

Wilson Area School District Planned Course Guide

Title of Planned Course: Early American History

Subject Area: Social Studies

Grade Level: Seven

Course Description: This course is designed to provide students with an overview of early American history, from early exploration up to creation of the United States Constitution, while focusing on common core standards, which will require students to read, analyze, and interpret in written form historical information.

Time/Credit for this Course: One Full Academic Year

Curriculum Writing Committee: James Brady and Megan Webb

Curriculum Map

Marking Period One:

- Timeline Skills
- Map Skills
- Native Americans
- Exploration
- Colonization in the New World

Marking Period Two:

- Colonization in the New World
- The 13 Colonies
- French & Indian War

Marking Period Three:

- Causes of the American Revolution
- The American Revolution
- 50 States

Marking Period Four:

- The American Revolution
- Creating a New Nation
- 50 States

**Wilson Area School District
Planned Course Materials**

Course Title: Early American History

Textbook: *United States History: Beginnings to 1914*
Holt McDougal

Teacher Resources:

- Online Resources through Teachers Pay Teachers
- Junior Scholastic

Curriculum Scope & Sequence

Title of planned course: Early American History

Unit: Native Americans

Time Frame: 2 weeks

PA State Academic Standards:

- 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- 8.3.7.B - Examine the importance of significant historical documents, artifacts, and places critical to United States history.
- 8.3.7.C - Compare how continuity and change have impacted U.S. history.

Essential Objectives: By the end of the unit, students will be able to:

- Identify the various tribes of Native Americans that were located in North America and describe their differences
- Identify the major Native American tribes of North America through map activities, in-class discussion, and written-response
- Model the distinct characteristics of the Native American tribes of North America in in project format

Core Activities: Students will complete / participate in the following:

- Reading Informational Text:
 - Students will read, complete notes, and synthesize information from textbooks and other non-fiction sources.
- Writing:
 - Students will read and interpret texts, articles and other documents to produce their own point of view in written form.
 - Students will conduct research on their own and provide a report of their findings.

Remediation:

- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

Instructional Methods:

- Direct Instruction: Demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations
- Group Work: group discussions, poster projects, current events
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

Materials & Resources:

- YouTube
- Online Resources
- Power-points
- Internet based educational websites

Historical Visionaries:

- Chief Powhatan
 - Leader of the Powhatan Tribe; Eastern Woodland Region
- Pochahontas
 - Chief of the Powhatan Tribe's Daughter and helped settlers of Jamestown survive harsh winters; Eastern Woodland Region
- Sacagawea
 - Member of the Lemhi tribe and assisted the Lewis and Clark Expedition; Pacific Northwest Region
- Sitting Bull
 - Leader of the Lakota Sioux tribe and resisted against US government policies; Plains Region
- Squanto
 - Member of the Patuxet Tribe who traded skins and food with the English settlers of Plymouth Colony; Eastern Woodland Region

Assessments:

- Diagnostic: Group Discussion, KWL's
- Formative: Higher and Lower-level questions, peer review, daily bell-ringers, class discussions, projects
- Summative Assessment: Student created project in the form of a presentation

Curriculum Scope & Sequence

Title of planned course: Early American History

Unit: Exploration & Colonization in the New World

Time Frame: 6 weeks

PA State Academic Standards:

- 8.1.7.A - Demonstrate continuity and change over time using sequential order and context of events.
- 8.1.7.B - Identify and use primary and secondary sources to analyze multiple points of view for historical events.
- 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.
- 8.4.7.D - Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Essential Objectives: By the end of the unit, students will be able to:

- Identify why people were willing to leave Europe for the New World.
- Explain the effects of European exploration.
- Explain European interest in exploring the New World.
- Distinguish between the types of colonial governments that were created.
- Explain how and why slavery began.
- Explain British interest in the colonies.
- Describe the various economic systems that existed in the colonies.
- Explain the impact of religion and ethnicity on colonization.
- Identify the major explorers who traveled to the New World through map activities, in-class discussion, and written-response.
- Identify the causes and effects of exploration in written form or presentation.
- Investigate through research the economic draw to the New World.

Core Activities: Students will complete / participate in the following:

- Reading Informational Text:
 - Students will read, complete notes, and synthesize information from textbooks and other non-fiction sources.
 - Students will read and interpret primary documents.
 - Students will compare various opinions and reach their own conclusions through group discussion, short-response writing, or essay writing.
- Writing:
 - Students will read and interpret texts, articles and other documents to produce their own point of view in written form.
 - Students will compose outlines to present an argument.
 - Students will conduct research on their own and provide a report of their findings.

Remediation:

- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts
- Internet based educational websites

Instructional Methods:

- Direct Instruction: Note-taking strategies, demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations, supplementary documentaries, graphic organizers
- Group Work: group discussions, student-led groups, poster projects, presentations, jigsaws, current events
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

Materials & Resources:

- YouTube
- Primary Sources
- Online Resources
- Power-points
- Internet based educational websites

Historical Visionaries:

- Amerigo Vespucci
 - Italian; first person to realize that the land that Columbus explored was not India, but rather it was a whole new continent
- Batholomew Diaz
 - Portuguese; first European to round the Cape of Good Hope of Africa and reach the Indian Ocean
- Christopher Columbus
 - Italian; sailed west to find a water route to Asia and reached the Americas
- Ferdinand Magellan
 - Portuguese; first person to circumnavigate the globe
- Henry Hudson
 - English; found present-day New York, including the Hudson River
- Hernan Cortes
 - Spanish; fought & conquered lands in Mexico
- John Cabot
 - English; without any maps, went off in search of a sea route to Asia

- King Ferdinand & Queen Isabella
 - Spanish; financed various expedition to the Western Hemisphere
- Marco Polo
 - Venetian; explorer and writer who traveled along the Silk Road
- Prince Henry the Navigator
 - Portuguese; establish the School of Navigation in Portugal in 1419
- Queen Elizabeth I
 - English; in favor of sponsoring British trips to North America for the purpose of establishing colonies
- Robert LaSalle
 - French; claimed part of the Mississippi River for France
- Vasco Da Gama
 - Portuguese; first person to travel all the way to India by going around Africa

Assessments:

- Diagnostic: Group Discussion,, Open-Ended Responses
- Formative: Higher and Lower-level questions, open-ended response questions, peer review, daily bell-ringers, classroom worksheets, class discussions, projects, mini-research activities, student notes
- Summative Assessment: Student created presentations, formal writing, quizzes, tests, reading analysis with questions and essays, document comparisons

Curriculum Scope & Sequence

Title of planned course: Early American History

Unit: The 13 Colonies

Time Frame: 7 weeks

PA State Academic Standards:

- 8.1.7.A - Demonstrate continuity and change over time using sequential order and context of events.
- 8.1.7.B - Identify and use primary and secondary sources to analyze multiple points of view for historical events.
- 8.3.7.A - Summarize 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.
- 8.4.7.D - Examine conflict and cooperation among groups and organizations in U.S. history.

Essential Objectives: By the end of the unit, students will be able to:

- Locate the 13 colonies on a map.
- Describe the specific qualities for each of the 13 colonies.
- Identify differences between the 13 colonies based on geographical region.
- Describe the sequence of the triangular trade route.
- Recall conditions for slaves traveling across the Middle Passage.
- Identify the 13 colonies and their specific attributes, in-class discussion, and written-response.
- Describe the differences between each geographical region of the colonies, using the textbook, notes and online sources.
- Read a primary source and describe the conditions on slave ships traveling through the Middle Passage.

Core Activities: Students will complete / participate in the following:

- Reading Informational Text:
 - Students will read, complete notes, and synthesize information from textbooks and other non-fiction sources.
 - Students will read and interpret primary documents.
 - Students will compare various opinions and reach their own conclusions through group discussion, short-response writing, or essay writing.
- Writing:
 - Students will read and interpret texts, articles and other documents to produce their own point of view in written form.
 - Students will compose outlines to understand information.
 - Students will conduct research on their own and provide a report of their findings.

Remediation:

- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

Instructional Methods:

- Direct Instruction: Note-taking strategies, demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations, supplementary documentaries, graphic organizers
- Group Work: group discussions, student-led groups, projects, presentations, jigsaws, current events
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

Materials & Resources:

- YouTube
- Primary Sources
- Online Resources
- Power-points
- Internet based educational websites

Historical Visionaries:

- Anne Hutchinson
 - Puritan; challenged preaching of the Puritan and fought for religious freedoms
- Founders of 13 Colonies
 - James Oglethorpe, King Charles II, King James I, Peter Minuit, Lord Baltimore, William Penn, James the Duke of York, Roger Williams, Pilgrims, etc.
- John Smith
 - English; Captain of the Virginia Company & first leader of Jamestown
- John Winthrop
 - English; one of the leading figures in founding the Massachusetts Bay Colony
- Olaudah Equiano
 - African, Former Slave; documented his own experiences traveling across the Atlantic ocean & living in the southern colonies
- Pocahontas
 - Chief Powhatan's Daughter; helped settlers of Jamestown survive harsh winters
- Sir. Walter Raleigh
 - English; established the colony of Roanoke
- Squanto & Samoset
 - Native Americans; trading skins and food with the English settlers of Plymouth Colony

Assessments:

- Diagnostic: Group Discussion, Open-Ended Responses
- Formative: Higher and Lower-level questions, open-ended response questions, peer review, daily bell-ringers, classroom worksheets, class discussions, projects, mini-research activities, student notes
- Summative Assessment: Formal writing, quizzes, reading analysis with questions and essays, document comparisons

Curriculum Scope & Sequence

Title of planned course: Early American History

Unit: Causes of the American Revolution

Time Frame: 6 weeks

PA State Academic Standards:

- 8.1.7.A - Demonstrate continuity and change over time using sequential order and context of events.
- 8.1.7.B - Identify and use primary and secondary sources to analyze multiple points of view for historical events.
- 8.3.7.A - Summarize 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.
- 8.3.7.C - Compare how continuity and change have impacted U.S. history.
- 8.4.7.D - Examine conflict and cooperation among groups and organizations in U.S. history.

Essential Objectives: By the end of the unit, students will be able to:

- Identify the causes of the French and Indian War.
- Describe the effects that the war had on the colonies.
- Explain how the French and Indian War fostered the American Revolution.
- Identify how the war affected the relationship between Native Americans and the colonists.
- Organize and identify the events in chronological order that led to the beginning of the American Revolution.
- Explain how and why the colonists reacted to the British taxes.
- Explain the phrase “no taxation without representation.”
- Compare French, British, and Colonial perceptions of the conflict.
- Explain how the French and Indian War foreshadowed the American Revolution through group activities, projects, presentations, and written-response.
- Research the various taxes and laws imposed upon the colonies by the British.
- Explain the phrase “no taxation without representation,” through research, group activities, written-response, presentation, etc.
- Identify the major events that led to the beginning of the American Revolution through the following means: timeline, essay, presentation, guided practice, group work, guided notes, etc.
- Discuss bias and point of view while examining photos of the Boston Massacre.

Core Activities: Students will complete / participate in the following:

- Reading Informational Text:
 - Students will read, complete notes, and synthesize information from textbooks and other non-fiction sources.
 - Students will read and interpret primary documents.
 - Students will compare various opinions and reach their own conclusions through group discussion, short-response writing, or essay writing.
- Writing:
 - Students will read and interpret texts, articles and other documents to produce their own point of view in written form.
 - Students will compose outlines to understand information.

- Students will conduct research on their own and provide a report of their findings.
- Students will compare multiple sources and differentiate between fact and opinion.
Diagram the major conflicts associated with the French and Indian War.

Remediation:

- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

Instructional Methods:

- Direct Instruction: Note-taking strategies, demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations, supplementary documentaries, graphic organizers
- Group Work: group discussions, student-led groups, projects, presentations, jigsaws, current events
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

Materials & Resources:

- YouTube
- Primary Sources
- Online Resources
- Power-points
- Internet based educational websites

Historical Visionaries:

- Crispus Attucks
 - Colonist of African and Native American descent; he was the first casualty of the Boston Massacre
- Iroquois Confederacy
 - Group of Native American Tribes; sided with the British during the French and Indian War
- Pontiac
 - Native American; Ottawa Chief that led Native Americans in an armed struggle against the British during the French and Indian War
- Sons of Liberty
 - Organization that used forms of civil disobedience to intimidate loyalists and anger the British government
 - Members: Samuel Adams, Joseph Warren, Paul Revere, Patrick Henry, John Hancock, etc.

Assessments:

- Diagnostic: Group Discussion, Open-Ended Responses
- Formative: Higher and Lower-level questions, open-ended response questions, peer review, daily bell-ringers, classroom worksheets, class discussions, projects, mini-research activities, student notes
- Summative Assessment: Formal writing, reading analysis with questions and essays, document comparisons

Curriculum Scope & Sequence

Title of planned course: Early American History

Unit: The American Revolution

Time Frame: 6 weeks

PA State Academic Standards:

- 8.1.7.A - Demonstrate continuity and change over time using sequential order and context of events.
- 8.1.7.B - Identify and use primary and secondary sources to analyze multiple points of view for historical events.
- 8.3.7.A - Summarize 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.
- 8.3.7.C - Compare how continuity and change have impacted U.S. history.
- 8.4.7.D - Examine conflict and cooperation among groups and organizations in U.S. history.

Essential Objectives: By the end of the unit, students will be able to:

- Provide their opinion on the American Revolution.
- Explain why the Declaration of Independence was written.
- Explain the impact of the American Revolution on the colonies.
- Identify the reasons that the American colonists were able to win the war.
- Describe how the war changed the colonists' perception of government.
- Describe what independence meant to the colonists.
- Explain the impact that the American Revolution had on ethnic and religious divisions.
- Identify the decisive events in the American Revolution that led to an American victory.
- Identify the key figures associated with the American Revolution.
- Identify major battles and campaigns through map activities.
- Read, analyze, and interpret both primary and secondary sources relating to the American Revolution.
- Research and present their findings through small group activities, class presentations, or formal writing.
- Students will participate in a simulation lesson, where they are assigned a role within the continental army and make decisions based on factual information.

Core Activities: Students will complete / participate in the following:

- Reading Informational Text:
 - Students will read, complete notes, and synthesize information from textbooks and other non-fiction sources.
 - Students will read and interpret primary documents.
 - Students will compare various opinions and reach their own determination through group discussion, short-response writing, or essay writing.
- Writing:
 - Students will read and interpret texts, articles and other documents to produce their own point of view in written form.
 - Students will compose outlines to present an argument.

- Students will conduct research on their own and provide a report of their findings.
- Students will compare multiple sources and differentiate between fact and opinion.

Remediation:

- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

Instructional Methods:

- Direct Instruction: Note-taking strategies, demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations, supplementary documentaries, graphic organizers
- Group Work: group discussions, student-led groups, projects, presentations, jigsaws, current events
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

Materials & Resources:

- YouTube
- Primary Sources
- Online Resources
- Power-points
- Internet based educational websites

Historical Visionaries:

- Abigail Adams
 - Colonist (Patriot); advocate for women's rights ["remember the ladies"], was a vital confidant and advisor to her husband, and opposed slavery
- Bernardo de Galvez
 - Spanish; governor of Louisiana, smuggle supplies to the American rebels and executed a successful military campaign against the British
- General Rochambeau
 - French; military general who supported colonial troops at the Battle of Yorktown
- James Armistead Lafayette
 - Spy, African Slave; acts as a spy in Cornwallis' camp and reports important information to the Continental army
- Key Figures of the Revolutionary War
 - George Washington, Nathaniel Green, Henry Knox, Alexander Hamilton, Benjamin Franklin, Thomas Jefferson, Thomas Paine, writers and signers of the Declaration of Independence, Caesar Rodney, Benedict Arnold, King George III, General William Howe, Admiral Richard Howe, General John Burgoyne, General Cornwallis
- Marquis de Lafayette
 - French; military officer and commanded colonial troops in several battles
- Molly Pitcher
 - Colonist (Patriot); heroine of the Revolutionary War by taking over for her husband on the battlefield after he was no longer able to fight

- William Lee
 - Slave; enslaved man who was General George Washington's personal servant during the war. Lee had responsibilities on and off the battlefield that were vital to Washington's success.

Assessments:

- Diagnostic: Group Discussion, Open-Ended Responses
- Formative: Higher and Lower-level questions, open-ended response questions, peer review, daily bell-ringers, classroom worksheets, class discussions, projects, mini-research activities, student created outlines and notes
- Summative Assessment: Student created presentations, formal writing, quizzes, reading analysis with questions and essays

Curriculum Scope & Sequence

Title of planned course: Early American History

Unit: Creating a New Nation

Time Frame: 7 weeks

PA State Academic Standards:

- 8.1.7.A - Demonstrate continuity and change over time using sequential order and context of events.
- 8.1.7.B - Identify and use primary and secondary sources to analyze multiple points of view for historical events.
- 8.1.7.C - Form a thesis statement on an assigned topic using appropriate primary and secondary sources.
- 8.3.7.A - Summarize 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.
- 8.3.7.C - Compare how continuity and change have impacted U.S. history.
- 8.4.7.D - Examine conflict and cooperation among groups and organizations in U.S. history.

Essential Objectives: By the end of the unit, students will be able to:

- Explain why the Articles of Confederation was considered to be weak.
- Describe why there was a need for a strong central government following the American Revolution.
- Describe why some Americans were wary of a strong central government.
- Identify the different beliefs and compromises that shaped the writing of the Constitution.
- Explain how colonial experiences under Great Britain affected the writing of the Constitution.
- Describe the four compromises written in the Constitution.
- Describe the three branches of government, and their specific responsibilities.
- Explain the importance of the Bill of Rights in the passage of the Constitution.
- Diagram the branches of government outlined by the Constitution.
- Read, analyze, and interpret the Constitution.
- Compare the viewpoints of a federalist and an anti-federalist.
- Compare the powers of state government versus federal government.
- Understand the process of adding an amendment to the Constitution.

Core Activities: Students will complete / participate in the following:

- Reading Informational Text:
 - Students will read, complete notes, and synthesize information from textbooks and other non-fiction sources.
 - Students will read and interpret primary documents.
 - Students will compare various opinions and reach their own determination through group discussion, short-response writing, or essay writing.
- Writing:
 - Students will read and interpret texts, articles and other documents to produce their own point of view in written form.
 - Students will compose outlines to present an argument.
 - Students will conduct research on their own and provide a report of their findings.

Remediation:

- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

Instructional Methods:

- Direct Instruction: Note-taking strategies, demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations, supplementary documentaries, graphic organizers
- Group Work: group discussions, student-led groups, poster projects, web-quests, presentations, skits, newscasts, documentary writing, jigsaws, current events
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

Materials & Resources:

- YouTube
- Primary Sources
- Online Resources
- Power-points
- Internet based educational websites

Historical Visionaries:

- Daniel Shays
 - Leader of Shays Rebellion, which opposed the government's efforts to raise taxes
- Members of the Constitutional Convention
- Phillis Wheatley
 - Poet, African American; wrote poetry to promote abolitionism & had hopes that Washington would apply the Revolution's ideals of liberty and freedom to enslaved persons
- Writers and signers of the Constitution of the United States

Assessments:

- Diagnostic: Group Discussion, Pre-Test, Open-Ended Responses
- Formative: Higher and Lower-level questions, open-ended response questions, peer review, daily bell-ringers, classroom worksheets, class discussions, projects, mini-research activities, student created outlines and notes
- Summative Assessment: Student created presentations, formal writing, quizzes, reading analysis with questions and essays, document comparisons