in the notes from class. Add color.
3. Use your planning form to complete the ABC Biography book summary project. **Note:** I did not assign a certain size or type of book. You can make it as small or as large as you desire as long as it has the required pages.

Your Next book is a fiction book.



Additional learning links:

[Book of Common Prayer](#)

[Oliver Cromwell Website](#)

[The great fire of London retold 350 years on](#)

[The Great Plague of 1665](#)

[Commemorative Burning of London 350 years later](#)

Week 6

October 17th

Upcoming Due Dates:

***[End of Semester Research Project](#)**

History Detective Learning Activity **Oct 24th**

[ABC Biography Book Summary Project](#) **Due Oct 31st*

In Class:

We discussed the Edo Period of Japan [Powerpoint](#)

Be reading your Biography Book for this semester. The time frame and due date are on the sheet in your notebook.

Table of Contents:

Week 6: 21. Japanese Vocabulary

22. Historical Haiku

23. Edo Graphic Organizer

24. Zooming In on the Closing of Japan

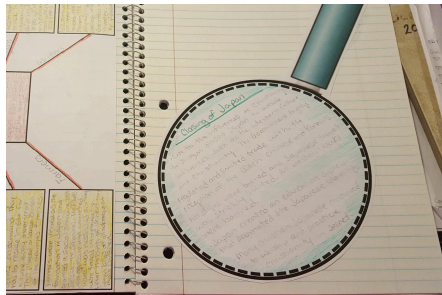
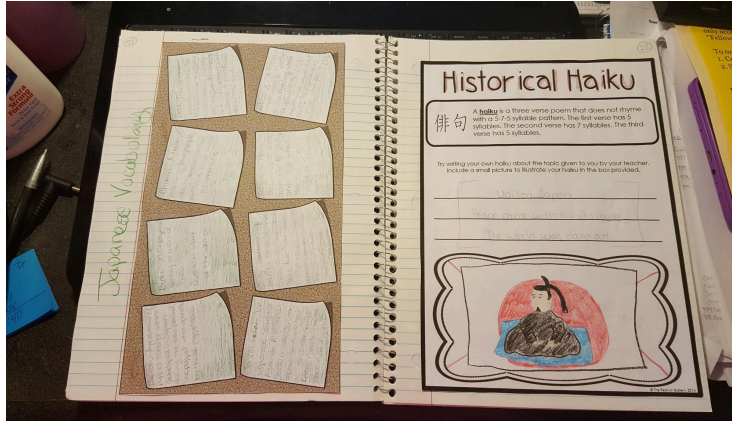
Homework:

- 1. Story of the World Chapters this week Chapter 5 & Chapter 10a**
- 2. Choose 8 vocabulary words that you don't know and fill in a sticky note on the [Vocabulary Worksheet](#) with the word and information defining it using [this online glossary](#).**
- 3. Write a Historical Haiku using the directions on [Haiku Worksheet](#) about one of the Japanese Leaders from your reading.**
- 4. Use the [Edo Website](#) to fill in the [Graphic Organizer](#) about Tokugawa Japan. In the center block, fill in information about Edo Japan. In the remaining 8 blocks, fill in information about the artisans, cooks, Daimyo, farmers, merchants, Samurai, Shoguns, and Writers. You can find this information by clicking on the pictures along the top where it says "choose a character."**
- 5. Fill in the [Zooming In Magnifying Glass](#) with information about the closing of Japan found in your reading and in the powerpoint.**

Additional links:

<https://improveyourdrawings.com/2019/06/learn-to-draw-a-samurai-in-9-easy-steps-with-pictures/>

<http://www.us-japan.org/edomatsu/home.html>



Week 5

October 10th

Upcoming Due Dates:

***[End of Semester Research Project](#)**

History Detective Learning Activity Oct 24th

***[ABC Biography Book Summary Project](#) Due Oct 31st**

In Class:

We investigated the [Salem Witch Trials](#)

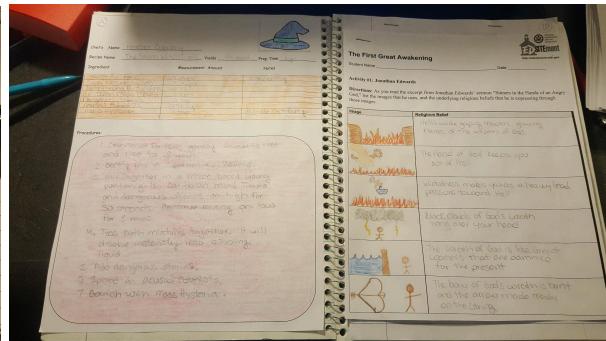
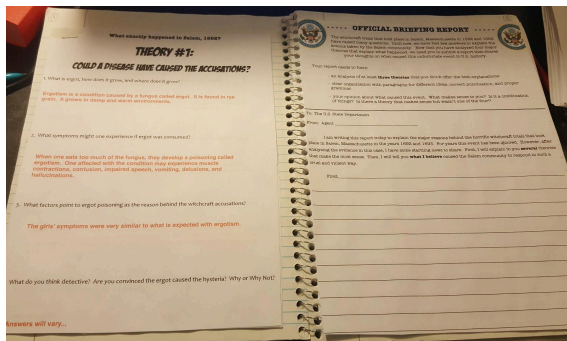
Be reading your Biography Book for this semester. The time frame and due date are on the sheet in your notebook.

Table of Contents:

- Week 5:**
- 17. CSI: The Salem Witch Trials**
 - 18. Official Debriefing Report**
 - 19. Recipe for the Salem Witch Trials**
 - 20. Jonathan Edwards Graphic Organizer**

Homework:

1. America's Story Chapter to read this week: Chapter 7 mid page 67 to the end
2. Complete Investigation started in class. [Theory Sheets](#)
3. Complete the [Official Debriefing Report](#)
4. Write a [Recipe](#) for the Salem Witch Trials
5. Read the sheet on [Jonathan Edwards](#) and the excerpt on his sermon "Sinners in the hands of an Angry God." Print page 4&5 and complete the activity as directed.



Week 4
October 3rd

[End of Semester Research Project](#)

In Class:

We had special visitors at co-op today that were demonstrating about the Civil War. Even though we won't get to this time period till next year, we thought the students would enjoy this exhibit.

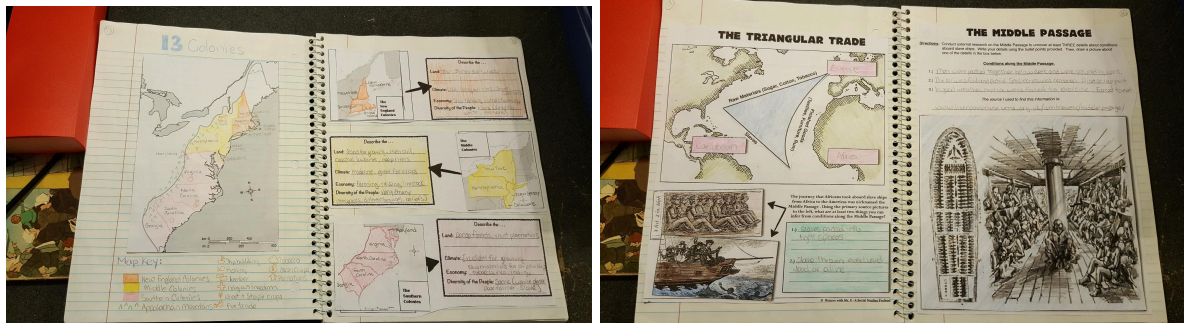
It's time to pick out and begin reading your Biography Book for this semester. The time frame and due date are on the sheet in your notebook.

Table of Contents:

- Week 4:
- 13. 13 Colonies Map
 - 14. 13 Colonies Description
 - 15. The Triangular Trade
 - 16. The Middle Passage

Homework:

1. Story of the World 3 Chapter to read this week: Chapter 7
- America's Story Chapter to read this week: Chapter 7 to mid page 67
- [Homework Documents](#) You do not need to print the first page with the reading
2. Complete the 13 Colonies map and fill in the information stated
3. Complete the 13 Colonies Description page using the instructions provided. Label the colonies and shade them in the same as in the previous page.
4. Complete the Triangular Trade Worksheet
5. Complete the Middle Passage Worksheet



Additional Learning Links:

- Video: [The Atlantic slave trade: What too few textbooks told you](#)
- [Anatomy of a slave ship](#)
- Video: [Early Settlers of New England](#)
- Video: [Thirteen Colonies: the New England Colonies](#)
- Video: [Thirteen Colonies: the Middle Colonies](#)
- Video: [Thirteen Colonies: the Southern Colonies](#)

Week 3

September 26th

End of Semester Research Project

In Class:

Video we watched in class from 6:40 to 15:10 only

Powerpoint

Worksheet from class: Would you sign the Mayflower Compact

Homework:

1. Story of the World 3 Chapter to read this week: Chapter 6

America's Story Chapter to read this week: Chapter 5 and 6

2. Research the Wampanoag People and Complete the Worksheet

Sites to use for research: One, Two, Three, Four

3. Research the Separatists and Complete the Worksheet

Use your book and these sites: One, Two, Three, Four

4. Draw the Mayflower on this Worksheet

Use this site to help you: The Mayflower

5. Pick a Topic Activity Page from Research Packet. Parent Signature Form.

6. Diorama Book Summary Project

Notebook Table of Contents:

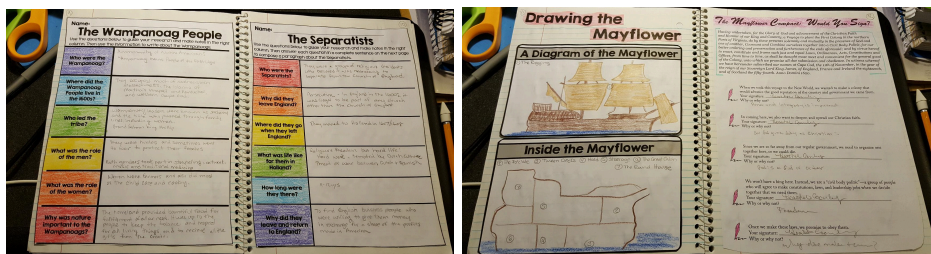
Pages Numbered 9-12

Week 3: 9. The Wampanoag People

10. The Separatists

11. Drawing the Mayflower

12. Would you sign the Mayflower Compact?



Additional Learning Links:

Video: Squanto and the Miracle of Thanksgiving 14:53

Video: [The Mayflower Song](#) 2:15

Video: [Deconstructing History: Mayflower](#) 2:36

Article: [Talk like a Pilgrim](#)

Video: [The Mayflower Compact - Drive Thru History](#) 2:05

<https://www.youtube.com/watch?v=QoFy2bEpdpY>

https://www.scholastic.com/scholastic_thanksgiving/webcast.htm

<http://mayflowerhistory.com/mayflower-passenger-list>

http://www.bigorrin.org/wampanoag_kids.htm

<https://www.youtube.com/watch?v=TXB8HUBXSRy>

<http://sites.rootsweb.com/~mosmd/17cnav.htm>

<https://www.youtube.com/watch?v=LZ8kP8q75OI>

<https://www.youtube.com/watch?v=6AOAXiuWOKI>

Week 2

September 19, 2016

In Class:

[Powerpoint](#)

Homework:

1. Story of the World 3 Chapter to read this week: Chapter 3 (Part B)

America's Story Chapter to read this week: Chapter 4

2. Fill in the [On This Date:1607](#) sheet with notes from your reading and learning about Jamestown this week. See how many notes you can fit in the date. Add color.

3. Watch the video, "Nightmare in Jamestown" (Link below in additional learning links section) and complete this [Worksheet](#). Staple them together, cut to fit and add to notebook.

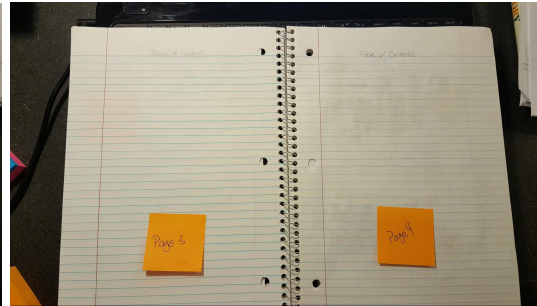
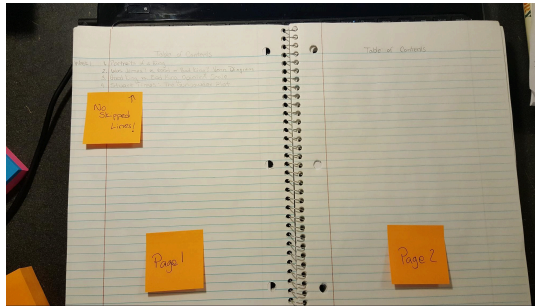
4. Read this sheet on [Pocahontas](#) and Complete the timeline of her life.

5. Be reading your non-fiction book; begin thinking about how you will complete the [Diorama Project](#).

Notebook Table of Contents:

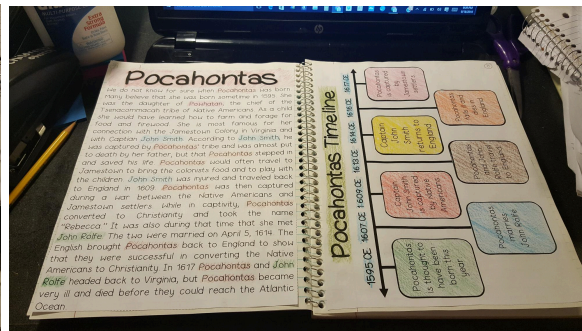
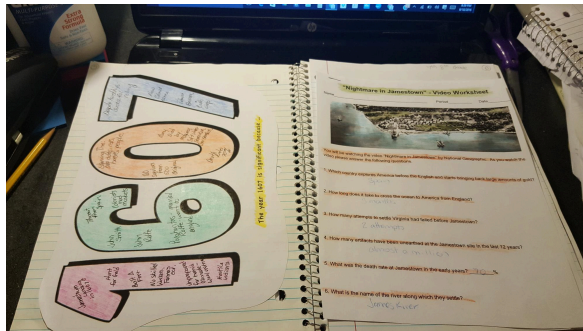
Each week you will be adding to the Table of Contents in your notebook. You will need to leave 4 pages open for this. Each front and back count as 2 pages. Do not skip spaces when filling this in. This will ensure you have enough space for the whole year.

Example:



Pages Numbered 5-8

- Week 2:
5. On This Date: 1607
 6. "Nightmare in Jamestown" Notes
 7. Pocahontas
 8. Pocahontas Timeline



Additional Learning Links:

Each week I will add videos, games, websites, or book suggestions that will increase your learning on the topic. All of these links are completely optional but will enrich your history learning at home. **Parents: Use your own judgement with the videos. While I try to screen everything on here, sometimes inappropriate material might slip through.**

Video: [Nightmare in Jamestown](#) 50:00

Video: [Pocahontas Song](#) 3:00

Video: [Jamestown Colony Song](#) 3:05 (From Class)

Video: [King James I : On Jamestown](#) 6:59

Online Game: [The Jamestown Colony](#)

Video: [POCAHONTAS: THE REAL TRUTH](#) 1:15:43 (I have not previewed this one)

Video: [Jamestown: Evidence of Cannibalism](#) 12:52

Week 1

September 12, 2016

In Class:

[Powerpoint](#)

We used these [Facts about King James](#) in a game to fill in our [Venn Diagram](#)

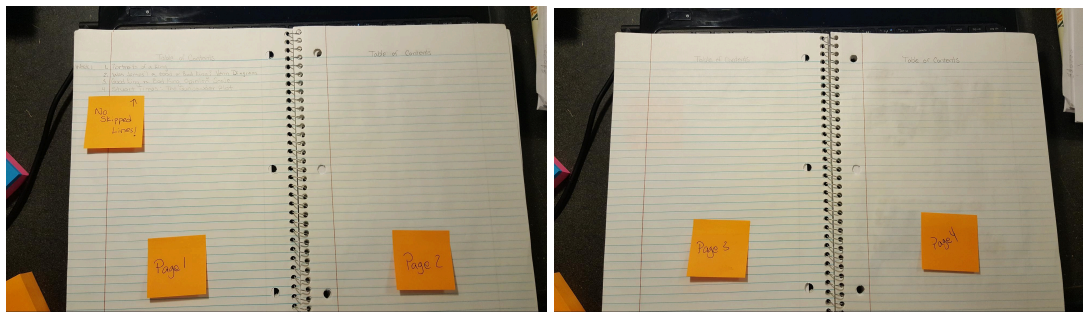
Homework:

1. Story of the World 3 Chapter to read this week: Chapter 2 (Part B) & 3 (Part A)
America's Story Chapter to read this week:
2. Use your Venn Diagram from class to complete the [Opinion Scale](#)
3. Read about the [Gunpowder Plot](#) and write a newspaper article for the [Stuart Times](#).
4. Choose your nonfiction book and begin reading.
5. As you read, begin thinking about how you will complete the [Diorama Project](#).

Notebook Table of Contents:

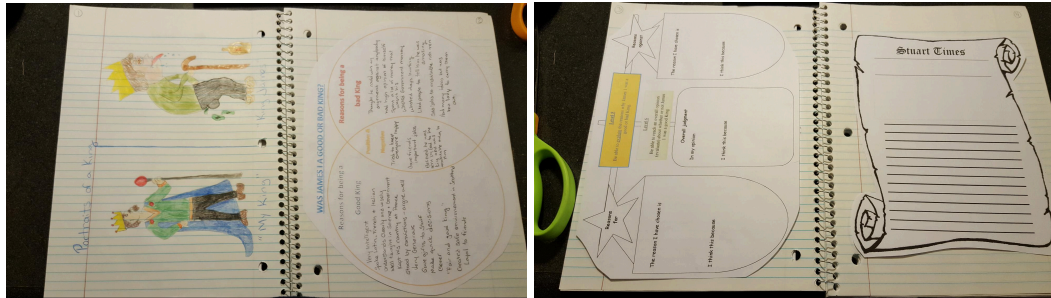
Each week you will be adding to the Table of Contents in your notebook. You will need to leave 4 pages open for this. Each front and back count as 2 pages. Do not skip spaces when filling this in. This will ensure you have enough space for the whole year.

Example:



Pages Numbered 1-4

- Week 1:
1. Portraits of a King
 2. Was James I a Good or Bad King? Venn Diagram
 3. Good King vs. Bad King Opinion Scale
 4. Stuart Times: The Gunpowder Plot



Additional Learning Links:

Each week I will add videos, games, websites, or book suggestions that will increase your learning on the topic. All of these links are completely optional but will enrich your history learning at home. **Parents: Use your own judgement with the videos. While I try to screen everything on here, sometimes inappropriate material might slip through.**

- Video: [Horrible Histories: Fawkes' Thirteen](#) 2:24
- Video: [Gunpowder Plot – Stories from Parliament \(Part 1 of 2\)](#) 7:29
- Video: [Gunpowder Plot – Stories from Parliament \(Part 2 of 2\)](#) 7:34
- Video: [King James I - Episode 2: On Becoming King](#) 7:50
- Video: [King James I - Episode 3: On The Bible](#) 8:27
- Video: [King James I - Episode 4: On Assassination Attempts](#) 3:13
- Video: [The King James Bible Documentary \(Interesting\)](#) 59:06
- Article: [Mary, Queen of Scots Biography](#)

History 2016-2017

Teachers: Heather Coonley – hlcoonley@gmail.com and Lisa Fish – Lisafish5@hotmail.com

Required Text: The Story of the World Volume 3: Early Modern Times by Susan Wise Bauer
A Living History of our World America's Story Part 1 by Angela O'Dell
One book required for each family. Must have by 1st day of class. (This will be for required reading at home and will not be needed in the class setting.)

Grading: Students will receive a letter grade per semester based on the following:

1st Semester:

- Ø **Book Summary/Report Project** on a nonfiction general information book on time period assigned **10% of Grade**
- Ø **Book Summary/Report Project** on a fiction book based on assigned time period. Students chosen book should be on their reading level. **10% of Grade**
- Ø **Book Summary/Report Project** on a Biography of a person living the assigned time period. **10% of Grade**
- Ø **History Notebook** with class notes & completed weekly assignments. **50% of Grade.**
- Ø **Colonial America Fair Exhibit & Research Project** on time period topic. **20% of Grade.**

2nd Semester:

- Ø **Book Summary/Report Project** on a nonfiction general information book on time period assigned **10% of Grade**
- Ø **(2) Book Summaries/Report Projects** on a fiction book based on assigned time period. Students chosen book should be on their reading level. **10% of Grade each**
- Ø **Book Summary/Report Project** on a Biography of a person living the assigned time period. **10% of Grade**
- Ø **History Notebook** with class notes & completed weekly assignments. **40% of Grade.**
- Ø **History Research Project and Presentation.** **20% of Grade**

***Assignments and Grading Scale are subject to change based on the needs of the students and the dynamic of the class.**

Required Reading: From Story of the World Vol. 3 and America's Story Part 1

Week 1: SOTW3: 2b, 3a	Week 15: AM: 12
Week 2: SOTW3: 3b; AM: 4	Week 16: SOTW: 22b; AM: 13
Week 3: SOTW3: 6; AM: 5, 6	Week 17: AM: 14
Week 4: SOTW3: 7; AM: 7 to mid pg. 67	Week 18: AM: 15
Week 5: AM: 7 from mid pg. 67	Week 19: SOTW3: 23a; AM: 16
Week 6: SOTW3: 5, 10a	Week 20: SOTW3: 23b; AM: 17
Week 7: SOTW3: 12	Week 21: AM: 18, 19
Week 8: SOTW3: 13, 15a, 15b	Week 22: SOTW3: 32; AM: 20
Week 9: SOTW3: 15c; AM: 8	Week 23: AM: 21
Week 10: SOTW3: 16	Week 24: SOTW3: 25, 29, 33
Week 11: SOTW3: 17, 26	Week 25: SOTW3: 27, 31; AM: 22
Week 12: SOTW3: 21; AM: 10	Week 26: SOTW3: 38; AM: 23, 24
Week 13: SOTW3: 36	Week 27: SOTW3: 40; AM: 25
Week 14: SOTW3: 22a; AM: 11	Week 28: SOTW3: 42; AM: 26, 27, 28

Website: www.tricitieshelp.com will have a history link to a google document, behind the Teacher Desktop tab, that will be updated each week. On this document you will find a summary of class work, printable assignments due for the following week, and required reading assignment. In addition, you will also find many internet links to continue the learning throughout the week. These might include videos, projects, reading, art, and interactive websites. Please share with us if you come across a great resource that we do not have posted.

History Notebooks

History Notebooks will be our hub of learning in History class this year. Bring them with you every week. In class notes will be included in the notebook. You will also complete most of your homework assignments in the same notebook. Each Monday morning, you will turn in your notebook to your class bin during the 8:45 opening. If you are late, it is up to you to bring it straight to the history class when you get there. This will allow them to be graded and returned to you for class time. Completed notebooks will be a large percentage of your semester grades. Each page will be numbered and will have a specific assignment on it. This will allow you and your parents to see if you are missing any work. Assignments will be posted to the website each week for you to print.

Grading of Notebooks:

10 points possible each week. Adding color to your work will get you the higher grade!

10-9= Wow! Work of Wonder:

- >All assignments completed
- >All Pages numbered
- >Table of Contents Continued
- >All handouts adhered

8-7=Good Job:

- >All assignments completed
- >Pages not numbered
- >Table of Contents 80% completed
- >Handouts not adhered

6-4=Okay Job:

- >Most assignments completed
- >Pages not numbered/missing
- >Table of Contents 50-80% completed
- >Handouts not adhered/missing

3-1=Not doing my job:

- >Some assignments completed
- >Notebook is unorganized
- >Table of Contents is less than half complete

0=Did not have notebook in class today or no work was completed.

A grading chart will be posted in the cover of each notebook that will need to be initialed by the parent each week.

5th- 8th Grade Book Summary Schedule 2016-2017

Fall Semester: Time Period 1607 (Jamestown) - 1773 (Pre-Revolution)

- Due October 3rd: Non-fiction
- Due October 31st: Biography
- Due November 28th: Fiction

Winter Break: 7th and 8th Grade ONLY

Due January 16th:

Spring Semester: Time Period 1776 (Founding) - 1849 (Gold Rush)

- Due February 6th: Non-fiction
- Due March 6th: Fiction
- Due April 10th: Biography

Descriptions:

Non-fiction: refers to literature based in FACT.

Fiction: refers to literature created from imagination.

Biography: chronicles the life of a person who actually lived

Note to Parents:

As you are purchasing or borrowing books to be read by your student for this class, please choose one on their reading level and in the time period stated above. If you have any questions about a book, let me know.

Please choose good, rich, literature. It is through the reading of good literature that history will really come alive for your student. We have an [amazing book list](#) up for you on the website that even includes some dates. There are some really great books listed but you aren't limited to just these.

Each book will have an assigned summary project that will be due on the dates above. These assignments will be given 2-3 weeks before the due date. Please don't wait until the assignment is given to have your student start reading their book.