

Course Name: US History I

Grade Levels: 7th

Course Description:

Unit 1 Title: How to be a Historian

Unit 1 Essential Question: By the end of the unit, Students will analyze text and other media to recognize, understand, and appreciate multiple perspectives and cultures.

Standards and Learning Objectives The students will be able to know: (nouns) The students will be able to do: (verbs)	Key Concepts, Topics, and Eligible Content	Instructional Methods and Learning Activities	Assessments/ Success Criteria	Pacing
By the end of this lesson, students will be able to explain the importance of studying our past.	-Reasons for studying history & our course	-Why Study History? Anticipatory Question in Google Classroom & Socratic Seminar -What is History For? (Video) -Why study History Stations	Google Form Question: Which reason for studying history is most important to you and why?	One 75 minute period
By the end of this lesson, students will be able to identify the world's continents and major bodies of water	-Continents -Oceans -Types of maps (political, physical, etc) -Location vs place -How to read a map -Cardinal directions -Longitude and latitude -How to read & analyze maps	-Map pre & post test -Paper map -Interactive map skills Google Slides using Google Earth and Maps	-Zombie Rescue Mission	Three 75 minute periods
Students will be able to identify elements of the author's purpose and point of view to evaluate perspective and bias in primary and secondary sources.	-Author's purpose -Perspective & point of view -Bias	-Pre-test -Perspective & bias reading -Edpuzzle live -SHEG lunchroom fight lesson plan 1 & 2 -Google Classroom question	-SHEG suspension report -Google Classroom question	Two 75 minute periods
Students will be able to classify primary and secondary sources and how they might be used to interpret historical events.	-Primary sources -Secondary sources	-Primary & Secondary Sources Reading with questions -Strengths & Weakness of Primary & Secondary Sources -Source Scenario Practice	-Source Scenario Practice	One 75 minute period

Unit 2 Title: The Middle Ages

Unit 2 Essential Question: Why was religion so influential in the lives of those living during the Middle Ages?

Standards and Learning Objectives The students will be able to know: (nouns) The students will be able to do: (verbs)	Key Concepts, Topics, and Eligible Content	Instructional Methods and Learning Activities	Assessments/ Success Criteria	Pacing
Students will be able to analyze why religion was so influential to those living during the Middle Ages. 8.4.7A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. 8.4.7B: Explain the importance of historical documents, artifacts, and sites which are critical to world history. 8.4.7D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world.	- Middle Ages - Black Death - Intro to Religion in the Middle Ages	- EdPuzzle - Worksheet - Video - Google Classroom - Google Classroom Question	Students will be able to answer a question on Google Classroom explaining why religion was so influential in the Middle Ages. Google Question Exit Ticket	One 75 minute period
By the end of this lesson, students will be able to develop a skit of social hierarchy in the middle ages. 8.4.7A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. 7.2.7B: Describe the physical processes that shape patterns on Earth's surface. 7.3.7A: Describe the human characteristics of places and regions using the following criteria: - Population - Settlement	- Middle Ages - Black Death - Religion in the Middle Ages - Social classes in the Middle Ages	- Notes - Skits - Collaboration between students - Google Classroom - Scripts	Students will be able to design and perform a skit about social hierarchy in the middle ages - Skit performance - Graphic Organizer	Three 75 minute periods
Students will be able to analyze religious conflicts in the Middle Ages 8.4.7A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history..	- Middle Ages - Black Death - Religion in the Middle Ages - Social classes in the Middle Ages - Crusades in the Middle East	- Newsela - Notes - Google Classroom	Students will be able to use primary and secondary sources to analyze religious confront over Jerusalem in the Middle Ages.	One 75 minute period

Unit 3 Title: Renaissance and the Age of Exploration

Unit 3 Essential Question:

Standards and Learning Objectives The students will be able to know: (nouns) The students will be able to do: (verbs)	Key Concepts, Topics, and Eligible Content	Instructional Methods and Learning Activities	Assessments/ Success Criteria	Pacing
By the end of the lesson, students will be able to analyze the contributions of Vikings in world history. 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. 8.4.7.B: Explain the importance of historical documents, artifacts, and sites which are critical to world history. 8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world.	- Vikings - Explorers	Unit 3 Vocab Clip from "Vikings" TV show Questions Viking Packet 3-2-1 Exit Ticket	Students will be able to complete the packet. - Packet - Exit Ticket	Two 75 Minute Classes
Students will be able to analyze how people inhabited North and South America and why they lived here. 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. 7.2.7.B: Describe the physical processes that shape patterns on Earth's surface. 7.3.7.A: Describe the human characteristics of places and regions using the following criteria: - Population - Settlement	- First People - Human Migration - Bering Land Bridge	- Google Classroom Question: From where in the world do we believe the first human beings originated? - Class Discussion First Americans Slides First Americans Worksheet and Reading	Students will be able to complete the exit ticket with accuracy. Paper Exit Ticket - fill in the blank	One 75 minute classes
Students will be able to explain monopolies and its impact on trade during the Renaissance. 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in	- Renaissance - Trade - Monopolies	Hook video Renaissance and Trade Worksheet Answers Note Check	Students will be able to complete the note check at the end of the lesson. Google Form Note Check	

world history.				
Students will be able to examine how the reformation led to European exploration. 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.	- Renaissance - Religion	Hook video Renaissance and Religion Answers Note Check Peacefully Protesting for Positive Change	Students will be able to complete the note check and graphic organizer for Peacefully Protesting for change - Google Form Note Check - Graphic Organizer	One 75 minute class
Students will be able to examine how technological advancements led to European exploration. 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.	- Renaissance - Technology	Hook video Renaissance and Technology Answers Note Check You be the Inventor	Students will be able to complete the note check and exit ticket with accuracy. - Google Form Note Check - Exit Ticket (You be the inventor)	One 75 minute class
Students will be able to analyze how art & culture during the Renaissance contributed to world history. 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.	- Renaissance - Art	Art Notice & Wonder Renaissance Nearpod - Formative assessment throughout the Nearpod Michelangelo upside down drawing activity.	Students will be able to complete the assessment in Nearpod and Michelangelo drawing activity. - Assessment in Nearpod - Upside down drawing	One 75 minute class
Students will be able to critique the contributions of early European Explorers and their impact on world history. 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.	European Explorers	Action Plan Day 1: Hook European Explorers Answer key European Note Check #1 Action Plan Day 2: European Explorers Answer key European Note Check #2	Students will be able to complete note checks with accuracy. European Note Checks 1 & 2	Two 75 minute class periods

Unit 4: Colonization in North America

Unit 4 Essential Question: Students will be able to compare & contrast regional characteristics of the 13 colonies and connect them to cause and effect relationships in US history.

Standards and Learning Objectives The students will be able to know: (nouns) The students will be able to do: (verbs)	Key Concepts, Topics, and Eligible Content	Instructional Methods and Learning Activities	Assessments/ Success Criteria	Pacing
Students will be able to describe the motivations for the first English settlements in North America and explain why each settlement struggled or thrived. 7.1.7.B: Explain and locate places and regions as defined by physical and human features. 7.2.7.A: Explain the characteristics of places and regions. 7.3.7.A: Describe the human characteristics of places and regions using the following criteria: - Population - Culture - Settlement - Economic activities - Political activities 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.	13 colonies - Roanoke - Jamestown - Plymouth	Colonial Empires & 13 Colonies - challenge students to label the 13 colonies without using an atlas Answers (Go over with them) Roanoke - Use the textbook to read & answer questions. - Students read & discuss different theories & evaluate which they feel is the most plausible and why. Theories - Discuss answers - Class vote: which theory makes the most sense (1, 2, or 3). - Google Classroom Question: Why did the first English settlement in the new world fail? First Settlements (Jamestown & Plymouth) Slides answers Google Form Check New England Colonies Vocab Modified - Google Classroom Question: Which settlement do you think would be easier to survive and why: Jamestown or Plymouth?	Students will be able to complete questions about Roanoke and note check with accuracy. - Note Check - New England Vocabulary	Two 75 minute classes

Students will be able to compare and contrast regional differences in the 13 colonies and connect past and present regional characteristics. 7.1.7.B: Explain and locate places and regions as defined by physical and human features. 7.2.7.A: Explain the characteristics of places and regions. 7.3.7.A: Describe the human characteristics of places and regions using the following criteria: - Population - Culture - Settlement - Economic activities - Political activities 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.	- New England Colonies - Maine - New Hampshire - Massachusetts - Connecticut - Rhode Island	- Show video to introduce the New England colonial region - New England Colonies Notes Slides Student notes - New England Colonies Note Check Google Form (8 pts)	Students will be able to complete their New England Colonies note checks with accuracy. Google Form Note Check	One 75 minute class
Students will be able to explain the economic relationship between Great Britain and her colonies. 6.3.7.B: Describe the impact of government involvement in state and national economic activities. 6.3.7.D: Identify how governments limit or promote international trade.	Mercantilism	- Show video to introduce topic - Complete "Mercantilism at Work" together as a class Student copy Answers - Students work in pairs to try and figure out positives and negatives of mercantilism. Class discussion after partner work time. Student worksheet Answers - Ungraded "Mercantilism Review" Google Form Google Form - Reflection/Wrap Up: (5 min) - Google Classroom Question: How is mercantilism similar to how we function today? Do we import and export different goods?	Students will be able to complete their mercantilism and show how it affected England and the colonies. - Google form note check - Google Classroom Questions	One 75 minute class
Students will be able to investigate the impact of religious fervor in the New England Colonies by exploring the Salem Witch Trials. 8.3.7.A: Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.	- Salem Witch Trials - New England colonies	Overview Video from Ted Ed - Begin Salem Witch Trials Print off Website print off Answer Key Performance Task: Flyer or Letter	Students will be able to create an argument for colonists for or against coming to the New England colonies.	One 75 minutes

8.4.7C: Differentiate how continuity and change have impacted world history. - Belief systems and religions - Politics and government - Social organizations		Example	New England Flyer or Letter	
Students will be able to compare and contrast regional differences in the 13 colonies and connect past and present regional characteristics. 7.1.7B: Explain and locate places and regions as defined by physical and human features. 7.2.7A: Explain the characteristics of places and regions. 7.3.7A: Describe the human characteristics of places and regions using the following criteria: - Population - Culture - Settlement - Economic activities - Political activities 8.4.7A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.	- Middle Colonies - New York - Pennsylvania - New Jersey - Delaware	- Students work independently on "Middle Colonies Vocab" to introduce key terms Student copy - Middle Colonies Notes Slides Student notes - Middle Colonies Note Check Google Form (7 pts) Colonial Video: America is Us - first 18 minutes	Students will be able to complete their Middle Colonies note checks with accuracy. - Note Check - Middle Colonies Vocabulary	One 75 minutes
Students will be able to design an Instagram page on a famous figure from Pennsylvania and apply the historical significance about their person to their design. 8.2.7A: Identify the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania. 8.2.7B: Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.	- Historical persons of PA - Benjamin Franklin - Daniel Boone - Conrad Weiser - Henry Muhlenberg - John Dickinson - Ona Judge - Thomas Mifflin - Hannah Callowhill-Penn	Action Plan for Day 1: Hook: Greatest Pennsylvanians (Post as GC question): Students should look through the linked list and pick a person who you think should be considered the best PA person of all time. Explain why you chose them. - Explain Instagram Project instructions - Go over expectations of work - Students will have the rest of class to research their famous figure for their Instagram project Action Plan for Day 2: - World read aloud day - Review expectation	Students will be able to complete their Instagram project on their famous PA figure using their research. Instagram Project	Two 75 minutes classes

		- Explain Instagram Project instructions to make sure students understand where they should be on their project. - Go over expectations of work - Students will have the rest of class to research their famous figure for their Instagram project Instagram Project - Early finishers PA colony edpuzzle: https://edpuzzle.com/media/6132556037f79c4162294d92		
Students will be able to compare and contrast regional differences in the 13 colonies and connect past and present regional characteristics. 7.1.7.B: Explain and locate places and regions as defined by physical and human features. 7.2.7.A: Explain the characteristics of places and regions. 7.3.7.A: Describe the human characteristics of places and regions using the following criteria: - Population - Culture - Settlement - Economic activities - Political activities 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.	- Southern Colonies - Virginia - Maryland - North Carolina - South Carolina - Georgia	- Show video to introduce the topic - Southern Colonies Notes Slides Student notes Answers - Living in the Colonial South Think-Pair-Share - Compare and Contrast Plantation Help Reading Student copy Answers Twitter exit ticket - Students will share their venn diagram with their thought partner.	Students will be able to complete their Southern Colonies note checks with accuracy. - Twitter exit ticket - Venn diagram	One 75 minute class
Students will be able to interpret primary & secondary sources to examine the impact and influence of slavery in the 13 colonies. 7.1.7.B: Explain and locate places and regions as defined by physical and human features.	Slave Trade	- Discuss: why can studying history make us uncomfortable sometimes? Why should we study history that doesn't make us feel good? - Students will be able to come up with 10 interesting things they learned from	Students will be able to complete a Google Form with accuracy. - Google Form - DBQ Worksheet	Two 75 Minute classes

7.2.7A: Explain the characteristics of places and regions. 7.3.7A: Describe the human characteristics of places and regions using the following criteria: - Population - Culture - Settlement - Economic activities - Political activities 8.4.7A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.		the video. - Students will be able to complete note check with accuracy. Middle Passage Video (50 mins) Notes Print-off Discovery Ed Link Possible Answers Slavery In the Colonies - Native Americans Google Form 3 Topic Venn Diagram - Students will create a venn diagram that compares and contrasts the 3 colonial regions as well as individual characteristics. Action Plan Day 2: - SPM Google Form Hook - imagine analysis - Students will be given 8 minutes to explore the website. - After exploring 2-3 primary sources, explain: why is it important to use primary sources to study difficult history? What image stuck out to you the most? Why? - Students will be able to use primary sources to complete their DBQ worksheet accurately. Edpuzzle on the Transatlantic Slave Trade Primary Source DBQ Worksheet - Going over DBQ Worksheet Printable Version Answer Key		
Students will be able to collaborate with partners to design a colony and test it against a natural disaster.	Challenges faced in the 13 colonies	Blooket Review of the Colonie - Teacher assigned groups & explanation of the project. Direct Instruction: - Put students into groups	Students will be able to complete their Colonial American Engineering Portfolio	Four 75 Minute Classes

7.1.7.B: Explain and locate places and regions as defined by physical and human features. 7.2.7.A: Explain the characteristics of places and regions. 7.3.7.A: Describe the human characteristics of places and regions using the following criteria: - Population - Culture - Settlement - Economic activities - Political activities		- Explain procedure, goals, and the packet STEM Packet Website Answers Slides to display instructions, reminders, & checklists Student Application: - Students work in groups to make decisions about what to take, how to set-up, and the outcome of their colony. Assessment: - Student brainstorm on page 23 & written explanation on page 24: If I knew then what I know now... - Students will generate advice for future colonists Modifications: - Checklists, frequent check-ins from the teacher, mindful grouping based on needs, behaviors, and personalities, modifying the amount of research on pages 2 & 3, mind maps instead of paragraph responses on page 8 & 23	& generate 5 pieces of advice for future colonists. STEM Packet	
Students will be able to research a chosen topic & create one final product from a choice board about past learned information on Unit 4. 7.2.7.A: Explain the characteristics of places and regions. 7.3.7.A: Describe the human characteristics of places and regions using the following criteria: - Population - Culture - Settlement - Economic activities - Political activities 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. 8.4.7.C: Differentiate how continuity and change have impacted world history. - Belief systems and	- New England Colonies - Maine - New Hampshire - Massachusetts - Connecticut - Rhode Island - Middle Colonies - New York - Pennsylvania - New Jersey - Delaware - Southern Colonies - Virginia - Maryland - North Carolina - South Carolina - Georgia - Historical persons of 13 colonies - Slave Trade - Salem Witch Trials	Choice Board Unit 4 topics with linked graphic organizers for each topic Modified topic graphic organizer	Students will be able to complete a graphic organizer and project of their choice from Unit 4. - Graphic Organizer - Final Project	

- religions - Politics and government - Social organizations				
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Unit 5: The American Revolution

Unit 5 Essential Question: Students will be able to identify how increased tension over time between two groups can create conflict between the need for security and the need for freedom.

Standards and Learning Objectives The students will be able to know: (nouns) The students will be able to do: (verbs)	Key Concepts, Topics, and Eligible Content	Instructional Methods and Learning Activities	Assessments/ Success Criteria	Pacing
Students will be able to formulate the outcome of the French and Indian War to unrest in the British colonies. Standard - 8.4.7A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. Standard -7.1.7B: Explain and locate places and regions as defined by physical and human features. Standard - 7.2.7A: Explain the characteristics of places and regions.	- The French & Indian War - Salutary Neglect	Google Classroom Question: What countries had land claims in North America in the 1700s? (French and Indian War Video) French and Indian War Map Before and After - how will this conflict change the continent? French & English Colonies Compare & Contrast French and Indian War Comic Strip (Slides) (Reading) (Comic Strip) Google Form: Students will use their illustrations to complete this check for understanding. Mercantilism & Salutary Neglect in the 13 Colonies	Google Form: Students will use their illustrations to complete this check for understanding.	One 75 minute period
Students will be able to examine the relationship between Great Britain's policies for the colonies and how they led to the Revolution. 8.4.7A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. 5.1.7C: Explain how the principles and ideals shape local, state, and national government. - Liberty / Freedom - Democracy - Justice - Equality	- Definition of primary sources - Definition of secondary sources - New laws passed after the 7 Years War: - The Proclamation of 1763 - The Sugar Act - The Stamp - The Declaratory Act - The Townshend Acts - The Tea Acts - The Intolerable	Unit 5 Vocabulary Acts Leading to Revolution Chart Answer Key Acts of the Revolution Check Sketch & Tell Exit Ticket	Students will be able to complete the graphic organizer and Google Form for accuracy.	One 75 minute period

5.2.7B: Compare the methods citizens use to resolve conflicts in society and government. 6.3.7B: Describe the impact of government involvement in state and national economic activities. 6.3.7C: Explain the cost and benefits of taxation. 8.1.7B: Identify and use primary and secondary sources to analyze multiple points of view for historical events.	- Acts - The Quartering Act			
Students will be able to examine the role women played in the American Revolution. 8.4.7A - Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. 5.1.7C: Explain how the principles and ideals shape local, state, and national government. - Liberty / Freedom - Democracy - Justice - Equality 5.2.7B: Compare the methods citizens use to resolve conflicts in society and government. 8.1.7B: Identify and use primary and secondary sources to analyze multiple points of view for historical events.	- Definition of a loyalist - Definition of a patriot	Hook video Women in the American Revolution Stations Write a tweet about the coolest person you learned about today.	Students will be able to explain a contribution of a woman to the American Revolution by writing a twitter exit ticket.	One 75 Minute Period
Students will be able to judge bias in images from the Boston Massacre. 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. 5.1.7.C: Explain how the principles and ideals shape local, state, and national government. - Liberty / Freedom - Democracy - Justice - Equality 5.2.7.B: Compare the methods citizens use to resolve conflicts in society and government.	- Definition & examples of bias - Definition of perspective/point of view - The Boston Massacre	Boston Massacre Video Boston Massacre Mini Lesson Boston Massacre Picture Analysis (Answer Key) Assessment: How can we use bias to help us better understand historical events? (last question) Exit ticket: how are images in our world manipulated to spread ideas/information?	Students will be able to complete their exit ticket.	One 75 Minute Period

8.1.7.B: Identify and use primary and secondary sources to analyze multiple points of view for historical events.				
Students will be able to analyze the failures and successes of the Continental Army during the American Revolution that ultimately lead to independence. 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. 7.1.7.B: Explain and locate places and regions as defined by physical and human features.	• Different forms of protest used by the colonists ◦ Boycotts ◦ Petitions ◦ Mob violence ◦ Effigies	Protest Reading & Discussion PDF 1 PDF 2 Questions - OR Lego building activity Setting the Stage Reading Stations Google Map Start Battles of the American Revolution Stations (answers) (student copy) Modified version Battle Google Form	Students will be able to complete a worksheet going through each station of an American Revolution battle and use it to complete a Google Form.	Two 75 minute class periods
Students will be able to examine the experience and contributions of Black individuals from the American Revolution. 8.4.7.A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history. 5.1.7.C: Explain how the principles and ideals shape local, state, and national government. • Liberty / Freedom • Democracy • Justice • Equality 5.2.7.B: Compare the methods citizens use to resolve conflicts in society and government.	• Different examples of contributions of Black people in the American Revolution: ◦ Crispus Attucks ◦ Salem Poor ◦ Colonel Tye ◦ The First Rhode Island Regiment ◦ Phyllis Wheatley ◦ Peter Salem ◦ James Armistead Lafayette	Jefferson Quote Analysis & Discussion Africans in America Part 2: Revolution • Teacher Key • Time stamps for questioning throughout the film ◦ Student Copy ◦ Final question: After the Revolutionary War, was everyone in the former British colonies considered an American? Why or why not? Block Heroes of the American Revolution Poster/Canva Project Socratic seminar or question in Classroom, based on student needs • How did the Revolution impact the experience of free and enslaved Black people in the United States? Did everyone get independence in the new United States? How do you know?	Students will be able to complete a poster about an African American hero during the American Revolution.	Two 75 minute class periods

Students will be able to design a project explaining the outcome of the American Revolution. 5.1.7C: Explain how the principles and ideals shape local, state, and national government. • Liberty / Freedom • Democracy • Justice • Equality 5.1.7F: Describe how the media uses political symbols to influence public opinion. 5.2.7B: Compare the methods citizens use to resolve conflicts in society and government. 6.3.7B: Describe the impact of government involvement in state and national economic activities. 6.3.7C: Explain the cost and benefits of taxation. 8.1.7B: Identify and use primary and secondary sources to analyze multiple points of view for historical events. 8.3.7A: Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history. 8.3.7D: Examine conflict and cooperation among groups and organizations in U.S. history. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 7.1.7B: Explain and locate places and regions as defined by physical and human features.	• Causes and Effects of the American Revolution • Battles of the American Revolution • Different people who have contributed to the American Revolution • The Treaty of Paris (1783)	Treaty of Paris Newsela Reading American Revolution Breakout Boxes Hexagonal Thinking Final Assessment Choice Board	Students will be able to complete each of the following: • Final Assessment Choice Board • Hexagonal Thinking • Breakout Boxes	Four 75 minute class periods
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Unit 6: A New Nation

Unit 6 Essential Question:

Standards and Learning Objectives The students will be able to know: (nouns) The students will be able to do: (verbs)	Key Concepts, Topics, and Eligible Content	Instructional Methods and Learning Activities	Assessments/ Success Criteria	Pacing
Students will be able to connect political theories and the English tradition to the beliefs of the founding fathers and critique their contributions to US history. 5.1.7C: Explain how the principles and ideals shape local, state, and national government: Liberty, Freedom, Democracy, Justice, & Equality 5.1.7D: Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, & Pennsylvania Constitution. 8.3.7D: Examine conflict and cooperation among groups and organizations in U.S. history. 8.4.7A: Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.	- The English tradition - Enlightenment philosophers - Founding Father Research Options: - Thomas Jefferson - George Washington - Benjamin Franklin - Alexander Hamilton - John Adams - Benedict Arnold - James Madison - Patrick Henry - George Mason	"Why do we have/need a government?" Jamboard Beliefs of the Founders Founding fathers and mothers Edpuzzle video with embedded questions Janus Activity	Students will be able to complete a Janus Figure about a founding father of their choosing. Janus Figure	Two 75 minute classes
Students will be able to defend the Declaration of Independence by interpreting the document. 5.1.7D: Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, & Pennsylvania Constitution.	- The English tradition - Enlightenment philosophers - The Declaration of Independence	Declaration of Independence Interpretation Google classroom question: which part of the Declaration of Independence is the most important? Explain your reasoning with evidence from the text.	Students will be able to complete a Google Classroom question supporting their opinion. Google Classroom question	One 75 minute class period
Students will be able to compare, contrast, and connect different Revolutions to the American Revolution. 6.3.7B: Describe the impact of government involvement in state and national economic activities. 8.3.7D: Examine conflict and cooperation among groups	- French Revolution - American Revolution - Haitian Revolution	Unit 6 Vocabulary Declaration Review Video - Ted Ed Compare and Contrast Revolutions - Compare and Contrast Revolution Google Doc Compare and Contrast American Revolution with Hati Revolution 3 way Venn Diagram 3, 2, 1 Feedback	Students will be able to complete a venn diagram comparing and contrasting different revolutions. Venn diagram	One 75 minute class period

and organizations in U.S. history.		3 things they learned 2 fun facts 1 question they still have		
Students will be able to interpret different groups' experiences with the Declaration of Independence through primary source analysis. 5.1.7.D: Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: - Declaration of Independence - CC.8.5.6-8.F: Identify aspects of a text that reveal an author's point of view or purpose	- West Virginia v Barnette - Frederick Douglass' "What to the Slave is the Fourth of July?" - Definition of perspective/point of view - Definition of bias	Private Jamboard & discussion - why doesn't everyone say the pledge of allegiance in the morning? West Virginia v. Barnette is the court case that protects students' rights under the first amendment Video - 'What To The Slave Is The Fourth Of July?': Descendants Read Frederick Douglass' Speech NPR Students will read a modified version of the speech "What to the Slave is the Fourth of July?" by Frederick Douglass and answer comprehension and analysis questions throughout. Student copy Answer Key Google Classroom Exit Ticket - Tier 2 & 3- Why does Frederick Douglass want the audience to think of the slaves and their lack of freedom on the Fourth of July? How do you know? - Tier 1 - One of Frederick Douglass's primary arguments against slavery is that slaves are not treated like humans. Give two examples from the article and explain why he feels each is inhumane. - Gifted - Despite Frederick Douglass's efforts, slavery in the United States still exists on the Fourth of July that is supposed to symbolize freedom. Select two claims Douglass makes in his speech and further explain how each one means that not all people in the country are celebrating freedom.	Students will be able to complete a tiered exit ticket.	One 75 minute class period
Students will be able to differentiate between different types of governments and be able to identify their strengths and weaknesses.	- Monarchy - Dictatorship - Republic - Direct Democracy	Brainstorm - what do we know about government? In groups on giant papers/post-its (5 minute timer, groups share out)	Students will be able to complete their Gummyments worksheet and Exit Ticket	One 75 minute class period

5.1.7.A: Cite functional examples of how the rule of law protects property rights, individual rights, and the common good. 5.1.7.B: Identify the different types of government and the processes they use in making laws.	- Representative Democracy - Representative Minority - Majority - Anarchy - Autocracy - Oligarchy - Communism - Socialism	Gummymment guided notes & slides Students will use Gummy bears to illustrate the definitions of each type of government & draw it on their fill in the blank notes. Exit Ticket		
Students will be able to critique the first government of the United States and explain why it failed. - Standard - 5.3.7.B Define and compare the role and structure of local, state, and national governments. - Standard - 8.3.7.A Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history. - Standard - 8.3.7.B Examine the importance of significant historical documents, artifacts, and places critical to United States history.	Articles of Confederation	https://youtu.be/lBW9LpCg8l Edpuzzle: https://edpuzzle.com/media/6132576eb2244541596a3201 Comic activity For Gifted and motivated learners they will have a DBQ Google Classroom question - how should the founding fathers revise (change) the Articles of Confederation to make it better?	Students will be able to complete an exit ticket in Google Classroom with an idea on how to improve the Articles of Confederation.	One 75 minute class
Students will be able to use the Northwest Ordinances to prove the weakness of the Articles of Confederation. 8.3.7.A: Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history. 8.3.7.C: Compare how continuity and change have impacted U.S. history. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	- Articles of Confederation - Northwest Ordinance	Northwest Ordinance Video We're Free - Let's Grow! Land Ordinances of 1785 and 1787 Guided Reading Answer Key Printable Version - Reflection: Picture - Question in Google Classroom: how is the nation going to change with the land ordinances of 1785 & 1787?	Students will be able to complete their worksheet.	One 45 minute class PSSA

8.3.7D: Examine conflict and cooperation among groups and organizations in U.S. history. Ethnicity and race Working conditions Immigration Military conflict Economic stability				
Students will be able to compare and contrast the arguments made at the Constitutional Convention by Federalists and Anti-Federalists. 5.1.7D: Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents. 5.1.7C: Explain how the principles and ideals shape local, state, and national government. - Liberty / Freedom - Democracy - Justice - Equality 5.2.7B: Compare the methods citizens use to resolve conflicts in society and government. 8.3.7B: Examine the importance of significant historical documents, artifacts, and places critical to United States history.	- Articles of Confederation - Federalists - Anti-Federalist	-Non-Stop Animated Video About the Federalist Papers or play the clip from Disney+ -Federalists, Anti-Federalists, & the Federalist Papers -Printable Version -Answer Key Review of Federalist and Anti-Federalists Race to Ratify Students submit a screenshot of their final screen to Google Classroom.	Students will be able to complete their worksheet and Race to Ratify ICivics Game	One 45 minute class PSSA
Students will be able to evaluate the best plan for the federal government based on the Constitutional Convention. 5.1.7D: Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents. 5.1.7C: Explain how the principles and ideals shape local, state, and national government.	- Delegates - Regional differences between New England, the middle states, and the southern states - Population - Weaknesses of the Articles of Confederation - Virginia Plan - New Jersey Plan - Connecticut Compromise $\frac{3}{5}$ Compromise	Video Students should look for an example of weakness in the Articles of Confederation Your Own Constitutional Convention Constitutional Convention Nearpod A 3-2-1 prompt - describe three things you learned, two questions you have, and one thing that surprised you	Students will be able to complete the Constitutional Convention Scenarios Slides with how they would have solved the issues.	One 45 minute class period PSSA

◦ Liberty / Freedom ◦ Democracy ◦ Justice ◦ Equality • 5.2.7.B: Compare the methods citizens use to resolve conflicts in society and government. • 8.3.7.B: Examine the importance of significant historical documents, artifacts, and places critical to United States history.				
Students will be able to describe the two plans for government and the eventual compromise that made it into the US Constitution. • Standard - 5.3.7.A Compare and contrast the responsibilities and powers of the three branches of government. • Standard - 8.3.7.A Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history. • Standard - 8.3.7.B Examine the importance of significant historical documents, artifacts, and places critical to United States history. • Standard - 5.1.7.D Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: ◦ United States Constitution	• Articles of Confederation • Federalists • Anti-federalists • Virginia Plan • New Jersey Plan • The Great Compromise	Constitutional Convention Nearpod from #8 Great Compromise Review • Student • Answers • Slides	Students will be able to describe the two plans for government and the eventual compromise that made it into the US Constitution.	One 45 minutes class PSSA
Students will be able to describe the first 10 amendments of the Constitution. • 5.1.7.A: Cite functional examples of how the rule of law protects property rights, individual rights, and the common good. • 5.1.7.D: Summarize the	Articles of Confederation Great Compromise Constitution Bill of Rights	Great Compromise Lesson Plan #9 iCivics: You Have Rights Lesson Matching Game Do I Have a Right? Google Classroom question: Is there one amendment in the Bill of Rights that is more important than the others?	Students will be able to complete matching of each amendment.	One 75 minute class

basic principles and ideals within documents and the roles played by the framers as found in significant documents: ○ Bill of Rights		Why or why not? 6th amendment clip		
Students will be able to describe the responsibilities and powers of the Executive Branch of the United States federal government. • 5.3.7.A: Compare and contrast the responsibilities and powers of the three branches of government. • 5.3.7.B: Define and compare the role and structure of local, state, and national governments. • 8.3.7.A: Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history. • 8.3.7.B: Examine the importance of significant historical documents, artifacts, and places critical to United States history. • 5.2.7.C: Describe the role of political leadership and public service.	• Executive branch • White House • President • Vice President • President's Cabinet • Presidential line of succession • Cadillac One • Air Force One • Living US Presidents • Executive Departments	Day 1: History channel video: Executive Branch Profile Completed together Modified Google Question: what was the most surprising thing you learned today? Day 2: Hook question in Google Classroom: What is the responsibility of the executive branch? Who Can Help Me? (Students will complete using document) (Answer key) Executive Command Game on ICivics	Students will be able to complete the Executive Branch profile.	Two 75 minute class periods
Students will be able to describe the responsibilities and powers of the Legislative Branch of the United States federal government. • 5.3.7.A: Compare and contrast the responsibilities and powers of the three branches of government. • 5.3.7.B: Define and compare	• Legislative Branch • Senate • House of Representatives	Schoolhouse Rock: I'm Just a Bill Legislative Branch Profile • Student copy • Modified Student Copy Impeachment Reading & Discussion • Answer Key	Students will be able to describe the responsibilities and powers of the Legislative Branch of the United States federal government.	One 75 minute class

the role and structure of local, state, and national governments. • 8.3.7.A: Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history. • 8.3.7.B: Examine the importance of significant historical documents, artifacts, and places critical to United States history. • 5.2.7.C: Describe the role of political leadership and public service.		Video ICivics: LawCraft		
Students will be able to describe the responsibilities and powers of the Judicial Branch of the United States federal government. • 5.3.7.A: Compare and contrast the responsibilities and powers of the three branches of government. • 5.3.7.B: Define and compare the role and structure of local, state, and national governments. • 8.3.7.A: Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history. • 8.3.7.B: Examine the importance of significant historical documents, artifacts, and places critical to United States history. • 5.2.7.C: Describe the role of political leadership and public service.	• Judicial Branch • Supreme Court • The Judiciary Act of 1789 • Judicial Review • Marbury vs Madison • Chief Justice	Hook Judicial Branch Video Judicial Branch Profile Argument Wars	Students will be able to complete the Judicial Branch profile.	One 75 minute class period