

Young Scholars of Western Pennsylvania Charter School

5th Social Studies YSWPCS

- Unit

Unit 1: The First Americans

Chapter

Chapter 1: Peopling the Western Hemisphere

Big Idea(s)

Peopling the Western Hemisphere

Aztec and Inca Flourish

Essential Question(s)

How did farming and trade lead to the development of early civilizations?

How did the Aztec and Inca build their powerful empires?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

8.4.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.

8.4.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to World History.

7.1.5.B - Describe and locate places and regions as defined by physical and human features.

7.2.5.A - Describe the characteristics of places and regions.

7.3.5.A - Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.

7.4.5.A - Describe and explain the effects of the physical systems on people within regions.

Vocabulary

Ice Age, glacier, specialize, civilization, artifact, irrigation, empire, slavery

Pachakuti Inca

Related Resources

globe

classroom library books

teacher made resources

Interdisciplinary Connections

Art: Study of Aztec and Inca pottery, weaving, etc.

Assessment(s)

Chapter 1 Review

Duration

3 days

- Unit

Chapter

Chapter 2: Native Americans

Big Idea(s)

Native Americans of the Southwest

Native Americans of the Woodlands

Native Americans of the Plains

Native Americans of the West

Essential Question(s)

How did the Hopi and Navajo use their environment to enrich their lives?

How did the Iroquois bring peace to their people?

How did the Native Americans of the Plains use their resources to survive?

How did the Tlingit use the environment of the Northwest Coast?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

7.1.5.B - Describe and locate places and regions as defined by physical and human features.

7.2.5.A - Describe the characteristics of places and regions.

7.3.5.A - Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.

7.4.5.A - Describe and explain the effects of the physical systems on people within regions.

8.4.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.

6.1.5.B - Explain the ways in which people meet their basic needs and wants.

6.1.5.D - Demonstrate how availability of resources affects choices.

Vocabulary

pueblo, mesa, adobe, kiva, kachina, hogan, wigwam, longhouse, wampum, clan, Iroquois Confederacy, compromise, prairie, lodge, travois, coup stick, teepee, jerky, technology, potlatch, totem pole

Deganawida, Hiawatha

Related Resources

map of North America

classroom library books

teacher made resources

Interdisciplinary Connections

Art: Study of Native American art forms

P.E. - Learn games that Native American children used to play

Assessment(s)

Chapter 2 Review

Unit 1 Test

Duration

5 days

- Unit

Unit 2: Worlds Meet

Chapter

Chapter 3: The Age of Exploration

Big Idea(s)

Europe and Marco Polo

Expansion of Trade

The Search for New Trade Routes

Essential Question(s)

How did Marco Polo's travels to Asia make Europeans interested in the rest of the world?

How did trade expand during the Middle Ages?

How did advances in technology lead to the expansion of exploration?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

6.2.5.A - Describe how goods and services are distributed.

8.4.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to world history.

7.1.5.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

7.3.5.A - Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.

Vocabulary

Middle Ages, merchant, expedition, currency, caravan, navigation, caravel

Marco Polo, Kublai Khan, Sunni Ali, Zhu Di, Zheng He, Prince Henry, Bartolomeu Dias, Vasco de Gama

Related Resources

Globe

"Hands on History - Explorers"

teacher made resources

Interdisciplinary Connections

N/A

Assessment(s)

Chapter 3 Review

Duration

4 days

- Unit

Chapter

Chapter 4: Contact and Exploration

Big Idea(s)

Europeans Come to the Americas

Explorers and Conquerors

The Spanish Build an Empire

Essential Question(s)

What happened when the peoples of Europe and the Americas met?

How did the arrival of the Spanish explorers change life in the Americas?

What was life like for people in New Spain?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

7.1.5.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

7.3.5.A - Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.

8.4.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to world history.

Vocabulary

log, colony, Columbian Exchange, tribute, conquistador, encomienda, missionary

Christopher Columbus, King Ferdinand, Queen Isabella, Amerigo Vespucci, Moctezuma II, Hernando Cortes, Dona Marina, Cuauhtemoc, Francisco Pizarro, Atahualpa, Estevanico, Fray Marcos de Niza, Francisco Coronado, Bartolome de las Casas, Yanga

Related Resources

Globe

"Hands on History - Explorers"

teacher made resources

Interdisciplinary Connections

N/A

Assessment(s)

Chapter 4 Review

Duration

4 days

• Unit

Chapter

Chapter 5: The Settlement of North America

Big Idea(s)

Explorers Seek the Northwest Passage

The First English Colonies

The Pilgrims Travel to a New Land

Essential Question(s)

Why did Europeans search for the Northwest Passage?

How did England found colonies in North America?

How did the Native Americans help the English at Plymouth?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

7.1.5.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

7.1.5.B - Describe and locate places and regions as defined by physical and human features.

7.2.5.A - Describe the characteristics of places and regions.

7.3.5.A - Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.

7.4.5.A - Describe and explain the effects of the physical systems on people within regions.

8.4.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to world history.

6.1.5.D - Demonstrate how availability of resources affects choices.

6.5.5.A - Describe how the availability of goods and services is made possible by the work of members of the society.

5.1.5.C - Describe the principles and ideals shaping local, state, and national government: liberty/freedom, democracy, justice, and equality.

Vocabulary

Northwest Passage, profit, portage, charter, armada, stock, cash crop, indentured servant, House of Burgesses, Mayflower Compact, sachem

John Cabot, Giovanni da Verrazano, Henry Hudson, Jacques Cartier, Samuel de Champlain, Jacques Marquette, Louis Jolliet, Queen Elizabeth I, Sir Walter Raleigh, John White, Chief Powhatan, King James I, Captain John Smith, John Rolfe, Pocahontas, Massasoit, Squanto, Samoset, William Bradford, Miles Standish

Related Resources

globe

map of North America

teacher made resources

Interdisciplinary Connections

N/A

Assessment(s)

Chapter 5 Review

Unit 2 Test

Duration

4 days

- Unit

Unit 3: Colonization and Conflict

Chapter

Chapter 6: Establishment of the 13 Colonies

Big Idea(s)

The Puritans Land in New England

Cooperation in the Middle Colonies

New Colonies in the South

Essential Question(s)

What kind of life did the Puritans establish in New England?

What helped the Middle Colonies prosper?

How were the Southern Colonies founded?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

7.1.5.B - Describe and locate places and regions as defined by physical and human features.

7.2.5.A - Describe the characteristics of places and regions.

7.3.5.A - Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.

7.4.5.A - Describe and explain the effects of the physical systems on people within regions.

8.1.5.B - Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.

8.1.5.C - Locate primary and secondary sources for the research topic and summarize in writing the findings.

8.2.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups from Pennsylvania.

8.2.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history.

8.2.5.C - Differentiate how continuity and change in Pennsylvania history are formed and operate: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations.

Vocabulary

covenant, tolerate, cooperation, proprietor, debtor, confederacy, indigo

King Charles I, John Winthrop, Roger Williams, Anne Hutchinson, Thomas Hooker, John Mason, Ferdinando Gorges, Metacomet, King Charles II, Peter Stuyvesant, William Penn, King George II, James Oglethorpe, Tomochichi

Related Resources

map of North America

"Hands on History - Colonization"

teacher made resources

Interdisciplinary Connections

N/A

Assessment(s)

Chapter 6 Review

Duration

4 days

- Unit

Chapter

Chapter 7: Life in the Colonies

Big Idea(s)

Europeans Rush to the Colonies

Different Ways of Life Develop

Slavery in the Colonies

The Colonial Economy

Colonial Governments

Essential Question(s)

Who came to the colonies in the early 1700s and why?

What was life like for the different groups in the colonies?

How did slavery grow in the colonies?

How did the economy of the English colonies grow?

How did the colonies govern themselves?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

8.2.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups from Pennsylvania.

8.3.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups in United States history.

6.2.5.G - Describe various economic systems: traditional, market, and command.

6.4.5.A - Explain why people specialize in the production of goods and services and divide labor.

6.5.5.A - Describe how the availability of goods and services is made possible by the work of the members of the society.

5.1.5.A - Understand the rule of law in protecting property rights, individual rights, and the common good.

5.1.5.B - Describe the basic purposes of government in the classroom, school, community, state, and nation.

5.1.5.C - Describe the principles and ideals shaping local, state, and national government: liberty/freedom, democracy, justice, and equality.

5.2.5.B - Identify behaviors that promote cooperation among individuals.

Vocabulary

slave trade, autobiography, frontier, artisan, apprentice, backcountry, plantation, slave codes, overseer, export, agriculture, industry, free enterprise, market, triangular trade, Middle Passage, assembly, legislation, militia, delegate, constable, treason

Olaudah Equiano, Benjamin Franklin, John Punch, John Woolman, Robert Carter III, Eliza Lucas Pinckney, Richard Henry Lee, John Locke, John Peter Zenger, Phillis Wheatley

Related Resources

Map of North America

"Hands on History - Colonial Life"

Teacher made resources

Interdisciplinary Connections

Math - Problems that correlate with United States history throughout Everyday Mathematics curriculum.

Science - Investigation into how environments affect what can grow in particular areas.

Assessment(s)

Chapter 7 Review

Duration

6 days

- Unit

Chapter

Chapter 8: European Rivalries in North America

Big Idea(s)

Spanish Settlements Spread North

New France Expands

The French and Indian War

Essential Question(s)

Why did Spaniards settle in the Southwest and California?

Why did France expand its colonies in North America?

What were the results of the French and Indian War?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

7.1.5.B - Describe and locate places and regions as defined by physical and human features.

7.3.5.A - Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.

8.4.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.

Vocabulary

mission, convert, presidio, voyageur, coureurs de bois, French and Indian War, Treaty of Paris, Proclamation of 1763

Don Juan de Onate, Antonio de Otermin, Pope, Diego de Vargas, Junipero Serra, Jean Baptiste Point du Sable, Rene Robert La Salle, Pierre Le Moyne d'Iberville, Jean-Baptiste Le Moyne de Bienville, George Washington, William Pitt, Pontiac

Related Resources

Map of North America

"Hands on History - American Revolution"

Teacher made resources

Interdisciplinary Connections

N/A

Assessment(s)

Chapter 8 Review

Unit 3 Test

Duration

4 days

- Unit

Unit 4: The Fight for Independence

Chapter

Chapter 9: Breaking Ties with Great Britain

Big Idea(s)

Taxation Without Representation

First Battles of the American Revolution

The Declaration of Independence

Essential Question(s)

What led the colonies to break away from Britain?

What were the first battles of the American Revolution?

What was the purpose of the Declaration of Independence?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

5.1.5.A - Understand the rule of law in protecting property rights, individual rights, and the common good.

5.1.5.B - Describe the basic purposes of government in the classroom, school, community, state, and nation.

5.1.5.C - Describe the principles and ideals shaping local, state, and national government: liberty/freedom, democracy, justice, and equality.

5.1.5.D - Interpret key ideas about government found in significant documents: Declaration of Independence

5.2.5.A - Identify individual rights and needs of others in the classroom, school, community, state, and nation.

5.2.5.B - Identify behaviors that promote cooperation among individuals.

5.2.5.C - Explain why individuals become involved in leadership and public service.

5.3.5.G - Describe how groups try to influence others.

6.2.5.B - Identify how pricing influences sellers and consumers.

6.2.5.D - Identify factors that cause changes in price.

6.3.5.B - Describe factors that influence government's economic decision making.

8.3.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

8.3.5.C - Differentiate how continuity and change in U.S. history are formed and operate: belief systems and religion, commerce and industry, technology, politics and government, physical and human geography, social organizations

8.3.5.D - Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States: ethnicity and race, working conditions, immigration, military conflict, economic stability.

Vocabulary

repeal, Stamp Act, boycott, Boston Massacre, minutemen, militia, Loyalists, Patriots, Continental army, traitor, Declaration of Independence

Patrick Henry, Samuel Adams, Crispus Attucks, Abigail Adams, John Hancock, Thomas Gage, Paul Revere, William Dawes, John Parker, Ethan Allen, Benedict Arnold, Thomas Jefferson, Henry Knox, William Howe, Thomas Paine

Related Resources

Map of North America

"Hands on History - American Revolution"

Teacher made resources

Classroom library books

Declaration of Independence poster

"Schoolhouse Rocks" videos

Interdisciplinary Connections

Reading - Story from Treasures curriculum "Sleds on Boston Common"

Assessment(s)

Chapter 9 Review

Duration

4 days

- Unit

Chapter

Chapter 10: The American Revolution

Big Idea(s)

The Continental Army

Turning Points

Independence is Won

Essential Question(s)

How did the Continental army differ from the British army?

What was the turning point of the American Revolution?

What ended the Revolutionary War?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

8.1.5.B - Classify and analyze fact and opinion from multiple points of view, and primary and secondary sources as related to historical events.

8.3.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

8.3.5.D - Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States: ethnicity and race, working conditions, immigration, military conflict, and economic stability.

5.3.5.F - Examine different ways conflict can be resolved.

5.3.5.H - Identify various sources of mass media.

Vocabulary

mercenary, surveyor, Treaty of Alliance, Treaty of Paris, Second Treaty of Fort Stanwix

Martha Washington, Mary Ludwig Hays, Margaret Corbin, Ester DeBerdt Reed, Nathan Hale, John Burgoyne, Thaddeus Kosciuszko, Benedict Arnold, Marquis de Lafayette, Friedrich von Steuben, George Rogers Clark, John Paul Jones, Francis Marion, Nathanael Greene, Charles Cornwallis, James Armistead, Joseph Brant

Related Resources

Map of North America

"Hands on History - American Revolution"

Teacher made resources

Classroom library books

Interdisciplinary Connections

Math - reading information from bar graphs for analysis of particular battles

Assessment(s)

Chapter 10 Review

Duration

4 days

- Unit

Chapter

Chapter 11: The Constitution of the United States

Big Idea(s)

The Articles of Confederation

The Constitutional Convention

The Constitution

Ratifying the Constitution

Essential Question(s)

What effect did the Articles of Confederation have on the United States?

How was the Constitution of the United States created?

What kind of government did the United States Constitution create?

How was the Constitution adopted by the states?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

5.1.5.A - Understand the rule of law in protecting property rights, individual rights, and the common good.

5.1.5.B - Describe the purposes of government in the classroom, school, community, state, and nation.

5.1.5.C - Describe the principles and ideals shaping local and state government: liberty/freedom, democracy, justice, and equality.

5.1.5.D - Interpret key ideas about government found in significant documents: United States Constitution.

5.1.5.E - Identify the individual rights guaranteed by the PA Constitution and the U.S. Constitution.

5.1.5.F - Explain the significance of state symbols, national symbols, and national holidays.

5.2.5.A - Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation.

5.3.5.A - Describe the responsibilities and powers of the three branches of government.

5.3.5.B - Describe how the elected representative bodies function in making local, state, and national laws.

5.3.5.C - Describe the role of local and state government officials.

5.3.5.D - Describe the primary duties of elected local, state, and national positions.

8.3.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

8.3.5.C - Differentiate how continuity and change in U.S. history are formed and operate: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organizations.

Vocabulary

Articles of Confederation, Shay's Rebellion, Northwest Ordinance, territories, statehood, Virginia Plan, legislative branch, executive branch, judicial branch, Supreme Court, New Jersey Plan, Great Compromise, amendment, Preamble, democracy, republic, federal system, checks and balances, veto, ratify, Federalist, Antifederalist, Bill of Rights, secretary, Cabinet, political party

Daniel Shays, Richard Allen, Alexander Hamilton, Gouverneur Morris, James Madison, Roger Sherman, George Mason, George Washington

Related Resources

Constitution of the United States poster

Teacher made resources

Map of the United States

Interdisciplinary Connections

N/A

Assessment(s)

Chapter 11 Review

Unit 4 Test

Duration

5 days

- Unit

Unit 5: A New Nation

Chapter

Chapter 12: The Young United States

Big Idea(s)

Beyond the Appalachians

The War of 1812

The Louisiana Purchase

Essential Question(s)

What challenges did new settlers face as they moved west?

What did Thomas Jefferson accomplish as President?

What did President Madison do to protect the young United States?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

7.1.5.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

7.1.5.B - Describe and locate places and regions as defined by physical and human features.

7.2.5.A - Describe the characteristics of places and regions.

7.3.5.A - Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.

8.3.5.A - Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.

8.3.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

8.3.5.C - Differentiate how continuity and change in U.S. history are formed and operate: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organizations.

8.3.5.D - Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States: ethnicity and race, working conditions, immigration, military conflict, and economic stability.

5.4.5.B - Describe the difference between nation and country.

Vocabulary

pioneer, Louisiana Purchase, neutral, War Hawks, War of 1812, Battle of New Orleans, Era of Good Feelings, Monroe Doctrine

Daniel Boone, John Findley, Benjamin Banneker, Pierre L'Enfant, Thomas Jefferson, Napoleon Bonaparte, Meriwether Lewis, William Clark, Sacagawea, York, James Madison, Tecumseh, Henry Clay, Oliver H. Perry, Andrew Jackson, Dolley Madison, Francis Scott Key, James Monroe, Absalom Jones

Related Resources

Constitution of the United States poster

Teacher made resources

Map of the United States

Interdisciplinary Connections

Science - discuss inventions made by famous Americans

Assessment(s)

Chapter 12 Review

Duration

4 days

- Unit

Chapter

Chapter 13: The Nation Grows

Big Idea(s)

The Industrial Revolution
 The Presidency of Andrew Jackson
 Moving West
 Texas and the War with Mexico

Essential Question(s)

How did the Industrial Revolution change life in the United States?
 How did the United States change under President Andrew Jackson?
 Why did people migrate west in the 1800s?
 How did Texas become a state?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

6.1.5.C - Explain how people's choices have different economic consequences.
 6.5.5.D - Explain how positive and negative incentives affect individual choices.
 8.3.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups in United States history.
 8.3.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.
 8.3.5.C - Differentiate how continuity and change in U.S. history are formed and operate: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organizations.
 8.3.5.D - Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States: ethnicity and race, working conditions, immigration, military conflict, and economic stability.
 7.1.5.B - Describe and locate places and regions as defined by physical and human features.
 7.2.5.A - Describe the characteristics of places and regions.
 7.3.5.A - Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.

Vocabulary

Industrial Revolution, cotton gin, interchangeable parts, reaper, steam engine, canal, Bank of the United States, Indian Removal Act, Trail of Tears, wagon train, Mountain Men, Gold Rush, forty-niners, Treaty of Guadalupe Hidalgo, manifest destiny

Samuel Slater, Eli Whitney, Francis C. Lowell, Cyrus McCormick, John Deere, Robert Fulton, DeWitt Clinton, Peter Cooper, John Quincy Adams, Andrew Jackson, Sequoyah, John Ross, Osceola, Marcus Whitman, Narcissa Whitman, Brigham Young, Jim Bridger, James Beckwourth, Stephen F. Austin, Antonio Lopez de Santa Anna, David Crockett, Jim Bowie, William Travis, Suzanna Dickenson, Sam Houston, Lorenzo de Zavala, James K. Polk, Zachary Taylor

Related Resources

Teacher made resources

Map of the United States

Interdisciplinary Connections

Science - Determine how new inventions made people's life and work easier

Assessment(s)

Chapter 13 Review

Unit 5 Test

Duration

5 days

- Unit

Unit 6: Slavery and Emancipation

Chapter

Chapter 14: Slavery Divides the Nation

Big Idea(s)

Slavery Divides the Country

The Abolition Movement

The Election of 1860

Essential Question(s)

What major differences divided the North and the South in the 1850s?

Who fought for abolition and women's rights in the early 1800s?

What issues divided the nation in 1860?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

8.1.5.A - Identify and explain the influences of economic features on continuity and change over time.

8.3.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups in United States history.

8.3.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

8.3.5.C - Differentiate how continuity and change in U.S. history are formed and operate: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organizations.

Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States: ethnicity and race, working conditions, immigration, military conflict, and economic stability.

Vocabulary

prejudice, abolitionist, Underground Railroad, Seneca Falls Convention, Missouri Compromise, Compromise of 1850, Fugitive Slave Law, Kansas-Nebraska Act, Dred Scott Decision, secede, Confederacy, states' rights

Nat Turner, Frederick Douglass, Elizabeth Jennings, William Lloyd Garrison, Harriet B. Stowe, Angelina Grimke, Sara Grimke, Levi Coffin, Harriet Tubman, Lucretia Mott, Elizabeth Cady Stanton, Sojourner Truth, Henry Clay, Abraham Lincoln, John Brown, Jefferson Davis

Related Resources

Teacher made resources

Map of the United States

Classroom library books

Interdisciplinary Connections

N/A

Assessment(s)

Chapter 14 Review

Duration

4 days

- Unit

Chapter

Chapter 15: The Civil War and Reconstruction

Big Idea(s)

The War Begins

Emancipation Proclamation

Surrender at Appomattox

Reconstruction

Essential Question(s)

How did the Civil War begin?

How did the Union finally begin to win the war?

How did the Civil War end?

What happened in the South after the Civil War?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

8.2.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history.

8.3.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

8.3.5.C - Differentiate how continuity and change in U.S. history are formed and operate: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organizations.

8.3.5.D - Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States: ethnicity and race, working conditions, immigration, military conflict, and economic stability.

Vocabulary

Civil War, Anaconda Plan, blockade, total war, civilian, Emancipation Proclamation, Gettysburg Address, draft, Thirteenth Amendment, Reconstruction, black codes, Fourteenth Amendment, Freedmen's Bureau, sharecropping, impeach, Fifteenth Amendment, Jim Crow laws, segregation

Robert E. Lee, Winfield Scott, Thomas "Stonewall" Jackson, Mary Ann Bickerdayke, Clara Barton, Sally Tompkins, Ulysses S. Grant, George Meade, George Pickett, William Tecumseh Sherman, Andrew Johnson, Hiram R. Revels

Related Resources

Teacher made resources

Map of the United States

Classroom library books

Interdisciplinary Connections

N/A

Assessment(s)

Chapter 15 Review

Unit 6 Test

Duration

5 days

- Unit

Unit 7: The Nation Changes

Chapter

Chapter 16: The Changing West

Big Idea(s)

The Transcontinental Railroad

The Cattle Kingdom

Homesteading on the Plains

The Plains Wars

Essential Question(s)

How did the Transcontinental Railroad help our country grow?

How did railroads change the cattle industry?

How did the settlers of the Great Plains use their environment?

What caused the Plains Wars?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

7.1.5.B - Describe and locate places and regions as defined by physical and human features.

7.2.5.A - Describe the characteristics of places and regions.

7.3.5.A - Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.

8.1.5.A - Identify and explain the influences of economic features on continuity and change over time.

8.3.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups in United States history.

8.3.5.C - Differentiate how continuity and change in U.S. history are formed and operate: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations.

8.3.5.D - Examine patterns of conflict and cooperation among groups and organizations that impacted the history of the development of the United States: ethnicity and race, working conditions, immigration, military conflict, and economic stability.

6.1.5.C - Explain how people's choices have different economic consequences.

6.3.5.A - Describe the cost and benefits of government economic programs.

6.3.5.B - Describe factors that influence government's economic decision making.

Vocabulary

transcontinental railroad, Pacific Railroad Act, cattle drive, railhead, stockyards, cowtowns, Homestead Act, homesteader, sodbusters, soddies, exodusters, property rights, reservation, Custer's Last Stand

Grenville Dodge, Charles Crocker, Nat Love, Joseph McCoy, James Oliver, Joseph Glidden, Henry Adams, Crazy Horse, George Custer, Sitting Bull, Chief Joseph, Helen Hunt Jackson

Related Resources

Teacher made resources

Map of the United States

Interdisciplinary Connections

N/A

Assessment(s)

Chapter 16 Review

Duration

5 days

- Unit

Chapter

Chapter 17: The Nation is Industrialized

Big Idea(s)

Big Business

Growth of Cities

Hawaii, Alaska, and the Spanish-American War

Theodore Roosevelt

Essential Question(s)

How did business growth change life in the United States?
 What were cities like in the United States in the late 1800s?
 How did the United States gain new territories in the late 1800s?
 How did the United States change while Theodore Roosevelt was President?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

6.2.5.A - Describe how goods and services are distributed.
 6.2.5.G - Describe various economic systems: traditional, market, command.
 6.5.5.A - Describe how the availability of goods and services is made possible by the work of members of the society.
 6.5.5.F - Define entrepreneurship and its role in the local community.
 8.1.5.A - Identify and explain the influences of economic features on continuity and change over time.
 8.3.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups in United States history.
 8.3.5.C - Differentiate how continuity and change in U.S. history are formed and operate: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organizations.
 8.3.5.D - Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States: ethnicity and race, working conditions, immigration, military conflict, and economic stability.
 7.3.5.A - Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.

Vocabulary

monopoly, corporation, sweatshop, labor union, strike, slum, tenement, Great Chicago Fire, settlement house, Rough Riders, Buffalo Soldiers Spanish-American War, reform, trust, assembly line, conservationist, national park

Andrew Carnegie, Thomas A. Edison, Alexander G. Bell, Lewis Latimer, Elijah McCoy, John D. Rockefeller, Samuel Gompers, Mary Harris Jones, Jane Addams, James Cook, Queen Liliuokalani, William McKinley, George Dewey, Theodore Roosevelt, Upton Sinclair, Ida Tarbell, William Gorgas, Orville Wright, Wilbur Wright, Henry Ford, John Muir

Related Resources

Teacher made resources
Map of the United States

Interdisciplinary Connections

N/A

Assessment(s)

Chapter 17 Review
Unit 7 Test

Duration

5 days

- Unit

Unit 8: The Modern Era

Chapter

Chapter 18: Good Times and Hard Times

Big Idea(s)

World War I
Good Times
The Great Depression
World War II
The Cold War

Essential Question(s)

What effect did World War I have on the United States?
Why are the 1920s known as the "Roaring Twenties"?
How did the Great Depression affect the United States?

How did the United States enter and win World War II?

How did the Cold War affect life in the United States?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

8.3.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

8.3.5.C - Differentiate how continuity and change in U.S. History are formed and operate: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organizations.

8.3.5.D - Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States: ethnicity and race, working conditions, immigration, military conflict, and economic stability.

8.4.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.

8.4.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to world history.

5.3.5.H - Identify various sources of mass media.

6.1.5.A - Explain how limited resources and unlimited wants cause scarcity.

6.1.5.D - Demonstrate how availability of resources affects choices.

6.2.5.B - Identify how pricing influences sellers and consumers.

6.2.5.D - Identify factors that cause changes in price.

6.5.5.E - Identify tangible and intangible assets.

Vocabulary

World War I, Allied Powers, Central Powers, Treaty of Versailles, League of Nations, Great Migration, discrimination, NAACP, Roaring Twenties, jazz, suffrage, media, Nineteenth Amendment, League of Women Voters, Stock Exchange, Great Depression, Dust Bowl, New Deal, unemployment, hydroelectricity, dictator, Axis, Allies, World War II, communism, internment camp, concentration camp, Holocaust, Iron Curtain, United Nations, Cold War, Marshall Plan, Korean War, arms race, satellite, Cuban Missile Crisis

Woodrow Wilson, Booker T. Washington, W.E.B. Du Bois, Ida Wells-Barnett, Duke Ellington, F. Scott Fitzgerald, Dorothy Parker, Langston Hughes, Charles Lindbergh, Amelia Earhart, Susan B. Anthony, Herbert Hoover, Franklin Delano Roosevelt, Eleanor Roosevelt, Benito Mussolini, Adolf Hitler, Josef Stalin, Dwight D. Eisenhower, Harry S. Truman, Joseph McCarthy, Dwight D. Eisenhower, John F. Kennedy, Fidel Castro, Nikita Khrushchev

Related Resources

Teacher made resources

Map of the United States

Classroom library books

Interdisciplinary Connections

Science - discuss how nuclear warfare affects the environment - both long and short-term

Assessment(s)

Chapter 18 Review

Duration

6 days

- Unit

Chapter

Chapter 19: A Changing World

Big Idea(s)

The Civil Rights Movement

The Great Society

End of the Cold War

The Space Race

Essential Question(s)

What was the result of the Civil Rights Movement?

What two wars did the United States fight during the 1960s and 1970s?

What major events affected the United States at the end of the 1900s?

What challenges does the United States face today?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

6.3.5.B - Describe factors that influence government's economic decision making.

5.1.5.A - Understand the rule of law in protecting property rights, individual rights and the common good.

5.1.5.C - Describe the principles and ideals shaping local, state, and national government: liberty/freedom, democracy, justice, equality.

5.1.5.E - Identify the individual rights guaranteed by the PA Constitution and the U.S. Constitution.

5.2.5.A - Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation.

5.2.5.C - Explain why individuals become involved in leadership and public service.

8.3.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups in United States history.

8.3.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

8.3.5.C - Differentiate how continuity and change in U.S. history are formed and operate: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organizations.

8.4.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.

8.4.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to world history.

7.2.5.A - Describe the characteristics of places and regions.

7.3.5.A - Identify the human characteristics of places and regions using the following criteria" population, culture, settlement, economic activities, political activities.

Vocabulary

activists, integrate, Civil Rights Act, Voting Rights Act, migrant farm worker, La Causa, Vietnam War, Americans with Disabilities Act, Persian Gulf War, terrorism, gene, DNA

Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., John F. Kennedy, Lyndon Baines Johnson, Malcolm X, Cesar Chavez, Dolores Huerta, Richard Nixon, Gerald Ford, Shirley Chisholm, Sandra O'Connor, Jimmy Carter, Ronald Regan, Mikhail Gorbachev, George Bush, Colin Powell, Bill Clinton, Albert Gore, Jr., George W. Bush, Neil Armstrong

Related Resources

Teacher made resources

Globe

Interdisciplinary Connections

Reading - Treasures curriculum story "Goin' Someplace Special"

Assessment(s)

Chapter 19 Review

Unit 8 Test

Duration

5 days

• Unit

Unit 9: Our Neighbors in the Western Hemisphere

Chapter

Part 1: Canada

Part 2: Mexico

Part 3: Central America and the Carribean

Part 4: South America

Big Idea(s)

Essential Question(s)

How are the land, history, and culture of Canada special?

Who are the people of Mexico?

Who are the people of Central America and the Carribean?

How are the land and culture of South America special?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

7.1.5.B - Describe and locate places and regions defined by physical and human features.

7.2.5.A - Describe the characteristics of places and regions.

7.3.5.A - Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.

7.4.5.A - Describe and explain the effects of the physical systems on people within regions.

Vocabulary

bilingual, province, North American Free Trade Agreement, rain forest, mestizo, hurricane, commonwealth, favela, inflation

Jacques Cartier, Samuel de Champlain, Miguel Hidalgo, Benito Juarez, Toussaint L'Ouverture, Rigoberta Menchu, Simon Bolivar, Jose de San Martin

Related Resources

Teacher made resources

Globe

Interdisciplinary Connections

N/A

Assessment(s)

Unit 9 Review

Duration

4 days