

U.S. History I

Course Overview by Nine Weeks

SOL US 1.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to a) primary and secondary documents b) connections between the past and the present, c) sequence events, d) interpret ideas and events, e) evaluate and discuss issues orally and in writing, f) analyze and interpret maps h) interpret patriotic slogans, i) identify the costs and benefits of specific choices.

1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
6th Grade Orientation and Overview <u>SOL:USI.1 (throughout the course)</u> <u>SOL: US I.1 g, 2a (1 week)</u> Continents, Oceans, Hemispheres, LAT/LON, Compass <u>SOL:US I.2b/d (1 week)</u> U.S. Geographic Regions & Land Terrain Features <u>SOL:US I.2c (1 week)</u> U.S. Water Features & Geographic Water Features <u>SOL:US I.2c (1 week)</u> American Indians, Cactus Hill, Archeological Impact <u>SOL:US I.4a/b/c (2 weeks)</u> Explorers & Interactions & West African Societies	<u>SOL:US I.5a (1 week)</u> Colonial America, St Augustine and 3 Economic & 3 Religious Colonies <u>SOL:US I.5b (1 week)</u> Colonial Regions <u>SOL:US I.5c (1 week)</u> Colonial People <u>SOL:US I.5d & 6a (1 week)</u> Relationship with Great Britain & Dissatisfaction Leading to Revolution <u>SOL:US I.6c (1 week)</u> Key People of the Revolution <u>SOL:US I.6c & d (1 week)</u> Key Events of the Revolution & Reasons Colonists were Victories <u>SOL:US I.6b & 7a & b (1 week)</u> Declaration of Independence, Articles of Confederation, & Constitution of The United States	<u>SOL:US I.7c (1 week)</u> First Five Presidents of the United States <u>SOL:US I.8a/b (1 week)</u> Westward Expansion Territories and Reasons <u>SOL:US I.8c (1 week)</u> Inventions and Entrepreneurs <u>SOL:US I.8d (1 week)</u> Abolition and Suffrage <u>SOL:US I.9a/b (1 week)</u> Issues that Divide the Nation, Compromises <u>SOL:US I.9c (1 week)</u> States that Secede, Lincoln's Election <u>SOL:US I.9d (2 weeks)</u> Civil War Leaders	<u>SOL:US I.9e (2 weeks)</u> Civil War Battles <u>SOL:US I. 9f (1 week)</u> Results of the War Review and Assessment for the previous 30 weeks. (3-6 weeks depending on lost days and SOL schedule)

U.S. History I – First Nine Weeks

SOL: USI.2a The student will use maps, globes, photographs, pictures, or tables to locate the seven continents and five oceans.

Related SOL	Essential Knowledge/Objectives	Suggested Activities	Resources	Time Line
USI.1f, g USI.2b, c USI.4a, c USI.5c USI.7c USI.8a	The student will be able to: 1) Locate the seven continents on a world map and globe 2) Define the following: Continent, Ocean 3) Distinguish a continent from a city, state, and country 4) Locate the five oceans on a world map and globe 5) Identify the land mass of Eurasia	1) Students take turns locating the continents and oceans on a globe. 2) Students label and color the continents on a blank outline world map and label the oceans. 3) Given an outline of each continent, students construct a world map. 4) Students brainstorm the differences between continents, countries, states and cities. 5) Discuss and locate the land mass of Eurasia 6) Throughout the year, when appropriate, locate continents and oceans in children's literature and other SOL. 6) Working in small groups, students research information about an assigned ocean and create a class presentation of the information.	<i>History and Social Science Standards of Learning Enhanced Scope and Sequence</i> Pages 1&2 Curriculum Framework pages 1&2 http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc Globe World maps Outline world maps http://www.gdrc.org/oceans/world-oceans.html www.worldatlas.com www.about.com www.reefnews.com www.edHelper.com www.answers.com Smart Board Notebook: Longitude and Latitude Where in the World? Understanding Maps	4 days of instruction 1 day of review and assessment
				Assessments Pre Test and Post Tests Located in the Sandbox. Teacher-made assessments, including paper and pencil, projects, and student activities.

SOL: USI.2b/d The student will use maps, globes, photographs, pictures, or tables to
 b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range. Student will understand Land Terrain Features

Related SOL	Essential Knowledge/Objectives	Suggested Activities	Resources	Time Line
USI.1f, g USI.2c, d USI.3b USI.4a ,b USI.5a ,b USI.8a ,b USI.9b ,c,e	The student will: 1) Locate the eight geographic regions of North America on an outline map of North America 2) Describe and investigate the physical characteristics of each region of North America 3) Define the following: Mountain Hill Plain Plateau Island Peninsula	1) Students shade and label each region on an outline map of North America and the United States. 2) Students research the physical characteristics of each region of North America and present their findings to the class. 3) Students make a chart or table comparing and contrasting the regions of North America. 4) Students create a salt relief map of the United States and label the eight regions. 5) Students complete a card sort of the characteristics of the eight regions	<i>History and Social Science Standards of Learning Enhanced Scope and Sequence</i> Pages 2,3, 8,11,15,24 <i>Curriculum Frame Work</i> Pages 3&5 http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc Outline maps Travel pamphlets or brochures Topographical maps Internet Photographs and posters Materials for salt maps Card sort	4 Days of Instruction 1 day for review and assessment
				Assessments
				Pre Test and Post Tests Located in the Sandbox. Teacher-made assessments, including paper and pencil, projects, and student activities.

Related SOL	Essential Knowledge/Objectives	Suggested Activities	Resources	Time Line
		6) SmartBoard activities for the different water features. 7) Outline of the United States on a shower curtain Attach Velcro in the areas of the water features. Create name cards for the water features and place a strip of Velcro on the back of each card. Students take turns matching the name cards with the correct map location. 8) Distribute a physical characteristic of the regions to each student. The students must then locate other students who have characteristics of the region matching their characteristic. 9) Given the names of the regions, students must correctly position the names east to west.		
				Assessments

SOL: USI.2c/d The student will use maps, globes, photographs, pictures, or tables to c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.

Related SOL	Essential Knowledge/Objectives	Suggested Activities	Resources	Time Line
USI.1a ,c,f,g USI.2a ,b,d USI.4a USI.7c USI.8a USI.9e	The student will be able to: 1) Locate water features of USI.2c on a United States map 2) Describe how waterways were important for trade, transportation, and settlement 3) Define the following: Ocean River Lake Gulf Port Border 4) Define: Lake, River, Tributary, Gulf, Bay 5) Identify pictorial and map examples of the geographic features in SOL USI.2d 3) 6) Explain how water and land geographic features influence the course of events in United States history	1) Students label water features (in the Curriculum Framework) on a United States outline map. 2) Students design a map illustrating an ocean, river, lake, gulf, port, and border. 3) Teacher leads brainstorming/discussion session to develop a list of how waterways were/are important. 4) Students brainstorm ways water was used to further the development of settlements. 5) Students sort fact cards made from the Essential Knowledge of the Curriculum Framework 6) Students create illustrations of the various geographic features.	<i>History and Social Science Standards of Learning Enhanced Scope and Sequence</i> Pages7-9, 15-23 Curriculum Framework pages 4&5 http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc Pages7-9, 15-23 Posters/pictures showing various water features Maps Atlas Photographs, pictures Primary sources (examples: early maps, Lewis and Clark journal entries, etc.)	4 Days of Instruction 1 day for review and assessment
				Assessments Pre Test and Post Tests Located in the Sandbox. Teacher-made assessments, including paper and pencil, projects, and student activities.

SOL: USI.2c/d The student will use maps, globes, photographs, pictures, or tables to c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.

Related SOL	Essential Knowledge/Objectives	Suggested Activities	Resources	Time Line
		6) SmartBoard activities for the different water features. 7) Outline of the United States on a shower curtain Attach Velcro in the areas of the water features. Create name cards for the water features and place a strip of Velcro on the back of each card. Students take turns matching the name cards with the correct map location.	Kids Discover Magazine #S03120 – <i>The Mississippi River</i> Card sort Smart Board Shower curtain Velcro www.great-lakes.net www.vsr.cape.com www.britannica.com	
				Assessments

SOL: USI.3a The student will demonstrate knowledge of how early cultures developed in North America by a) describing how archaeologists have recovered material evidence of ancient settlements including Cactus Hill.

Related SOL	Essential Knowledge/Objectives	Suggested Activities	Resources	Time Line
USI.1b c,d USI.3b ,c	The student will be able to: 1) Define the following: Archaeology Culture Artifacts 2) Explain the importance of archaeology 3) Identify Cactus Hill and explain why it is important 4) Locate Cactus Hill on a map of Virginia	1) Students brainstorm what they think archaeology is and develop a definition, then discuss why archaeology is important to history and society. 2) Teacher introduces Cactus Hill and discusses it as an archaeological site. 3) Students locate Cactus Hill on a Virginia map. 4) As a class project, create an archaeological site using a miniature sand box. Each student draws/creates a contribution/discovery for the site. 5) Students web search Cactus Hill, take notes, and create a brochure.	<i>History and Social Science Standards of Learning Enhanced Scope and Sequence</i> _ Pages 29,30,35,36 Curriculum Framework page 6 http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc Virginia map Internet Smartboard Notebooks: Native Americans Native Americans Review	USI.3a, USI.3b, and USI.3c should be taught together as a two week block of instruction
				Assessments Pre Test and Post Tests Located in the Sandbox. Teacher-made assessments, including paper and pencil, projects, and student activities.

SOL: USI.3a The student will demonstrate knowledge of how early cultures developed in North America by a) describing how archaeologists have recovered material evidence of ancient settlements including Cactus Hill.

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SOL: USI.3b The student will demonstrate knowledge of how early cultures developed in North America by b) locating where the American Indians lived, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodland (Iroquois).

Related SOL	Essential Knowledge/Objectives	Suggested Activities	Resources	Time Line
USI.1c, d,f USI.2b ,c,d USI.4b	The student will be able to: 1) Name an example of an American Indian group located in the Arctic, Northwest, Plains, Southwest, and Eastern Woodlands regions of North America. 2) Locate the American Indian groups in SOL USI.3b on a map of North America. 3) Describe the typical climate and physical land characteristics of early American Indian settlements in SOL USI.3b 4) Explain where members of American Indian settlements in SOL USI.3b are settled today	1) Students construct a map showing the locations of American Indian groups in SOL USI.3b. 2) Students make a chart or table describing the climates of early American Indian settlements in SOL USI.3b. 3) Students compare a map of Indian group settlements to a map of geographic regions of the United States (USI.2b). 4) Students research an SOL USI.3b American Indian group and create a poster about that group's environment and lifestyle. 5) Card sort of the SOL USI.3b American Indian groups.	<i>History and Social Science Standards of Learning Enhanced Scope and Sequence pages 27-39</i> Curriculum Framework page 7 http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc American Indian Geography/Resources Graphic Organizer Maps and Atlas Photographs / posters Internet Kids Discover Magazine #S03012 <i>America 1492</i> #S03052 <i>Native America</i> #S03125 <i>Southwest Peoples</i> Marlene Smith-Baranzini, Howard Egger-Bovert, <i>Brown Paper School USKids History: Book of the American Indians</i>, Little, Brown and Co. Elaine Hansen Cleary, <i>A Unit about Woodland Indians</i>, ©1995, Evan-Moor Corp., ISBN 1-55799-389-0 (There are others in this series.)	USI.3a, USI.3b, and USI.3c should be taught together as a two week block of instruction
				Assessments Pre Test and Post Tests Located in the Sandbox. Teacher-made assessments, including paper and pencil, projects, and student activities.

Related SOL	Essential Knowledge/Objectives	Suggested Activities	Resources	Time Line
		6) Lakota Winter Counts activities (see Resource Column for website). Students assume the identity of a “keeper” of information and record events in the day of the life of a Lakota Indian. The “keeper’s” information could be text or drawings. Keeper’s share information with the class.	National Anthropological Archives/Smithsonian Institute http://wintercounts.si.edu/html_version/html/learning_teachers.html	
				Assessments

SOL: USI.3c The student will demonstrate knowledge of how early cultures developed in North America by c) describing how the American Indians used the resources in their environment.

Related SOL	Essential Knowledge/Objectives	Suggested Activities	Resources	Time Line
USI.1a ,b,d,f USI.3a ,b USI.4b	The student will be able to: 1) Describe how environment affected the ways early American Indians obtained food, clothing, and shelter 2) Identify the three types of resources 3) Identify the natural, human, and capital resources of early American Indian groups	1) Students make a chart comparing ways American Indian groups met their basic needs. 2) Students create questions and answers for an interview of an imaginary character from each American Indian group on how they met their basic needs. 3) Students construct a model reflecting daily life of early American Indian groups. 4) Students prepare samples of foods of the early American Indian groups. 5) Students write a rebus story showing how American Indian groups obtained food, clothing, and shelter.	<i>History and Social Science Standards of Learning Enhanced Scope and Sequence</i> Page 27 Curriculum Framework page 8 http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc Internet sites American Indian recipes Andrew Haslam, Alexandra Parsons, <i>Make it Work! North American Indians</i> (Scholastic) ISBN 0-590-93746-4	Assessments
				USI.3a, USI.3b, and USI.3c should be taught together as a two week block of instruction Pre Test and Post Tests Located in the Sandbox. Teacher-made assessments, including paper and pencil, projects, and student activities

SOL: USI.3c The student will demonstrate knowledge of how early cultures developed in North America by c) describing how the American Indians used the resources in their environment.

Related SOL	Essential Knowledge/Objectives	Suggested Activities	Resources	Time Line
		6) Students brainstorm a list of natural resources and productive uses for the resources. 7) Students sort pictures of natural, human, and capital resources into the correct category. 8) Students illustrate examples of natural, human, and capital resources in early American Indian environments		
				Assessments

SOL US I. 4a The student will demonstrate knowledge of European explorations in North American and West Africa by a) describing the motivations, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations.

Related SOL	Essential Knowledge/Objectives	Suggested Activities	Resources	Time Line
USI.1a -g USI.2a ,c,d USI.4b ,c USI.5a	The student will be able to: 1) Explain why European countries competed for power in North America 2) Explain the obstacles faced by explorers 3) Summarize the accomplishments of explorations 4) Identify the regions of North America claimed by France, England, and Spain 5) Identify regions explored by Portugal 6) Identify the following: Francisco Coronado Samuel de Champlain Robert La Salle John Cabot	1) Students label a North American map with the areas of exploration of Coronado, Champlain, La Salle, and Cabot. 2) Students research how Portuguese knowledge of navigation influenced other European exploration. 3) Students complete a chart comparing the motivations, obstacles, and accomplishments of European explorers. 4) Students list obstacles of exploration, predict ways of overcoming the obstacles, and investigate how the European explorers did so. 5) Students present a persuasive argument for or against exploration. (RAFT)	<i>History and Social Science Standards of Learning Enhanced Scope and Sequence</i> Pages 40-54 Curriculum Framework page 9 http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc Historical Map set Write on / Wipe Off Desk Maps Biographies of Explorers Internet Elizabeth Levy, <i>Are We There Yet? The Europeans Meet the Americans</i> , (Horrible Histories series) Shirley Greenway, <i>Exploration of North America</i> , Scholastic, ISBN 0-439-22177-3	SOL USI.4a/b/c should be taught together as a two week block of instruction
				Assessments Pre Test and Post Tests Located in the Sandbox. Teacher-made assessments, including paper and pencil, projects, and student activities

Related SOL	Essential Knowledge/Objectives	Suggested Activities	Resources	Time Line
	7) Explain the difference between economic and religious motivations for exploring 8) Define the following: Motivation Obstacle Accomplishment Economic Religious Competition Empire Superiority Navigation	6) After listening to persuasive arguments, students complete a chart showing pros and cons of explorations and recommend courses of action. 7) Students pretend to be an explorer or travel with an explorer and write journal entries, send postcards, or create brochures to advertise exploration trips. 8) Students create accomplishment awards to be presented to European explorers at an Exploration Celebration Ceremony. 9) Students locate Portugal and West Africa on an outline World Map and explain the exploration and trade that developed. 10) Students work with a card sort of the four explorers; and a card sort of the accomplishments, motivations, and obstacles.	Betsy and Giulio Maestro, <i>Discovery of the Americas</i>, (Scholastic) Johnstone, Michael, <i>The History News: Explorers</i>, (Scholastic) Jean Fritz, <i>Around the World in a Hundred Years</i> Christopher Maynard, <i>Questions and Answers About Explorers</i>, Scholastic Diane Sanservere-Dreher, <i>Explorers Who Got Lost</i>	Assessments

SOL: USI.4b The student will demonstrate knowledge of European exploration in North America and West Africa by b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict with emphasis on the American Indian concept of land.

Related SOL	Essential Knowledge/Objectives	Suggested Activities	Resources	Time Line
USI.1a -e USI.3b ,c USI.4a	The student will be able to: 1) Compare and contrast Spanish, French, and English cultural interactions with American Indians 2) Identify areas of cooperation between the Europeans and the American Indians 3) Identify areas of conflict between the Europeans and the American Indians	1) Students make a chart or table comparing cultural interactions between the Europeans and American Indians. 2) Students design a catalog of items/ideas introduced by the interactions of European cultures and American Indian cultures. 3) Students complete Venn diagrams comparing and contrasting American Indian life “before” and “after” interactions with Europeans. 4) Students create puppets and write a short play re-enacting meetings between American Indians and Europeans.	<i>History and Social Science Standards of Learning Enhanced Scope and Sequence_ Pages 40-54</i> Curriculum Framework page 10 http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc <i>Kidspiration</i> software Educational materials from historical sites. Internet sites	SOL USI.4a/b/c should be taught together as a two week block of instruction
				Assessments Pre Test and Post Tests Located in the Sandbox. Teacher-made assessments, including paper and pencil, projects, and student activities

Related SOL	Essential Knowledge/Objectives	Suggested Activities	Resources	Time Line
		5) Card sort of European cultural interaction with the American Indians 6) Students complete a Venn diagram for areas of cooperation and the areas of conflict between Europeans and American Indians. 7) Write a paragraph comparing European and American Indian ideas about land ownership including how this issue would become a future problem. 8) Students create a booklet about the interaction of the Europeans with the American Indians. They may draw pictures, write poems, create mnemonics, songs, etc. to help with learning the content of SOL USI.4b. This may also be part of an interactive notebook activity.		
				Assessments

Related SOL	Essential Knowledge/Objectives	Suggested Activities	Resources	Time Line
		9) Students create a booklet showing the interaction of the Europeans and the American Indians.		
				Assessments

SOL: USI.4c The student will demonstrate knowledge of European exploration in North America and West Africa by c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

Related SOL	Essential Knowledge/Objectives	Suggested Activities	Resources	Time Line
USI.1b -g USI.2a USI.4a	The student will be able to: 1) Identify the locations, characteristics, and time periods of ancient Ghana, Mali, and Songhai societies' existence. 2) Describe the trade interactions of West African societies with European traders.	1) Students locate ancient Ghana, Mali, Songhai; their trade routes; Sahara Desert, and Niger River on a map of Africa and a world map. 2) Students use yarn/string and a world map to show Western Europe to West Africa trade routes and routes within North Africa. 3) Students illustrate a trade ship containing products for trade between European and African societies. 4) Class discusses reasons why Europeans were interested in trading with African societies. 5) Students compare European discovering of North America with that of West Africa.	<i>History and Social Science Standards of Learning Enhanced Scope and Sequence_ Pages 48,53 Curriculum Framework page 11</i> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc Kids Discover Magazine #S03078 <i>African Kingdoms</i> Internet	SOL USI.4a/b/c should be taught together as a two week block of instruction
				Assessments Pre Test and Post Tests Located in the Sandbox. Teacher-made assessments, including paper and pencil, projects, and student activities

SOL: USI.4c The student will demonstrate knowledge of European exploration in North America and West Africa by c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

Related SOL	Essential Knowledge/Objectives	Suggested Activities	Resources	Time Line
		6) Students design advertisements (flyers, posters, commercials, etc.) encouraging/tempting Europeans to come to their powerful society (Mali, Ghana, Songhai) for trade. 7) Students brainstorm how the contact with West African societies influenced other exploration, especially that of North America	<u><i>History and Social Science Standards of Learning Enhanced Scope and Sequence</i></u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc	
				Assessments

Lynchburg City Schools

6th Grade United States History to 1865 2nd 9 Weeks Pacing Guide

Lynchburg City Schools

STANDARD USI.5a

The student will demonstrate knowledge of the factors that shaped colonial America by

a) describing the religious and economic events and conditions that led to the colonization of America.

Related SOL	Objectives	Suggested Activities	Resources	Time Line
USI.1a-f USI.2c,d USI.4a,b USI.5b	The student will be able to: 1) Identify the reasons for the colonization of North America 2) Describe the religious and economic events and conditions that led to the colonization of North America 3) Locate the colonies of Roanoke Island, Jamestown, Plymouth, Massachusetts Bay, Pennsylvania, and Georgia 4) Describe each colony in SOL USI.5a including the reason for settlement and group involved	1) Students locate colonies on a United States map and create a legend to identify which colonies were established for economic reasons and which were established for religious reasons. 2) Students create a timeline showing establishments of colonies 3) Students write letters from an early settlement to friends and family in England. 4) Students debate appropriate reasons for going to America (convince your friends to travel to America). 5) Students choose a colony and role-play a settler in that colony. Classmates must identify the colony being portrayed. 6) 6) Student write a story solving the mystery of what happened to the "Lost Colony" 7) Students complete the Jamestown online Adventure	<u><i>History and Social Science Standards of Learning Enhanced Scope and Sequence</i></u> http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml page 60 http://www.earlyamerica.com/ Colonial Times 1620-1689 http://members.aol.com/ntgen/hrtg/mass.html Massachusetts Bay information http://www.law.ou.edu/hist/massbay.html Massachusetts Bay charter http://etext.lib.virginia.edu/users/deetz http://www.historyglobe.com/jamestown/ http://www.plimoth.org Jamestown Foundation www.historyisfun.org Plymouth Foundation http://www.plymrock.org/	4 days of instruction 1 day of review and assessment Assessments Teacher-made assessments, including paper and pencil, projects, and student activities.

STANDARD USI.5b

The student will demonstrate knowledge of the factors that shaped colonial America by

b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.

Related SOL	Objectives	Suggested Activities	Resources	Time Line
USI.1a-f USI.2b, c,d USI.5a, c	The student will be able to: 1) Define the following: Resources, Specialization, Interdependence 2) Describe the geography and climate of each colonial region and how colonial people interacted with their environment 3) Identify the natural and human resources of each colonial region and the resulting specialization of each region 4) Describe the social and political life of each colonial region	1) Students color-code a map with New England, Southern, and Mid-Atlantic colonies. 2) Teacher-led discussion of resources, specialization, and interdependence and how they are related. 3) Given a list of natural resources, students brainstorm the products that could be made. 4) Students make a chart or table comparing the geography, climate, resources and specialization of each colonial region. 5) Students sort information cards by region. 6) Using identified specialization within each region, students write examples of interdependence among the three regions. 7) Students construct a model or illustration of daily life in a selected region. 8) Students create Venn diagrams comparing and contrasting colonial regions.	<u><i>History and Social Science Standards of Learning Enhanced Scope and Sequence</i></u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc pages 61-63 Maps www.history.org http://www.wartgames.com/themes/americanhistory.html Smartboard Notebooks: Early Colonies Review BCQ	4 days of instruction 1 day of review and assessment
				Assessments Teacher-made assessments, including paper and pencil, projects, and student activities.

		9) Students design a mobile, project board, or bulletin board showing colonial life. 10) Students role-play life in a selected colonial region. 11) Students write journal entries about life in one of the colonial regions. 12) Students design a brochure to advertise a colony or colonial region, including geography, climate, job opportunities, recreation, social offerings, et cetera. 13) Students create their own town in one of the colonial regions. Using the resources of the region, students create citizens who specialize and describe the interdependence of the people in the town (i.e. New England town: Tom is a fisherman, Patrick is a craftsman making tables, and Abe is a shopkeeper selling cloth, and so on for additional citizens. Write of their interdependence.)		
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STANDARD USI.5c

The student will demonstrate knowledge of the factors that shaped colonial America by

c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans.

Related SOL	Objectives	Suggested Activities	Resources	Time Line
USI.1a ,b,d,e USI.2a USI.5b	The student will: 1) Describe colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, enslaved African Americans 2) Define the following: artisan indentured Servant enslaved African American 3) Students compare and contrast large landowners with farmers 4) Students compare and contrast free African Americans, enslaved African Americans, and indentured servants 5) Students compare and contrast colonial societal roles of men and women, including jobs, education, and politics	1) Students assume a position in colonial society and develop a role play about their position. 2) Each student assumes a position in colonial society. Students take turns interviewing each other about their chosen position. 3) Students create and perform skits about the six colonial groups. 4) Students complete a social pyramid showing colonial societal position from most to least politically influential. 5) Students choose a colonial societal position and write journal entries about their life. 6) Students write paragraphs to compare different groups within colonial society. 7) Fieldtrip: Visit historical sites such as Poplar Forest, Colonial Williamsburg, various plantations, Red Hill, et cetera. 8) Students complete a table or chart comparing each colonial group. 9) Students choose a colonial	<u>History and Social Science Standards of Learning Enhanced Scope and Sequence</u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc pages 64-65 http://www.earlyamerica.com/ Barbara Brenner, ...If You Lived in Williamsburg in Colonial Days, (Scholastic), ISBN 0-590-92922-4 Ann McGovern, ...If You Lived in Colonial Times, (Scholastic), ISBN 0-590-45160-X Walter A Hazen, Everyday Life: Colonial Times, Good Year Books ISBN 0-673-36322-8 Joy Masoff, Chronicle of	4 days of instruction 1 day of review and assessment
				Assessments
				Teacher-made assessments, including paper and pencil, projects, and student activities.

		group and create a booklet illustrating the lifestyle of the group. 10) Students complete a card sort of the colonial groups.	America: Colonial Times 1600-1700, Scholastic, ISBN 0-439-05108-8 http://www.wartgames.com/themes/american/13colonies-dailylife.html	
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STANDARD USI.5d (integrated with 6a)

The student will demonstrate knowledge of the factors that shaped colonial America by
d) identifying the political and economic relationships between the colonies and Great Britain.

Related SOL	Objectives	Suggested Activities	Resources	Time Line
USI.1b -f USI.5b USI.6a-d	The student will be able to: 1) Identify Great Britain including when England became Great Britain 2) Describe the economic relationship between the colonies and Great Britain 3) Describe the political relationship between the colonies and Great Britain 4) Define the following: Economic (economy) Political Tax Raw materials Legislature Colonial governor Goods Proprietor	1) Discuss the costs of a war and how countries pay those costs (taxes). Relate the concept to the colonial era and Great Britain taxing the colonies to pay for the French and Indian War. 2) Students draw a cartoon strip illustrating the relationship between the King, colonial governors, and colonial legislatures. 3) Students write letters to royal governors or the King about the taxes. 4) Students write newspaper articles about the economic or political relationships between the colonies and Great Britain. 5) Students complete crossword puzzles with vocabulary words. 6) Half of the students assume the role of reporter and develop interview questions about economic and political issues for the colonists, royal governors, colonial legislators and the King. The other half of the students chooses the role of a colonist, royal governor, colonial	<u><i>History and Social Science Standards of Learning Enhanced Scope and Sequence</i></u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc page 78-79 http://www.earlyamerica.com/ http://13colonies.mrdonn.org/road-to-revolution.html Smartboard Notebook: The American Revolution The Road to Revolution Causes of the American Revolution	2 days of instruction
				Assessments
				Teacher-made assessments, including paper and pencil, projects, and student activities.

		legislator or the King to be interviewed. 7) Students locate Great Britain on a world map and discuss reasons why it was difficult for Great Britain to govern the colonies.		
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STANDARD USI.6a (integrated with 5d)

The student will demonstrate knowledge of the causes and results of the American Revolution by

a) identifying the issues of dissatisfaction that led to the American Revolution.

Related SOL	Objectives	Suggested Activities	Resources	Time Line
USI.1b-e USI.5d	The student will: 1) Identify issues that led to the American Revolution (as listed in the Curriculum Framework). 2) Define the following: Taxes Revenue Representation Parliament Government Strict control 3) Identify the Stamp Act 4) Identify the Proclamation of 1763 5) Identify reasons for increased taxation of the colonies 6) Explain four reasons the colonists were dissatisfied with British rule	1) Students participate in an unfair taxation simulation, such as “The King of M&M’s” (see resource column) 2) Students complete a spreadsheet or chart showing causes and results of events leading to the American Revolution. 3) Students add Stamp Act and Proclamation of 1763 to class timeline (started earlier in USI.5a). 4) Students create slogans or political cartoons reflecting colonial dissatisfaction. 5) Students write letters to the editor expressing their displeasure with the British King and Parliament. 6) Students label maps with the Proclamation of 1763. 7) Create a division in the classroom to represent the Proclamation “line” of 1763. Students must remain on one side of the line and cannot use resources on the other side of the line. Have an activity where	<u><i>History and Social Science Standards of Learning Enhanced Scope and Sequence</i></u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc pages 78-79 http://www.knowledge.state.va.us/cgi-bin/lesview.cgi?idl=609 King of M&M’s activity http://www.kindinfo.com/American_History/American_Revolution.html http://72educators.about.com/(political cartoons) http://www.proteacher.com/090022.shtml links to resources about the Revolutionary War http://edtech.kennesaw.edu/web/amrevol.html (links to resources about the Revolutionary War)	2 days of instruction 1 day of review and assessment
				Assessments Teacher-made assessments, including paper and pencil, projects, and student activities.

		resources are needed from the other side of the line. Discuss the frustration with not being able to cross the line/travel beyond the line. Link this to colonial frustration with the Proclamation of 1763. 8) Students role play colonial frustration with British control.	Kids Discover Magazine – #S03074 American Revolution #S03121 1776 http://www.wartgames.com/themes/american/french-indian.html	
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STANDARD USI.6b

The student will demonstrate knowledge of the causes and results of the American Revolution by

b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence.

Related SOL	Objectives	Suggested Activities	Resources	Time Line
USI.1f, g USI.2b ,c USI.4a ,c USI.5c USI.7c USI.8a	The student will be able to: - Identify how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence - Explain how key philosophies in the Declaration of Independence were based upon ideas first expressed by European philosophers. - Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence. - Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence. - Outline the Declaration of Independence and its parts.	- Students will jigsaw read the Declaration of Independence and outline the main points in groups. - Students participate in “Hey, King: Get off Our Backs!” - Students read excerpts from Thomas Paine, John Locke, and Thomas Jefferson. - Students create “Break-up letters” to King George III, explaining the grievances against them and how they wish to be treated. - Students watch and discuss YouTube video: “Too Late to Apologize”.	<u><i>History and Social Science Standards of Learning Enhanced Scope and Sequence</i></u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc “Hey, King: Get Off Our Backs!” Internet Resources: Independence PPT Declaration of Independence Vocabulary Assignment Declaration of Independence Vocabulary Flashcards Declaration of Independence Fill In the Blanks Declaration of Independence Vocab PPT Declaration of Independence Classwork Activity Smartboard Notebook: Declaration of Independence	4 days of instruction 1 day of review and assessment
				Assessments
				Teacher-made assessments, including paper and pencil, projects, and student activities.

STANDARD USI.6c

The student will demonstrate knowledge of the causes and results of the American Revolution by

c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry.

Related SOL	Objectives	Suggested Activities	Resources	Time Line
USI.1f, g USI.2b ,c USI.4a ,c USI.5c USI.7c USI.8a	The student will be able to: 1) Describe the roles of the following individuals in the American Revolution: George Washington Benjamin Franklin Thomas Jefferson Patrick Henry King George III Lord Cornwallis John Adams Phillis Wheatley Paul Revere Sam Adams 2) Define the following: Revolution Treaty Patriot Congress Independence Continental Army	1) Students analyze quotes, slogans, and early political cartoons of key Revolutionary Era individuals and events to show how their ideas reflected the colonists' changing thoughts about authority. 2) Students create a timeline of American Revolutionary War events. 3) Using fact cards, students participate in an "I am Who has" game. 4) Students read biographies about important Revolutionary War individuals and prepare presentations. 5) Students create flip-books of key people and/or events	<u><i>History and Social Science Standards of Learning Enhanced Scope and Sequence</i></u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc pages 80-81, 84, 86 http://7-12educators.about.com http://www.nonags.org/members/dasaunders/activities/comcast/activities/unit3/rev/whoami.pdf http://americanhistory.mrdonn.org/revolution.html http://www.nonags.org/members/dasaunders/activities/comcast/activities/unit3/rev/ladderdraw.jpg	4 days of instruction 1 day of review and assessment
				Assessments Teacher-made assessments, including paper and pencil, projects, and student activities.

STANDARD USI.6c (continued) and integrated with 6d

The student will demonstrate knowledge of the causes and results of the American Revolution by

b) describing key events and the roles of key individuals in the American Revolution.

STANDARD USI.6d and integrated with 6c

c) explaining reasons why the colonies were able to defeat Great Britain.

Related SOL	Objectives	Suggested Activities	Resources	Time Line
USI.1a-f,h USI.5d USI.6a,b	3) Describe key events in the American Revolution: Boston Massacre Boston Tea Party 1st Continental Congress Battle of Lexington Battle of Concord Declaration of Independence Battle of Saratoga Surrender at Yorktown Treaty of Paris 4) Explain why the colonists were able to defeat the British 5) Examine advantages that helped the colonists defeat the British	1) Students construct a scrapbook of important people and events from the Revolutionary War 2) Card sorts of the individuals and the events. 3) Students locate Boston, Lexington, Concord, Saratoga, and Yorktown on a map of the colonial region. 4) Students analyze the poem, "Song of Marion's Men" by William Cullen Bryant (found in old series, United States Adventures in Time and Place Anthology, pgs. 73-74) 5) Students write a thank you letter to France for it said to the colonies in the American Revolution. 6) Students complete a job recommendation for key leaders of the Revolution, showing how strong leadership helped defeat the British.	<u><i>History and Social Science Standards of Learning Enhanced Scope and Sequence</i></u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc pages 82-83 Anthology from United States Adventures in Time and Place series http://www.nonags.org/members/dasaunders/activities/comcast/activities/unit3/rev/reasonsdraw.jpg http://www.paulauger.com/images/BostonMassacre1Lg.jpg http://13colonies.mrdonn.org/road-to-revolution.html	9 days of instruction 1 day of review and assessment
				Assessments Teacher-made assessments, including paper and pencil, projects, and student activities.

STANDARD USI.7a

**The student will demonstrate knowledge of the challenges faced by the new nation by
a) identifying the weaknesses of the government established by the Articles of Confederation.**

Related SOL	Objectives	Suggested Activities	Resources	Time Line
USI.1a -f USI.6a ,b USI.7b	The student will be able to: 1) Identify and describe the weaknesses of the Articles of Confederation 2) Define the following: National Congress Regulate Commerce Currency Executive Judicial	1) Create a class government under the principles of the Articles of Confederation 2) Students make a star listing Articles of Confederation weaknesses (Students roll cube to discuss weaknesses. 3) Review USI.5d and USI.6a. as a class create a comparison chart to show why some of the weaknesses of the Articles were incorporated into the document (i.e. Gave Congress no power to tax; Britain levied what the colonists thought were unfair taxes) 4) Students create a modern symbol to illustrate weaknesses Example: Draw a hospital, with various patients representing “weak national government”, “no common currency” 5) Examining each of the weaknesses of the Articles of Confederation, students brainstorm the problems that would result from those weaknesses such as many different forms of money created problems for trade, travel, etc.	<u>History and Social Science Standards of Learning Enhanced Scope and Sequence</u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc page 97 http://www.nonags.org/members/dasaunders/activities/comcast/activities/unit4/newnation/starcolor.jpg http://government.mrdonn.org/creation.html http://government.mrdonn.org/constitution.html	4 days of instruction 1 day of review and assessment
				Assessments Teacher-made assessments, including paper and pencil, projects, and student activities.

STANDARD USI.7b

**The student will demonstrate knowledge of the challenges faced by the new nation by
b) describing the historical development of the Constitution of the United States.**

Related SOL	Objectives	Suggested Activities	Resources	Time Line
USI.1a -e,h USI.7a	The student will be able to: 1) Recognize that the weaknesses of the Articles of Confederation led to the development of the Constitution of the United States of America 2) Identify the role of George Washington at the Constitutional Convention 3) Identify the location of the Constitutional Convention 4) Explain the main topic of debate at the Constitutional Convention (federal versus state power) 5) Name the three branches of the new government 6) Explain the outcome of the Great Compromise 7) Define the following: Constitution Federal system Federal National State Branches Legislative Executive Judicial Compromise	1) Students create a mobile or tri-fold chart explaining the structure of government (three branches). 2) Students examine how population affects each state's representation in Congress (House of Representatives). 3) Students role play the Constitutional Convention. 4) Students research the Great Compromise and create a poster to explain the plans, debates, and final compromise. 5) Students research the ratification of the Constitution of the United States and color a map showing the first nine states to ratify the document. 6) Students create scrapbooks or cartoons showing individual rights guaranteed by the Bill of Rights. 7) Students examine the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom and compare the individual rights of those documents with the individual rights of the Bill of Rights.	<u><i>History and Social Science Standards of Learning Enhanced Scope and Sequence</i></u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc pages 98-100 School House Rock video Series Just the Facts Learning Series video, United States Constitution, Full Circle Entertainment, Inc., ©1999 Constitution of the United States of America Virginia Declaration of Rights Virginia Statute for Religious Freedom http://government.mrdonn.org/constitution.html http://www.nonags.org/members/dasaunders/activities/comcast/activities/unit4/newnation/brainpop.html	4 days of instruction 1 day of review and assessment
				Assessments Teacher-made assessments, including paper and pencil, projects, and student activities.

	Senate House of Representatives Ratification Individual rights 8) Explain the ratification process for the Constitution of the United States of America 9) Identify the following: Virginia Declaration of Rights Virginia Statute for Religious Freedom Thomas Jefferson George Mason Bill of Rights		Smartboard Notebook: Government Review	
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Lynchburg City Schools

6th Grade United States History to 1865 3rd 9 Weeks Pacing Guide

Lynchburg City Schools

SOL: USI 7C The student will demonstrate knowledge of the challenges faced by the new nation by describing the major accomplishments of the first five presidents of the United States.

Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
USI.1a-e,h USI.2c	The student will be able to: 1) Identify the first five presidents of the United States 2) Describe the accomplishments of the first five presidents of the United States 3) Locate the Louisiana Purchase on a United States map 4) Identify the following: • Bill of Rights • Benjamin Banneker • Lewis and Clark • War of 1812 • Monroe Doctrine • Western Hemisphere • Federal Court System • Two Party system • Administration	1) Students create a picture book illustrating the accomplishments of each President. 2) Students design a “Fact File” bookmark (President’s head at top, facts listed on bookmark). 3) Students add first five Presidencies to class timeline. 4) Students complete First Presidents fact card sort. 5) Possible field trips: Monticello, Montpelier, Poplar Forest, Mount Vernon, Ash Lawn. 6) Students locate the Louisiana Purchase on an United States map 7) Students will complete an obituary on the first five presidents including their date of birth, place of birth, their family, when they were elected president and their major accomplishments	Biographies of the presidents http://7-12educators.about.com <i>Lives of the Presidents: Fame, Shame (and What the Neighbors Thought)</i> by Kathleen Krull ©1998 by Kathleen Krull; (P)1998 Audio Bookshelf; Cover Illustration ©1998 by Kathryn Hewitt found on www.Amazon.com Kids Discover Magazine #S03058 <i>Washington D.C.</i> www.discovermagazine.com/ Montpelier Foundation www.montpelier.org/ Monticello Foundation www.monticello.org/ Thomas Jefferson Poplar Forest www.poplarforest.org/ George Washington’s Mount Vernon http://www.mountvernon.org/ United States map http://www.eduplace.com/ss/maps/pdf/us_nl.pdf Internet	4 days of instruction 1 day of review and assessment
				Assessments Teacher-made assessments, including paper and pencil, projects, and student activities.

SOL: USI 8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;

Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
USI.1a-f USI.2b,c USI.7c USI.9b	The student will be able to: 1) Describe the U.S. territorial acquisitions of Louisiana, Florida, Texas, Oregon, California 2) Identify the changes in the political map of the U.S. by the acquisition of Louisiana, Florida, Texas, Oregon, and California 3) Explain why territorial acquisition were important to the United States 4) Identify geographic factors that influenced westward movement in the United States. 5) Identify economic factors that influenced westward movement in the United States.	1) Students will compare maps showing before and after acquisition of territories to the United States and debate the merits of adding each territory. 2) As each territory is studied, students will add the territory to a blank outline map of the United States. 3) Students will perform Reader's Theater skits about the territorial acquisitions. 4) Using yarn, students trace Lewis and Clark's route on a United States map. 5) Students will watch two short videos on the Louisiana Purchase and the Lewis and Clark Expedition 6) Students will take a virtual trip through the Lewis and Clark expedition.	Map showing the territorial growth of the United States http://xroads.virginia.edu/~map/terr_hp.html Internet Rosalyn Schanzer, <i>How we Crossed the West: The Adventures of Lewis and Clark</i> http://www.rosalynschanzer.com/LewisandClark.html Kids Discover Magazine #S03054 <i>Lewis and Clark</i> www.discovermagazine.com/ Discovery Education Video "Lewis and Clark" http://streaming.discoveryeducation.com/ Discovery Education Video "Louisiana Purchase" http://streaming.discoveryeducation.com/ "Lewis and Clark, the journey of the Corps discovery" educational video. http://www.pbs.org/lewisandclark/index.html	4 days of instruction 1 day of review and assessment Assessments Teacher-made assessments, including paper and pencil, projects, and student activities.

SOL: USI 8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
b) identifying the geographic and economic factors that influenced the westward movement of settlers;

Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
USI.1b-f USI.2b,c USI.8a USI.9b	6) Define the following: • Expansion • Expedition • Territory • Annex • Treaty • Settlement • Manifest Destiny • Independent republic • Canal • Steamboat	7) Students will write letters to family members explaining reasons for moving west. 8) Students will create an advertisement attracting settlers to the west. 9) Students will design a picture book or collage illustrating reasons for moving west and the territories where the settlers will live. 10) Students will play Oregon Trail computer game. 11) Students will show the history of Westward expansion and influences of Westward movement on a map of the United States	Jacqueline Morley, <i>How Would You Survive in the American West?</i> , Grolier Publishing ISBN 0-531-15308-8 www.amazon.com Dave Webb, <i>Adventures with the Santa Fe Trail</i> , (activity book), ©1989, Kansas Heritage Center, 1000 Second Ave, Dodge City, Kansas 67801 www.amazon.com Marc Simmons, <i>Land of Enchantment: Memoirs of Marian Russell Along the Santa Fe Trail</i> , 1981 www.amazon.com Oregon Trail Computer game www.oregontrail.com/ US History to 1865 Standards of Learning Enhanced Scope and Sequence Pages 119 & 123 http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_hist_soc_ushist_to1865.doc	4 days of instruction 1 day of review and assessment Assessments Teacher-made assessments, including paper and pencil, projects, and student activities.

SOL: USI 8C The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.

Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
USI.1a-e,i	The student will be able to: 1) Explain how inventions affected life in America, both in the North and South 2) Identify the following: • Eli Whitney • Jo Anderson • Cyrus McCormick • Robert Fulton 3) Define the following: • Industrialization • Inventor • Entrepreneur • Resources • Profit • Cotton gin • Cultivate • Labor • Reaper • Productivity • Agricultural • Industrial	1) Class discussion of inventor, invention, and entrepreneur 2) Students will create a catalog advertising new inventions. 3) Students will make a before and after chart (example: removing the seeds from cotton before and after the cotton gin). 4) Students will become experts on the cotton gin, reaper, steamboat, or steam locomotive, then jigsaw with the class to share findings. 5) Students will invent a new machine or investigate how an existing machine has improved over time. 6) Students will research inventors/entrepreneurs. 7) Students will complete a card sort on the inventors/inventions where they describe the inventions, their inventors and their impact. 8) Students will complete a chart on the impact of the new technologies and Inventions	Encyclopedias Biographies of inventors Internet US History to 1865 Standards of Learning Enhanced Scope and Sequence Page 120 & 124 http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc Flashcards/Card Sort	4 days of instruction 1 day of review and assessment
				Assessments Teacher-made assessments, including paper and pencil, projects, and student activities.

SOL: USI 8C The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.

Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
	• Invention • Locomotive • Robert Fulton • Cyrus McCormick • Jo Anderson • Eli Whitney	8) Students will create a booklet or poster showing how the cotton gin, reaper, steamboat, and steam locomotive changed everyday life for Americans 9) Students will assume the role of an inventor and convince the class that their invention will improve life. 10) Students will design a commemorative stamp showing an invention/inventor. 11) Students will choose a new invention they would like to create and explain their role as an entrepreneur in developing the invention/product.		4 days of instruction 1 day of review and assessment
				Assessments Teacher-made assessments, including paper and pencil, projects, and student activities.

SOL: USI 8D The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by identifying the main ideas of the abolitionist and women’s suffrage movements.

Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
USI.1a-e,h USI.5c USI.9a,b,f	The student will be able to: 1) Explain the main ideas expressed by Abolitionists 2) Explain the main ideas of the Suffrage movement 3) Define and identify the following: • Suffrage • Moral • Abolitionist • Inhumane • Democracy • Emancipation • Harriet Tubman • William Lloyd Garrison • Frederick Douglass • Deprived • Isabella Sojourner Truth • Susan B. Anthony • Elizabeth Cady Stanton 4) Compare the Liberator and the North Star	1) Students will design picket signs or bumper stickers including ideas expressed in the abolitionist and suffrage movements. 2) Students will identify and interpret quotations from members of the abolitionist and suffrage movements. 3) Students will develop an abolitionist or suffrage speech or poster to share with the class. 4) Students will construct a Venn diagram to compare similarities and differences in the abolitionist and suffrage movements. 5) Students will complete a card sort for the Abolitionist Movement and Suffrage Movements leaders and ideologies. 6) Students will read and discuss the Abolitionist movement from <i>United States History: Beginnings</i> textbook. 7) Students will also read and discuss the following: • “Declaration of Sentiments and Resolutions” • Excerpts from “Uncle Tom’s Cabin by Harriet Beecher Stowe	Internet <i>United States History: Beginnings</i> (6th Grade Social studies textbook series) • “The Underground Railroad (pp. 446-447) • “Women at Work” (pp. 447-448) • “Abolitionist” (pp.448-449) William Lloyd Garrison http://www.pbs.org/wgbh/aia/part4/4p1561.html. Frederick Douglass http://www.pbs.org/wgbh/aia/part4/4p1539.html. Harriet Tubman http://www.pbs.org/wgbh/aia/part4/4p1535.html. Jean Fritz, <i>You Want Women to Vote, Lizzie Stanton?</i> www.amazon.com Quotations from abolitionists and suffragists (Internet) Flashcards/Card sorts	4 days of instruction 1 day of review and assessment
				Assessments
				Teacher-made assessments, including paper and pencil, projects, and student activities.

SOL: USI 8D The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by identifying the main ideas of the abolitionist and women’s suffrage movements.

Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
USI.1a-e,h USI.5c USI.9a,b,f	5) Explain the role of Harriet Tubman, William Lloyd Garrison, and Frederick Douglass in the Abolitionist Movement 6) Explain the role of Isabel Sojourner Truth, Elizabeth Cady Stanton, and Susan B. Anthony in the Suffrage Movement	8) Students will read and compare excerpts from the <i>Liberator</i> and the <i>North Star</i> . 9) Students will write a journal entry about traveling along the “Underground Railroad”. 10) Students will research the lives of Abolition Movement and Suffrage. 11) Students will complete a T-chart comparing abolitionists and suffragists. 12) Students will complete a Venn diagram comparing the beliefs of the abolitionists and suffragists. 13) Students will watch a video on the Underground Railroad.	US History to 1865 Standards of Learning Enhanced Scope and Sequence Page 134 & 134 http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc Excerpts from Uncle Tom’s Cabin found on http://pinzler.com/ushistory/uncletom_supp.html Excerpts from the <i>Liberator</i> found on http://www.theliberatorfiles.com/ Excerpts from <i>the North Star</i> http://docsouth.unc.edu/neh/douglass/support15.html Discovery Education Video “ <i>The Underground Railroad: Escape From Slavery</i> ” http://streaming.discoveryeducation.com/ Library Venn diagram	4 days of instruction 1 day of review and assessment
				Assessments Teacher-made assessments, including paper and pencil, projects, and student activities.

SOL: USI 9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

- a) describing the cultural, economic, and constitutional issues that divided the nation.**
- b) explaining how the issues of states' rights and slavery increased sectional tensions.**

Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
USI.1a-e,f-i USI.8a,b,d USI.9b,c	The student will be able to: 1) Describe how slavery contributed to cultural, economic, and constitutional differences in the North and the South 2) Summarize cultural differences between the North and the South 3) Summarize the economic issues that divided the North and the South 4) Explain the constitutional issues that divided the North and the South 5) Define/identify the following: Economic, Cultural, Constitutional, Slavery, Society, Urban, Agricultural, Social, issues, Political, issues, Tariffs, Foreign, competition, Manufacturing, States, rights, Strong central government, Civil War, United States	1) Students will complete a graphic organizer categorizing issues dividing the nation prior to the Civil War. 2) When giving descriptions of life in the North and the South, students will be able to distinguish between them. 3) Students will sort fact cards according to issues dividing the North and South and a sort for all of the differences between North and South. 4) Students will examine online pictures to compare a northern industrial site and a southern agricultural site. They note the differences in their notebooks and then illustrate examples of each site. 5) Students will complete a Venn diagram comparing a northern industrial town to a southern plantation. 6) Students create a puzzle or an illustrated mini-book with vocabulary words. 7) Students will create a booklet describing the issues that divided the nation	North or South Descriptions http://www.fredericksburg.com/CivilWar/Teaching/Education/Forms/Issues/issues_index Linda Ward Beech, <i>The Civil War: A Scholastic Curriculum Guide</i> ISBN 0-590-37916-X www.amazon.com Posters or photographs of northern and southern lifestyles. http://www.teacheroz.com/Civil_War_Causes.htm Kids Discover Magazine #S03062 <i>Civil War</i> www.discovermagazine.com/ Justin Segal, <i>Civil War Almanac</i> , ISBN 1-56565-586-9 www.amazon.com Flashcards/ Card sort Free Puzzle maker www.discoveryeducation.com/puzzlemaker/	4 days of instruction 1 day of review and assessment Assessments Teacher-made assessments, including paper and pencil, projects, and student activities.

SOL: USI 9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

a) describing the cultural, economic, and constitutional issues that divided the nation.

b) explaining how the issues of states' rights and slavery increased sectional tensions.

Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
	6) Explain how state's rights and slavery increased tension between the North and the South 7) Identify the following: Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, Fort Sumter 8) Describe how Abraham Lincoln's election and secession of southern states led to the outbreak of the Civil War 9) Discuss the different views of the North and South regarding slavery and the power of the Federal Government	8) Students write a descriptive paragraph about the cultural, economic, and constitutional issues that divided the North and South prior to the Civil War. 9) Students will analyze and discuss general feelings in the North and South following compromises, Lincoln's election, and secession. 10) Students create Venn diagrams showing northern opinions (left side), southern opinions (right side), and the compromise (middle). 11) Students will watch an educational video on the issues that divided the nation 12) Students write newspaper articles reporting events from opposing points of view (Northern or Southern perspectives). 13) Students complete maps showing the Missouri Compromise, the Compromise of 1850 and the Kansas-Nebraska Act.	Delia Ray, <i>A Nation Torn: The Story of How the Civil War Began</i> ISBN 0-590-21416-0 www.amazon.com Venn diagram Discovery Education Video "<i>American History: Civil War: A Nation Divided</i>". http://streaming.discoveryeducation.com/ Compromises Maps www.leeds.northampton-k12.us/blob/download/68222	4 days of instruction 1 day of review and assessment Assessments Teacher-made assessments, including paper and pencil, projects, and student activities.

SOL: USI 9C The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by identifying on a map the states that seceded from the Union and those that remained in the Union.

Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
USI.1b,f	The student will be able to: 1) Identify the Confederate states that seceded from the Union 2) Identify the states that remained in the Union 3) Identify the Confederate states or border states that remained in the Union 4) Explain the formation of West Virginia as a separate state	1) Students will label and color-code a map to indicate Union free states, border states, and states that seceded. 2) Students will sort state cards differentiating Union, border, and Confederate. 3) Students will compose a rhyme, rap, or song including the names of the states that seceded and/or those that were border states. 4) Students will create mnemonics that include state names (Union, border or Confederate). 5) When given the name of a state students will separate into Union, border, or Confederate. 6) Students will complete a foldable on the free states, border states and slave states	US History to 1865 Standards of Learning Enhanced Scope and Sequence. Page 143 http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc United States of America 1860 Map http://www.eduplace.com/ss/maps/pdf/us1860_nl.pdf Card Sort/ Flashcards Free or slave states foldable template http://www.nonags.org/members/dasaunders/activities/comcast/activities/unit6/civilwar/USI9c.pdf Confederate States Game http://www.purposegames.com/game/confederate-states-and-border-states-quiz	4 days of instruction 1 day of review and assessment
				Assessments Teacher-made assessments, including paper and pencil, projects, and student activities.

SOL: USI 9D The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war.

Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
USI.1a-e,h,i USI.8d USI.9e	The student will be able to: 1) Describe the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in the Civil War 2) Distinguish the viewpoints of Abraham Lincoln and Robert E. Lee on the nature of the Union. 3) Identify/define the following: • Gettysburg Address • Emancipation Proclamation • Confederate • Union • Confederate States of America • Army of Northern Virginia	1) Students will sort Confederate and Union fact cards. 2) Students will produce mini-booklets/picture biographies of Civil War leaders 3) Students will read and discuss the importance of the Gettysburg Address and the Emancipation Proclamation. 4) Students will write and perform monologues or speeches the various Civil War leaders might have made. 5) Students will interpret and translate quotations made by Civil War leaders. 6) Students will formulate a motto or slogan to represent each leader’s contribution. 7) Students will study photographs of Civil War leaders and infer leadership characteristics. 8) Students will predict what roles these leaders had after the war. Follow-up discussion verifies or nullifies the predictions.	Flashcards <i>The Gettysburg Address</i> by Abraham Lincoln, illustrated by Michael McCurdy, Scholastic Picture Book ISBN 0-590-93743-X www.amazon.com Russell Freedman, <i>Lincoln: A Photobiography</i>. www.amazon.com Internet <i>United States History: Beginnings</i> (6th Grade Social studies textbook series) • “The Emancipation Proclamation” (pp. 461-462) • “The Gettysburg Address” (pp. 467-468) Internet	12 days of instruction 2 days of review and assessment
				Assessments
				Teacher-made assessments, including paper and pencil, projects, and student activities.

SOL: USI 9D The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war.

Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
USI.1a-e,h,i USI.8d USI.9e		9) Students will write a résumé for each leader, listing their qualifications and accomplishments. 10) Students will complete a card sort for SOL USI.9d Civil War leaders. 11) Students will complete a Venn diagram comparing Robert E. Lee and Abraham Lincoln. 12) Students will create a PowerPoint containing descriptions, accomplishment and pictures of the Civil War leaders.	Civil War Leaders descriptions http://ushistory.pwnet.org/resources/I.9.d.php Flashcards/Card sort Microsoft Office, PowerPoint	12 days of instruction 2 days of review and assessment
				Assessments
				Teacher-made assessments, including paper and pencil, projects, and student activities.

SOL:

- 1. USI 7C-Students will describe the major accomplishments of the first five presidents**
- 2. USI.8 -The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by**
 - a. Describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;**
 - b. identifying the geographic and economic factors that influenced the westward movement of settlers;**
 - c. describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;**
 - d. identifying the main ideas of the abolitionist and women's suffrage movements**
- 3. USI.9- The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by:**
 - a. describing the cultural, economic, and constitutional issues that divided the nation;**
 - b. explaining how the issues of states' rights and slavery increased sectional tensions;**
 - c. identifying on a map the states that seceded from the Union and those that remained in the Union;**
 - d. describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;**

Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
USI.1a-f USI 2b,c	Students will be able to : 1)Describe the major accomplishments of the major five presents 2) Describe the new territories that was acquired by the United States 3) Describe the reasons for Westward in the United States 4)Describe inventions, their inventors and their purposes 5) Describe the impact of the Underground Railroad 6) Identify and describe the Compromises that attempted to resolve differences between the North and South 7) Identify the States that stayed in the Union, the states that seceded and the border states 8) Describe the major Civil War leaders	1) Students will view and listen to a summary of the accomplishments of the first five presidents, they will then write two sentences about each president. 2)Students will label a map of the United States containing the new territories 3)Students will watch a short video on westward expansion and they will discuss it afterwards 3) Students will create a booklet containing the reasons for Westward expansion 4)Students will complete a short research project on the inventions that made Westward movement easier 5) Students will watch a short video on the Underground Railroad 6)Students will complete an worksheet describing the Missouri compromise, the compromise of 1850 and Kansas-Nebraska Act 7)Students will color a 1861 map of the United States where they identify the States that stayed in the Union, the states that seceded and the border states	The first five presidents http://voicethread.com/#q.b426292.i0.k0 Territorial Map of the United States http://www.nonags.org/members/dasaunders/activities/comcast/activities/unit5/westward/ManifestWorksheet.jpg How the USA grew: From 13 Colonies to 50 States http://teachers.henrico.k12.va.us/fairfield/saunders_d/Movie/manifestdestiny.asf Research Assignment “New Technologies” worksheet http://www.nonags.org/members/dasaunders/activities/comcast/activities/unit5/westward/New_technologies.pdf Dear America “A picture of Freedom” video http://teachers.henrico.k12.va.us/fairfield/saunders_d/Movie/UndergroundRailroad.asf Compromise juggler http://www.nonags.org/members/dasaunders/activities/comcast/activities/unit6/civilwar/compjugg.jpg	4 days of review and 1 day for end of 9 weeks assessment
				Assessments
				Students will take end of 9 weeks District wide assessment or benchmark test

Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
USI.1a-f USI 2b,c		8) Students will read short descriptions on the Civil War leaders and they will answer review questions based on their reading	1861 Map of the United States http://www.nonags.org/members/dasaunders/activities/comcast/activities/unit6/civilwar/northsouthmap.jpg Civil War leaders Self Discovery http://www.nonags.org/members/dasaunders/activities/comcast/activities/unit6/civilwar/selfdiscovery.doc http://teachers.henrico.k12.va.us/fairfield/saunders_d/placards/unit6/CivilWarleaders.doc	4 days of review and 1 day for end of 9 weeks assessment
				Assessments Students will take end of 9 weeks District wide assessment or benchmark test

Fourth Nine Weeks

6th grade U. S. History I

Lynchburg City Schools

SOL: US 1.9 e The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by e) using maps to explain critical developments in the war, including major battles.

Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line	Essential Vocabulary
US 1.1 US 1.9	The student will be able to: understand how location and topography were critical elements influencing important developments. Identify the locations of the major battles and events of the Civil War. Major battles and events ▪ The firing on Fort Sumter, SC., began the Civil War ▪ The first Battle of Manassas (Bull Run) was the first major battle. ▪ The signing of the Emancipation Proclamation made “freeing the slaves” the new focus of the war. Many African Americans joined the Union Army	1. Students will define the essential vocabulary words. 2. Students will use a map to locate the major battles. 3. Using directive reading students will find and create a chart labeling each major battle; listing who won and significance. 4. PowerPoint notes with worksheets will be provided. 5. Using primary sources students will interpret what the Emancipation Proclamations means and how it changes the war. 6. Students will compare the Union and Confederate strategies to win the war.	<u>History and Social Science Standards of Learning Enhanced Scope and Sequence</u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc Civil war people and activities http://www.quia.com/jg/2441952.html http://www.quia.com/cb/809665.html http://www.quia.com/jg/2441950.html Historical documents http://www.ourdocuments.gov/doc.php?doc=34&page=transcript	7 to 10 days battles	Blockade Capital Critical Port Topography Turning point
				Assessments	
				Pretest- K in the KWL chart- Teacher-made assessment	

SOL: US 1.9 e The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by e) using maps to explain critical developments in the war, including major battles.

Continues

Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
	.Major Battles and events cont. - The Battle of Vicksburg divided the South; the North controlled the Mississippi River - The Battle of Gettysburg was the turning point of the war; the North repelled Lee's invasion. - Lee's surrender to Grant at Appomattox Court House in 1865 ended the war. Influence of location and topography. - The Union blockade of southern ports (e.g., Savannah, Charleston, New Orleans) - Control of the Mississippi River (e.g. Vicksburg) - Battle locations influenced by the struggle to capture capital cities (e.g., Richmond, Washington, D.C.) Control of the high ground (e.g., Gettysburg)	- Students can use interactive note pages on the major battles. - Virtual field trips and/or designated field trips. - Use discovery learning to find video segments for Civil War battles. - Create a topography map. - Create Civil Bingo game with key people and battles - KWL chart – K could serves as pretest - Website games and activities(listed in resources)	<u>History and Social Science Standards of Learning Enhanced Scope and Sequence</u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc Civil war people and activities http://gws.ala.org/tags/american-history http://www.scholastic.com/teachdearamerica/civil.htm United Streaming http://streaming.discoveryeducation.com/	Continues from above Assessments Teacher-made assessment

SOL: US 1.9f The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
f) describing the effects of the war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and
enslaved African Americans.

Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line	Essential Vocabulary
US1.1 C US1.1 d	The students will be able to describe the hardships faced during the Civil War. General Effects of the war - Family members were often pitted against one another, as were friends against friends. - As the war went on, Southerner troops became increasingly younger and more poorly equipped and clothed. - Much of the South was devastated at the end of the war (e.g., burning of Atlanta and Richmond). - Disease was a major killer. - Clara Barton, a Civil War Nurse, created the American Red Cross. - Combat was brutal and often man –to-man. - Women were left to run businesses in the North and farms and plantations in the South. - The Collapse of the Confederacy made Confederate money worthless.	14. Read <u>Shades of Gray</u> 15. Use diaries and other primary sources to emphasize life on and off the battlefields. 16. Use pictorials to use show differences in Union and Confederate soldiers I.E., uniforms, equipment, and devastation. 17. Read about Clara Barton. 18. Create a Venn diagram showing similarities and differences between the women living in the North and South.	<u>History and Social Science Standards of Learning Enhanced Scope and Sequence</u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc	5 to 7 days effects of Civil War	Brutal Collapse Devastate Discriminate Enlist Exposure Harsh Home front Segregated
				Assessments Teacher-made assessment	

SOL: US 1.9f The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
f) describing the effects of the war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
	Effects of the war on African Americans - African Americans fought in both the Confederate and Union armies. - The Confederate often used enslaved African Americans as naval crew members and soldiers. - The Union moved to enlist African American sailors early in the war. - African American soldiers were paid less than white soldiers. - African Americans soldiers were discriminated against and served in segregated units under the command of white officers. - Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He became a Congressman after the war.	19. Use excerpts from <i>Glory</i> . 20. Research and compare the differences in equipment and salaries for African American soldiers versus other ethnicities. 21. Create a collage	<i>History and Social Science Standards of Learning Enhanced Scope and Sequence</i> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc	Continues from above
				Assessments
				Teacher-made assessment

Reviewing and Reteaching

SOL Preparation and Review- Using data analysis from previous nine weeks will be vital to determine the weaknesses that students will either need reinforcement or reteaching strategies. Recommendation: focus on the Virginia Department of Education blueprint.

Related SOL	Essential Review Categories	Suggested Activities	Resources	Time Line
	Pre-Columbian Times to the 1770's Revolution and the New Nation Expansion, Reform and the Civil War Geography Civics and Economics	1. Dump Sheet- students will practice every week leading up to their SOL demonstrating what they remember. This should be used as a daily warm-up. Start simple with only a minute and what they remember than become more elaborate have them create categories of knowledge extending time. 2. Each category should take a week to review. • Create a pictorial Power Point of images used throughout the year for that category and have them write down the person or event seen. • Create a foldable- review branches of government or American Revolution and Civil War. • Review games- such as jeopardy, SOLopoly, & towers (see resources)	<u><i>History and Social Science Standards of Learning Enhanced Scope and Sequence</i></u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc <u><i>History and Social Science Standards of Learning Blueprint</i></u> http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_ushistory_to1865.pdf Camping out with the SOL's- copied to flash drive and in sandbox(includes all types of review activities)	5 to 6 weeks
				Assessments

Activities after SOL Testing

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Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
		1. Watch <i>America The Story of Us</i> from History Channel 2. Day trips to Point of Honor, Legacy Museum, Sandusky House and/or Lynchburg Museum . 3. Do hand-on activities from Lynchburg Museum 4. Create a history project. 5. History Mysteries- investigate unsolved mysterious. 6. Watch other historically sound movies. Ex. <i>National Treasure</i>.	<u>History and Social Science Standards of Learning Enhanced Scope and Sequence</u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc video- must of our libraries have this video or a fellow colleague. Contact Rachel Deddens for tours or school kits for Point of Honor or Lynchburg Museum. Rachel.deddens@lynchburgva.gov	Assessments

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Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
			<u>History and Social Science Standards of Learning Enhanced Scope and Sequence</u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc	
				Assessments

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Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
			<u>History and Social Science Standards of Learning Enhanced Scope and Sequence</u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc	
				Assessments

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Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
			<u>History and Social Science Standards of Learning Enhanced Scope and Sequence</u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc	
				Assessments

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Related SOL	Essential Knowledge/ Objectives	Suggested Activities	Resources	Time Line
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				Assessments

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Related SOL	Objectives	Suggested Activities	Resources	Time Line
			<u>History and Social Science Standards of Learning Enhanced Scope and Sequence</u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc	
				Assessments

Related SOL	Objectives	Suggested Activities	Resources	Time Line
			<u>History and Social Science Standards of Learning Enhanced Scope and Sequence</u> http://www.doe.virginia.gov/testing/sol/scope_sequence/history_socialscience_scope_sequence/2008/scopeseq_histsoc_ushist_to1865.doc	
				Assessments