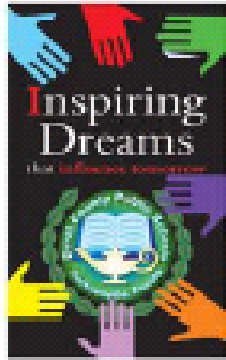


Duval County Public Schools



Duval County Public Schools

Social Studies Curriculum Guide



American History

**SOCIAL STUDIES LEARNING SCHEDULES EXPLANATION & KEY
2008-2009**

This curriculum has been reformatted to accomplish the following purposes:

- To refine the framework of **Understanding by Design™**, which is an instructional design developed by Grant Wiggins and Jay McTighe and adopted in the 2004-2005 school year across the district by the four academic subject areas.
- To further correlate Sunshine State Standards for Social Studies, with Sunshine State Standards for Language Arts in an effort to facilitate the inclusion of Content Area Reading Professional Development (CAR-PD) strategies for FCAT Level 2 readers and all readers.
- To place the curriculum in a week by week Learning Schedule to increase cohesiveness of practice across the district

The Three Stages of Understanding by Design™ and the Learning Schedule

	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging and effective instruction
Week 12 – Topic (Week 1 of 2)	<p>Social Studies Sunshine State Standards are content standards. They are statements of what students should know or understand in social studies.</p> <p>Related Sunshine State Standards are content standards. They are statements of what students should know or understand in related content areas such as science or language arts.</p>	<p>Essential Questions are the questions that direct students to the standards</p> <p>Vocabulary/Concepts are the basic terms and ideas that serve as the building blocks to construct understanding.</p> <p>Skills are the basic processes that serve as the tools to construct understanding</p> <p>Enduring Understandings are the content standards as constructed in the students' own mind and in their own words</p>	<p>Required Performance Tasks/Assessments are mandated for all students. While these may be in various formats, they are to be meaningful, (related to standards) and authentic (related to the world beyond the classroom). Formats may include:</p> <ul style="list-style-type: none"> • Performance assessments • Short and extended response items • Traditional quizzes and tests, including FCAT-like items • Informal checks and observations <p>Recommended Additional Performance Tasks/Assessments are no different in format or purpose than required tasks/assessments but are provided as a further resource for teachers.</p> <p>Tasks/Assessments that are directly related to FCAT Reading and Writing skills appear in bold.</p>	<p>Textbook Resources</p> <ul style="list-style-type: none"> ➤ Listed here are highlights of textbook resources that are of particular use in increasing social studies achievement ➤ Reading strategies from the text, specifically those aligned with CAR-PD, will be listed here for easy reference. <p>Internet</p> <ul style="list-style-type: none"> ➤ Listed here are hyperlinks to many recommended websites with lots of information and resources. <p>History Alive!</p> <ul style="list-style-type: none"> ➤ For those teachers with training and access to History Alive! materials correlations with these interactive units are listed here. <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Listed here are references to other easily accessed books, documentaries, etc. that relate to the topic.

Incorporating Reading Strategies

For the students to be successful in **FCAT reading**, the students need to learn strategies to use for reading informational text. Approximately 70% of the reading passages on the 10th grade FCAT test consist of informational text, and a large portion of that text is social studies content.

To assist you in the incorporation of these reading strategies in your class, suggested strategies are included in this curriculum. Moreover, the new textbook (Glencoe World History) and the kits that come with it include multiple ideas for incorporating reading strategies into your class. Some of them are highlighted below.

- In the teacher's edition, **Reading Strategies** boxes are included in each section of the text. These boxes can be found at the bottom of the page, and are highlighted with Reading Strategy in a green flag in the upper left-hand corner of the box.
- In the reading sections of the textbook, a **reading check question** is included after each section of reading so that students can check their understanding of the material.
- Each section of the textbook includes a **guide to reading**, including strategies that students can use to help understand the material.
- In the **Section Assessments**, there are reading strategies included.
- The kits include *Florida Reading Essentials and Study Guides*, *Guided Reading Activities* in the Unit Resources, *Reading in the Content Areas* by Jamestown Education, Timed *Readings Plus in Social Studies* by Jamestown Education, among others.
- In the Florida pages at the beginning of the Teacher's Edition

Incorporating Writing Strategies

Also included in the kit is a set of transparencies designed to assist you in helping your students improve their writing for **FCAT Writes**. It is a green book titled **Writing Process Transparencies**.

Your kit may also include a **Writer's Guidebook—Social Studies**.

Learning Schedule Overview for 5th Grade American History

Quarter	Chapter	Chapter	Total Weeks	Weeks
I	1	America's Land	2	1-2
I	2	The First Americans	2	3-4
I	3	Age of Exploration	3	5-7
I	4	European Settlements	2	8-9
II	5	New England Colonies	2	10-11
II	6	Middle and Southern Colonies	2	12-13
II	7	Causes of the Revolution	2	14-15
II	8	The War for Independence	1	16
II	9	Creating a Nation	2	17-18
III	12	Causes of the Civil War	3	19-21
III	13	Civil War and Reconstruction	2	22-23
III	14	Changes on the Plains	2	24-25
III	15	Big Business and Big Cities	2	26-27
IV	16	Becoming a World Power	2	28-29
IV	17	Americans Face Changes	3	30-32
IV	18	Our Nation and Our World	2	33-34
IV	19	America Today and Tomorrow	2	35-36
		Total	36	

NOTE:

DCPS teachers follow this learning schedule to maintain uniformity across the district and ensure all students are provided the opportunity to meet Sunshine State Standards. The school calendar, testing schedule, or other considerations may necessitate reasonable adjustment of this learning schedule. The Florida Department of Education's description for this course can be downloaded from their website at www.fldoe.org.

	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>Weeks 1 - 9 Exploring America</p>	<p>History</p> <ul style="list-style-type: none"> ➤ SS.A.4.2.1 - Understands the geographic, economic, political, and cultural factors that characterized early exploration of the Americas. <p>Geography</p> <ul style="list-style-type: none"> ➤ SS.B.1.2.1 - Uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns. ➤ SS.B.1.2.2 – Knows how regions are constructed according to physical criteria and human criteria. ➤ SS.B.1.2.3 – Locates and describes the physical and cultural features of major world political regions. ➤ SS.B.1.2.4 – Knows how changing transportation and communication technology have affected relationships between locations. ➤ SS.B.1.2.5 – Knows ways in which people view and relate to places and regions differently. ➤ SS.B.2.2 - Understands the interactions of people and the physical environment. <p>Civics and Government</p> <ul style="list-style-type: none"> ➤ SS.C.1.2.- Understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. ➤ SS.C.2.2. - Understands the role of the citizen in American democracy. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What are the various religious, economic, political, geographic and social reasons causing people to choose different areas? ➤ What are the advantages and disadvantages to occupying an area (region)? ➤ How can maps, charts, globes, and other geographic tools help us understand the ability to settle or explore an area? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ armada ➤ barter ➤ cash group ➤ century ➤ ceremony ➤ charter ➤ circumnavigate ➤ civilization ➤ claim ➤ clan ➤ colony ➤ confederation ➤ conquistador ➤ cultures ➤ decade ➤ diversity ➤ economy ➤ empire ➤ environment ➤ epidemic ➤ expedition ➤ geography ➤ indentured servant ➤ irrigation ➤ merchant ➤ migration ➤ mission ➤ missionary ➤ natural resources ➤ navigation ➤ nomad ➤ pilgrim ➤ plateau ➤ profit 	<p>Recommended Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ G.R.A.S.P.S. Explorers of the World • GOAL: Research an explorer, you will later compare and contrast your explorer in a small group using a Venn Diagram. • ROLE: You are a historian of famous explorers. • AUDIENCE: Your audience will be your small group. • SITUATION: Your challenge will be researching your explorer and communicating your information to your small group. • PRODUCT PERFORMANCE AND PURPOSE: You need to research so that you can compare and contrast your explorer. • STANDARDS AND CRITERIA FOR SUCCESS: Your product will include the following: <ul style="list-style-type: none"> • Reasons for exploration • Years during which their exploration took place • Location of explorations • Which country each explorer represented • Significant accomplishments or interesting facts ➤ "Tour of the United States Regions" with Teaching Learning Rubric and Student checklist see TE p. 22 – 23 ➤ Cardinal Directions: Read a transportation map. Write directions from one location on the map to the other. Include cardinal directions, approximate mileage. ➤ Using Map or Globe: Analyze a given map or globe. Write three to five questions that could be answered using the given information. ➤ Personal Timeline: Create a personal timeline from birth until now; include at least two events for each year. ➤ Colonist Skit: Create and dramatize a skit where colonists are discussing problems unique to their colonies/region at a town meeting. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>United States History</p> <ul style="list-style-type: none"> ➤ Chapter 1: Land and Climate <ul style="list-style-type: none"> • Lesson 1 (pgs. 6-13) • Lesson 2 (pgs. 14-19) • Lesson 3 (pgs. 22-25) • Lesson 4 (pgs. 28-31) ➤ Chapter 2: Ancient Americans <ul style="list-style-type: none"> • Lesson 1 (pgs. 38-43) • Lesson 2 (pgs.46-49) • Lesson 3 (pgs.54-57) • Lesson 4 (pgs.60-63) • Lesson 5 (pgs.68-71) ➤ Chapter 3: Age of Exploration <ul style="list-style-type: none"> • Lesson 1 (pgs.84-87) • Lesson 2 (pgs.90-93) • Lesson 3 (pgs.96-101) • Lesson 4 (pgs.102-107) • Lesson 5 (pgs.110-113) ➤ Skillbuilder – Latitude/Longitude (pgs.116-117) ➤ Chapter 4: European Settlements <ul style="list-style-type: none"> • Lesson 1 (pgs.122-125) • Lesson 2 (pgs.130-133) • Lesson 3 (pgs.136-139) • Lesson 4 (pgs. 144-147) <p>Social Studies Alive!</p> <ul style="list-style-type: none"> ➤ Unit 1: Unit Planner p. 1 • American Indians Diorama p. 2-3 • Lots of Water. . .Can You Drink It? p. 4-5 • Many Regions, One Map p. 4-5 • Make a Model of an Artifact p. 6-7 • Build an Ancient Pueblo Village Model p. 6- • Access Archaeology p. 8-11 ➤ Unit 2: Unit Planner p. 13 • The First Colonies p. 14-15 • Where Are We Going? p. 16-17 • What's in a Name? p. 16-17 • Post-Expedition Wrap-Up p. 18-19 • Classroom Compact p. 18-19 • Should We Join the Spanish? p. 20-23 <p>Other Resources</p> <ul style="list-style-type: none"> ➤ United States of America by Christine and David Petersen ➤ Across America, I Love You by Christine Loomis ➤ Mystic Horse by Paul Goble ➤ The Sioux by Petra Press ➤ Southeast Indians by Mir Tamim Ansary

	<p>Economics</p> <ul style="list-style-type: none"> ➤ SS.D.1.2. Understands how scarcity requires individuals and institutions to make choices about how to use resources. ➤ SS.D.2.2. Standard 2. The student understands the characteristics of different economic systems and institutions. 	<ul style="list-style-type: none"> ➤ regions ➤ saga ➤ settlement ➤ slavery ➤ surplus ➤ technology ➤ tolerance ➤ voyage ➤ Cardinal and Intermediate directions ➤ Parallel Meridian ➤ Longitude ➤ Latitude ➤ Equator ➤ Timelines ➤ Seven Continents ➤ European Explorers <p>Skills</p> <ul style="list-style-type: none"> ➤ Summarize ➤ Problem and solution ➤ Sequence ➤ Predict ➤ Cause and effect <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ People settled different regions of the United States for various reasons: religious, economic, political, geographic and social. ➤ The explorers faced many challenges when deciding which regions to occupy such as: weather, topography, and indigenous people. ➤ Maps, charts, globes and other geographic tools are instrumental to interpreting and understanding the pros and cons faced during exploration. 		<ul style="list-style-type: none"> ➤ The Midwest: Its History and People National Geographic, 2003 ➤ The Ancient Cliff Dwellers of Mesa Verde by Caroline Arnold ➤ The Wave of the Sea Wolf by David Wisniewski ➤ The Wigwam and the Longhouse by Charlotte and David Yue ➤ We are the Many by Doreen Rappaport ➤ Places in Time: A New Atlas of American History by E. Leacock and S. Buckley ➤ The Great Mystery: Myths of Native America by Neil Philip ➤ Great Spirit Horse by Linda Little Wolf ➤ Minik's Story by Jennifer O. Dewey ➤ The Cherokee by Raymond Bial ➤ Land Ho! Fifty Glorious Years in the Age of Exploration by Nancy Winslow Parker ➤ Magellan and the First Voyage Around the World by Nancy Smiler Levinson ➤ Sir Walter Raleigh and the Quest for El Dorado by Marc Aronson ➤ Roanoke: The Lost Colony by Jane Yolen and Heidi Stemple ➤ We Asked for Nothing: The Remarkable Journey of Cabeza de Vaca ➤ Around the World in a Hundred Years by Jean Fritz
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	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>Weeks 10-19 Establishing America</p>	<p>History</p> <ul style="list-style-type: none"> ➤ SS.A.4.2.2 – Understands why colonial America was settled in regions. ➤ SS.A.4.2.3 – Knows significant social and political events that lead to and characterized the American Revolution. ➤ SS.A. 4.2.4 – Knows significant historical documents and the principle ideas expressed in them. ➤ SS.A.4.2.5 – Understands geographic, economic and technological features of the growth and change that occurred in America from 1801 to 1861. <p>Geography</p> <ul style="list-style-type: none"> ➤ SS.B.1.2 - Understands the world in spatial terms. ➤ SS.B.2.2 - Understands the interactions of people and the physical environment. <p>Civics and Government</p> <ul style="list-style-type: none"> ➤ SS.C.1.2. - Understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. ➤ SS.C.2.2. - Understands the role of the citizen in American democracy. <p>Economics</p> <ul style="list-style-type: none"> ➤ SS.D.1.2. -Understands how scarcity requires individuals and institutions to make choices about how to use resources. ➤ SS.D.2.2. - Understands the characteristics of economic systems and institutions 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How did the everyday citizen help establish a nation? ➤ What was common to all the events that led to and occurred during the Revolutionary War? ➤ What are the core ideas that underlie all the major documents that were written as a result of the Revolutionary War? ➤ How does this affect you as a citizen today? ➤ How did geography, economic, and technology continue to influence the developing nation? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ amendment ➤ boycott ➤ campaign ➤ checks and balances ➤ citizen ➤ congress ➤ constitution ➤ democracy ➤ federal ➤ industry ➤ legislature ➤ manifest destiny ➤ Patriot ➤ pioneer ➤ plantation ➤ political party ➤ republic ➤ retreat ➤ veto <p>Skills</p> <ul style="list-style-type: none"> ➤ Understand timelines ➤ Read charts/graphs ➤ Read maps ➤ Summarize ➤ Problem and solution ➤ Sequence ➤ Predict ➤ Cause and effect 	<p>Recommended Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Complete this GRASPS: Nomination Letter for American Revolutionary War Monument • GOAL: Your task is to nominate a person for the American Revolutionary War Sculpture Monument. • ROLE: You are an American Revolution Historian. You have been asked to help nominate a person for the sculpture. Your job is to include the reasons for your choice and provide historical information for proof of worthiness. • AUDIENCE: Your clients are the Sons and Daughters of the American Revolution. • SITUATION: The context you find yourself in is to be unbiased and fair. • PRODUCT, PERFORMANCE, AND PURPOSE: You will create a letter in order to prove your choice of a nominee for your sculpture. • STANDARDS AND CRITERIA FOR SUCCESS: Your letter needs to convince and persuade and meet the following standard: Understanding historical events and key political figures during the American Revolution. <ul style="list-style-type: none"> ➤ Make a poster of Colonial regions (See TE page 153G) ➤ Write a Colonist letter home p. 66 (Checklist and rubric) ➤ Write a nonfiction children’s book p. 118 (Checklist and rubric) ➤ Diary of a Slave: Write diary entries for a slave in America and indentured servant. Entries should include the slave/servant’s daily activities, concerns, and hopes. (p. 96, Checklist and rubric) ➤ Venn Diagram of Regions: Create a Venn Diagram comparing landforms, resources, industry, etc. of two different colonies. Explain how the regions are alike and different. Summarize the results. ➤ Draw A Mural: Draw side by side murals depicting life in the industrial North and life in the agricultural South. Write paragraphs explaining how the regions differ. ➤ Dear King George: Write a letter to King George complaining about the unfairness of the Proclamation of 1763 and/or the Stamp Act from the point of view of a colonist. ➤ Bill of Rights Cartoon: Select a right from the Bill of Rights. Create four-part comic strip illustrating the practical application of that right in society. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>United States History</p> <ul style="list-style-type: none"> ➤ Chapter 5 New England Colonies • Lesson 1 (pgs. 160-163) • Lesson 2 (pgs. 166-169) • Lesson 3 (pgs. 174-179) ➤ Chapter 6 Middle and Southern Colonies • Lesson 1 (pgs. 188-191) • Lesson 2 (pgs. 196-199) • Lesson 3 (pgs. 202-205) • Lesson 4 (pgs. 210-215) ➤ Chapter 7 Causes of the Revolution • Lesson 1 (pgs. 228-231) • Lesson 2 (pgs. 234-237) • Lesson 3 (pgs. 240-243) • Lesson 4 (pgs.250-255) ➤ Chapter 8 War for Independence • Lesson 1 (pgs.262-267) • Lesson 2 (pgs. 270-273) • Lesson 3 (pgs. 278-281) • Lesson 4 (pgs. 286-289) ➤ Chapter 9 Creating a Nation • Lesson 1 (pgs. 296-299) • Lesson 2 (pgs. 302-307) • Lesson 3 (pgs. 312-317) • Lesson 4 (pgs. 320-323) <p>Social Studies Alive!</p> <ul style="list-style-type: none"> ➤ Unit 3: Unit Planner p. 25 • Children of Colonial Times p.26-27 • Produce a Product Map p. 28-29 • Settlement Patterns p. 28-29 • Trading Cod for Cloth p. 30-31 • Wish You Were Here! p. 30-31 • Where Should We Go? P. 32-35 ➤ Unit 4: Unit Planner p. 37 • Create Cartoons About Taxes p. 38-39 • Saratoga Battle Plan p. 40-41 • Blockade! p. 40-41 • Make a Diorama p. 42-43 • Make a Primary Source Artifact p. 42-43 • Meeting in Philadelphia p. 44-47 ➤ Unit 5: Unit Planner p. 49 • The Best President p. 50-51 • Traveling West p. 52-53 • Plan a Trip to California p. 52-53 • Build a Paddlewheel Boat p. 54-55 • Rip Van Winkle p. 56-59

		<p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ The thirteen original colonies were established through events and experiences of everyday life. ➤ Significant events affected the colonies securing independence from Britain. ➤ The major documents were written by historical figures to establish a government and take care of the needs of the many. ➤ Geographic, economic and technological developments changed America after the American Revolution. 		<p>Other Resources</p> <ul style="list-style-type: none"> ➤ Giants in the Land by Diana Appelbaum ➤ African-Americans in the Thirteen Colonies by Deborah Kent ➤ Good Women of a Well-Blessed Land by Brandon Marie Miller ➤ A Voice of Her Own: The Story of Phillis Wheatly, Slave Poet by Kathryn Lasky ➤ The Printers by Leonard E. Fisher ➤ Leonard Calvert and the Maryland Adventure by Ann Jensen ➤ Who Was Ben Franklin? By Dennis Brindell Fradin ➤ William Penn: Founder of Pennsylvania by Steven Kroll ➤ The Voyage of Patience Goodspeed by Heather V. Frederick ➤ The Declaration of Independence by Sam Fink ➤ Growing Up in Revolution and the New Nation 1775 to 1800 by Brandon M. Miller ➤ The Winter People by Joseph Bruchac ➤ George Washington by Cheryl Harness ➤ Love Thy Neighbor: The Tory Diary of Prudence Emerson by Ann Turner ➤ Come All You Brave Soldiers: Blacks in the Revolutionary War by Clinton Cox
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		1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction	
WEEKS 20-29 Reconstruction and Expansion		<p>History</p> <ul style="list-style-type: none"> ➤ SS.A. 4.2.6 Knows the causes, key events, and effects of the Civil War and Reconstruction. ➤ SS.A. 5.2.1 Knows that after the Civil War, massive immigration, big business, and mechanized farming transformed American life. ➤ SS.A. 5.2.2 Knows the social and political consequences of industrialization and urbanization in the United States after 1880. <p>Geography</p> <ul style="list-style-type: none"> ➤ SS.B.1.2 Standard 1. The student understands the world in spatial terms. ➤ SS.B.2.2 Standard 2. The student understands the interactions of people and the physical environment. <p>Civics and Government</p> <ul style="list-style-type: none"> ➤ SS.C.2.2. Standard 2. The student understands the role of the citizen in American democracy. <p>Economics</p> <ul style="list-style-type: none"> ➤ SS.D.1.2. Standard 1 The student understands how scarcity requires individuals and institutions to make choices about how to use resources. ➤ SS.D.2.2. Standard 2. The student understands the characteristics of different economic systems and institutions. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ In what ways was life in the United States after the Civil War different from life before the Civil War? ➤ How did the economy change as a result of immigration, industry, and farming? ➤ In what ways did inventions affect peoples' lives after 1880? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ assassination ➤ carpetbagger ➤ civil ➤ competition ➤ Confederacy ➤ corporation ➤ demand ➤ discrimination ➤ drought ➤ emancipation ➤ forty-niners ➤ homestead ➤ immigration ➤ industrialization ➤ labor union ➤ monopoly ➤ rapid transit ➤ scalawag ➤ secession ➤ segregation ➤ share cropping ➤ slum ➤ sodbuster ➤ stockyard ➤ strike ➤ supply ➤ tariff ➤ telegraph ➤ tenement ➤ transcontinental ➤ Union <p>Skills</p> <ul style="list-style-type: none"> ➤ Understand timelines 	<p>Recommended Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Unit 7: Write a magazine article about events from mid 1800's through early 1900's(rubric and student checklist p. 163 – 164) ➤ Unit 6 : Write and Present a debate about Civil War and Reconstruction period (rubric and student checklist p. 141 – 142) ➤ Diary of an African American Slave: Write a diary entry from the point of view of a freed African American and/or a former slave owner describing how his/her life has changed as a result of Reconstruction policies. ➤ Timeline of Reconstruction: Create a timeline showing key events/dates during Reconstruction. ➤ Venn Diagram of Southern and Northern States: Create a Venn diagram comparing landforms, resources, industry, etc. of the Northern and Southern states during the Civil War period. Summarize how the states were alike and different. ➤ Television Interview: Create a mock television interview show where Lewis, Clark, Sacajawea, and Ross are panel members describing the expedition and their individual roles. ➤ Native American Speech: Write a short speech that might be made by a Native American who mourns the misuse of land by the white man. Present to the class. ➤ Railroad Mural: Research information on the Transcontinental Railroad. Draw side by side murals depicting the plains before the railroad and after its completion. Write a paragraph describing the changes that took place. ➤ G.R.A.S.P.S - Perform a Scene Between the Blue and the Gray • GOAL: Create dialogue between the two soldiers. • ROLE: Write from the perspective of the two soldiers. • AUDIENCE: Reader • SITUATION: Two soldiers meet outside of town under a big shade tree. • PRODUCT, PERFORMANCE, AND PURPOSE: Written dialogue • STANDARDS AND CRITERIA FOR SUCCESS: Consider each soldier's feelings and experiences about the war. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>United States History</p> <ul style="list-style-type: none"> ➤ Chapter 12 Causes of the Civil War <ul style="list-style-type: none"> • Lesson 1 (pgs.416-419) • Lesson 2 (pgs. 424-427) • Lesson 3 (pgs. 432-435) • Lesson 4 (pgs. 440-447) ➤ Chapter 13 Civil War and Reconstruction <ul style="list-style-type: none"> • Lesson 1 (pgs.452-457) • Lesson 2 (pgs.460-463) • Lesson 3 (pgs.466-469) • Lesson 4 (pgs. 472-477) • Lesson 5 (pgs.482-485) ➤ Chapter 14 Changes on the Plains <ul style="list-style-type: none"> • Lesson 1 (pgs. 498-501) • Lesson 2 (pgs. 506-511) • Lesson 3 (pgs. 514-517) • Lesson 4 (pgs. 522-527) ➤ Chapter 15 Big Business and Big Cities <ul style="list-style-type: none"> • Lesson 1 (pgs. 534-539) • Lesson 2 (pgs. 542-545) • Lesson 3 (pgs. 548-551) • Lesson 4 (pgs. 554-557) <p>Social Studies Alive!</p> <ul style="list-style-type: none"> ➤ Unit 6 : Unit Planner p. 61 <ul style="list-style-type: none"> • People and Wartime Mural p. 62 - 63 • Sketch a Map p. 64 – 65 • Secret in a Quilt Design/Citizen Remember p. 66- 67 • The Underground Railroad p. 68 – 71 ➤ Unit 7: Unit Planner p. 73 <ul style="list-style-type: none"> • Local History Book p. 76 – 77 • Sketch a Map p. 76 – 77 • Make an Invention Expo Poster/Build a Sod House • p. 78 – 79 • Should We Form a Labor Union? – p. 80 - 83 <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Round for the North Star: True Stories of Fugitive Slaves by Dennis Brindell Fradin ➤ No More! Stories and Songs of Slave Resistance by Doreen Rappaport. ➤ The Boy's War by Jim Murphy ➤ Moon Over Tennessee by Craig Crist-Evans ➤ Songs and Stories of the Civil War by Jerry Silverman ➤ The Civil War A to Z by Norman Bolotin

		<ul style="list-style-type: none"> ➤ Read charts/graphs ➤ Read maps ➤ Summarize ➤ Problem and solution ➤ Sequence ➤ Predict ➤ Cause and effect <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ The effects of the Civil War created complex social, economic, and political situations which were the result of many major battles. ➤ The impact on the economy of America after the Civil War was influenced by immigration, industry, and agricultural advances. ➤ Technological advances changed the social and political arenas in the United States after 1880. 		<ul style="list-style-type: none"> ➤ A Three Minute Speech: Lincoln's Remarks at Gettysburg by Jennifer Armstrong ➤ Outrageous Women of Civil War Times by Mary Furbee ➤ America in the Time of Sitting Bull by Sally S. Issacs ➤ The Age of Inventions by Ann Rossi ➤ Immigration: From the Founding of Virginia to the Closing of Ellis Island by Dennis Wepman ➤ Extraordinary Women of American West by Judy Alter ➤ The Progressives by Monica Halpern
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		<p>Skills</p> <ul style="list-style-type: none"> ➤ Understand timelines ➤ Read charts/graphs ➤ Interpret maps ➤ Summarize ➤ Problem and solution ➤ Sequence ➤ Predict ➤ Cause and effect <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ There were various reasons for the United States involvement in World War I. World War I resulted in many changes in the political, economic, and social events in America. ➤ The social and cultural transformation of the 1920's and 1930's led to the Great Depression and New Deal. ➤ Selected events and personalities led to the involvement of the United States in World War II and helped the Allies win. ➤ As a result of World War II, economic, political, and social changes took place in the United States. ➤ America's foreign relations have evolved since World War II. 		<ul style="list-style-type: none"> ➤ Women in Politics by Karen Zeinert ➤ September 11, 2001: Attack on New York City by Wilborn Hampton ➤ The Colors of Freedom: Immigrant Stories by Janet Bode ➤ How Congress Works by Ruth tensor Feldman ➤ Democracy by David Downing ➤ Watergate: Deception in the White House by Daniel Cohen
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APPENDIX A: REQUIRED AREAS OF STUDY

NOTE: Below are listed the legislative mandates for Social Studies. Please remember to incorporate these required elements into your lesson plans.

STATUTORY AUTHORITY	TOPIC AND EXPLANATION OF REQUIRED INSTRUCTION
1003.42 (2)(a)	The content of the Declaration of Independence and how it forms the philosophical foundation of our government.
1003.42 (2)(b)	The arguments in support of adopting our republican form of government as they are embodied in the most important of the Federalist Papers.
1003.42 (2)(c)	The essentials of the United States Constitution and how it provides the structure of our government.
1003.42 (2)(d)	Flag education, including proper flag display and flag salute.
1003.42 (2)(e)	The elements of civil government shall include the primary functions of and the interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
1003.42 (2)(f)	The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
1003.42 (2)(g)	The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.
1003.42 (2)(k)	The history of the state.
1003.42 (2)(o)	The history of Hispanic contributions to the United States.
1003.42 (2)(p)	The history of Women's contributions to the United States.
1003.42 (2)(r)	In order to encourage –patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.
1003.421	Recitation of the Declaration of Independence (also known as Celebrate Freedom Week)—This shall be the last full week of September. It must include at least three hours of appropriate instruction in each social studies class, as determined by each school district, which shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence. At the beginning of each school day or in homeroom of each day during this week, public school principals and teachers shall conduct an oral recitation by the students of specific words from the Declaration of Independence.