



American HISTORY I

America's Early Years

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Glossary of History Terms - Contains 329 defined terms used in the History I – America's Early Years Course.	

Introduction

The **American History I – America's Early Years Course** teaches about U.S. geography, native populations in the Americas and historical events from the discovery of America in the late 1400's to the end of the American Revolution in 1783.

The **American History I – America's Early Years** learning objectives align with national social studies curriculum standards for grades 4, 5, and 6. The Course's lessons and activity sheets also support national English Language arts curriculum standards for reading, composition, and vocabulary development.

The **American History I – America's Early Years Course** has 27 lessons organized in 5 Units with 15 lesson assessments. There are 863 audio-supported instruction screens, 183 printable activity sheet pages, 329 defined vocabulary words, and a set of 405 Quiz questions. Course lessons and assessments are enabled for all commonly used computer devices, including computer tablets and smartphones. Completion is estimated at 9 to 11 hours.

Unit 1: Getting to Know the United States

Unit 1 - Lesson 1: The United States - Its Oceans, Rivers, and Lakes

Common Core Standards

Key Ideas and Details

RH 6-8.2 Determine central ideas

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words

Integration of Knowledge and Ideas

RH 6-8.7 Integrate visual information with digital texts

Writing

HST 6-8.2 Write informative/explanatory texts

National Geography Standards

Standard 1. How to use maps and other geographic representations.

Standard 14. How human actions modify the physical environment.

Learning Objectives

Learn the location of the United States on a world map.

Learn the meaning of oceans and continents.

Learn how bodies of water have helped the growth of the United States.

Defined Vocabulary Words

continent, equator, Eastern Hemisphere, globe, great lakes, hemispheres, irrigation, lock, mouth, lines of latitude, lines of longitude, Northern Hemisphere, port, prime meridian, Southern Hemisphere, St. Lawrence Seaway, tributary, waterway, Western Hemisphere

Lesson Activity

Reading Directions on a Map - Drag the direction from the blue box to the gray box below the state it describes.

Activity Sheet Contents

Building Social Studies Writing Skills - Write a paragraph that explains the location of the United States. Use what you learned about oceans, continents, and hemispheres in your paragraph.

Writing with Vocabulary - Choose five or more vocabulary words and use them to write a paragraph about the geography of the United States.

Research Skills - Choose one river, city, or lake that you read about in the lesson. Use two or more Internet sources to learn more about the place. Write a description of the place you decided to learn more about.

Building Social Studies Skills: Reading Directions on a Map - Study the map of the United States and answer the questions.

Using Map Directions Activity - Use the compass rose and the map to answer the questions. Choose your answers from the places below.

Study the Map - Study the map and circle the correct answer to the questions below.

Lesson Components

Total Learning Objects – 55

Instruction Pages - 33

Activity Sheet Pages - 7

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions – 90 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 1 - Lesson 2: Landforms and Climates of the United States**Common Core Standards****Key Ideas and Details**

RH 6-8.2 Determine central ideas

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words

Integration of Knowledge and Ideas

RH 6-8.7 Integrate visual information with other information in digital texts

Writing

HST 6-8.2 Write informative/explanatory texts

National Geography Standards

Standard 1. How to use maps and other geographic representations to understand and communicate information

Standard 4. The physical and human characteristics of places
Standard 15. How physical systems affect human systems

Learning Objectives

Learn about the different kinds of landforms in the United States.
Learn about the variety of climates in the United States.
Learn to use a map key and interpret an elevation map.

Defined Vocabulary Words

Appalachian Mountains, Central Lowlands, climate, coastal plains, continental divide, elevation, elevation map, Great Divide, Great Plains, harbor, key, landform, lowlands, population density, port, precipitation, Rocky Mountains, sea level

Lesson Activity

Reading an Elevation Map - Use the map and the map key to answer the True or False questions below.

Activity Sheet Contents

Building Social Studies Writing Skills - Write a paragraph using information from the map to prove that California's elevation is higher.

Writing with Vocabulary - Give an example to complete each sentence. Use examples from the vocabulary in the lesson.

Research Skills - Read an Internet article or library book about one of the cities in Lesson 2. Write a paragraph that explains how the city's location and landforms helped it grow.

Expand Your Knowledge: Connect Science and Social Studies - Do research to learn about the plants and animals that live above the tree line in the Rocky Mountains. Work with a partner to give a report.

Building Social Studies Skills: Reading an Elevation Map - Study the elevation of both states on the elevation map. Read the map key. Compare the elevations of both states. Then, choose a word from the box to answer each question.

Lesson Components

Total Learning Objects – 51

Instruction Pages - 31

Activity Sheet Pages - 5

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions – 90 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 1 - Lesson 3: A Nation with Fifty States

Common Core Standards

Key Ideas and Details

RH 6-8.2 Determine central ideas

Craft and Structures

RH 6-8.4 Determine the meaning of domain specific words

Integration of Knowledge and Ideas

RH 6-8.9 Analyze the relationship between a primary and secondary source for the same topic

Writing

WHST 6-8.2 Write informative/explanatory texts

National Geography Standards

Standard 12 the processes, patterns, and functions of human settlement

Learning Objectives

Learn about major differences in the fifty states.

Learn about similarities and values that Americans in different states share.

Learn how natural resources have helped the United States.

Defined Vocabulary Words

agriculture, Arctic Circle, Bering Strait, chart, contiguous, democracy, election, federal, governor, immigrant, justice, liberty, midnight sun, monarch, natural resource, petroleum, Pledge of Allegiance, president, primary source, strait

Lesson Activity

Reading a Chart - Study the chart and use the information to answer the questions.

Reading a Primary Source - Choose all of the sentences that tell what the Pledge of Allegiance means.

Activity Sheet Contents

Study the chart. Use information in the chart to answer each question.

Vocabulary Skills

- A. Use index cards to make flash cards for all vocabulary words. Write the name of the word on one side and a definition and original sentence on the other side. Work with a partner to test your knowledge of the words.
- B. Use the words in the box to complete the paragraph.
- C. Use the words in the box to complete the paragraph.

Research Skills - Use the Internet and read one library book to learn about the natural resources, agriculture, and landforms in your state. Write a short report about what you learned.

Expand Your Knowledge: Connect Science and Social Studies - William H. Seward and Queen Liliuokalani. Choose one of these two people and do research about them. Work with a partner to prepare an oral presentation.

Lesson Components

Total Learning Objects – 60

Instruction Pages - 38

Activity Sheet Pages - 7

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions – 90 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 1 - Lesson 4: Regions of the United States

Common Core Standards

Key Ideas and Details

RH 6-8.1 Determine central ideas

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words

RH 6-8.5 Describe how a text presents information

Integration of Knowledge and Ideas

RH 6-8.7 Integrate visual information

RH 6-8.9 Analyze the relationship between a primary and secondary source on the same topic

Writing

WHST 6-8.2 Write informative/explanatory texts

National Geography Standards

Standard 1. How to use maps and other geographic representations

Standard 5. That people create regions to interpret Earth's complexity

Standard 16. The changes that occur in the meaning, use distribution, and importance of resources

Learning Objectives

Learn the term region and understand that there are many kinds of regions.

Learn the main features of the five regions of the United States.

Practice chart reading skills by reading a chart about each region of the United States.

Defined Vocabulary Words

canyon, capital, cash crop, elevation, livestock, natural wonder, region, tornado, uranium

Lesson Activity

Reading a Regional Map of the United States - Study the map and answer the questions below

Activity Sheet Contents

Reading a Primary Source - Read "This Land is Your Land." As you read, think about the different regions and states of the United States that are described in the song. Write a sentence to answer each question.

Research Skills - Increase What You Know -The Redwood Forest in California is filled with redwood trees. Use a library book or find an Internet article about the Redwood trees. Find out how redwoods are different from all other trees. Write a short report that explains why redwoods are unusual trees

Vocabulary Skills - Choose five vocabulary words from the lesson. Think of an example for each word that you chose. Write a sentence that gives an example for each word.

Writing Skills - Reread the sections about the Southeast and Midwest regions. Write a paragraph that explains how the regions differ from each other.

Expand Your Knowledge: Connect Science and Social Studies - The Empire State Building and the Statue of Liberty are two famous places in New York City. Read an Internet article about one of these places. Learn how and why the place was built and then write a short report about the importance of one of the places.

Lesson Components

Total Learning Objects – 25

Instruction Pages - 11

Activity Sheet Pages - 4

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions – 90 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 1 - Lesson 5: Canada: Northern Neighbor of the United States

Common Core Standards

Key Ideas and Details

RH 6-8.2 Determine central ideas

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words

RH 6-8.5 Describe how a text presents information: sequentially, comparatively

Integration of Knowledge and Ideas

RH 6-8.7 Integrate visual information

Writing

WHST 6-8.2 Write informative/explanatory texts including the narration of historical events

National Geography Standards

Standard 1. How to use maps to communicate information

Standard 4. The physical and human characteristics of places

Standard 5. That people create regions to interpret Earth's complexity

National History Standards

Era 2. Colonization and Settlement (1585 – 1763)

Standard 1. Why the Americas attracted Europeans

Standard 2. How political, religious, and social institutions emerged in the English colonies

Learning Objectives

Learn how Canada's geography, location, resources, and climate have influenced its development.

Compare similarities and differences between Canada and the United States.

Summarize Canada's history and the influence of English and French cultures.

Defined Vocabulary Words

Arctic Circle, developed countries, explorer, First Nations, import, independent, monarch, multicultural, Parliament, Premier, Prime Minister, province, territory

Lesson Activity

Comparing and Contrasting - Compare and contrast the United States and Canada by dragging each word into the box of the nation that it describes.

Activity Sheet Contents

Reading a Biography - Biography Reading Skills: Samuel de Champlain 1570-1635.

Building Sequencing Skills - Write the number 1-5 to show the order of events in Samuel de Champlain's life.

Building Skills in Comparing and Contrasting - Use the information in your Venn diagram to write a three paragraph report about the United States and Canada. Tell how the two nations are different in a paragraph about Canada and a separate paragraph about the United States. Then, write a third paragraph that tells how the nations are similar. Start each paragraph with a topic sentence.

Vocabulary Skills - Finish each sentence with a vocabulary word from the lesson.

Writing Skills - In this lesson, you read about the life of French explorer Samuel de Champlain. Reread the biography and write a one paragraph summary that tells about four important events in Champlain's life. Write about the events in the correct order.

Expand Your Knowledge - Choose one Canadian province and read a book or an Internet article to learn more about that province. Make a chart that lists seven important facts about the province.

Lesson Components

Total Learning Objects – 48

Instruction Pages - 27

Activity Sheet Pages - 6

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions – 90 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 1 - Lesson 6: Southern Neighbors of the United States

Common Core Standards

Key Ideas and Details

RH 6-8.2 Determine central ideas

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words

RH 6-8.5 Describe how a text presents information: sequentially, comparatively

Integration of Knowledge and Ideas

RH 6-8.7 Integrate visual information

Writing

WHST 6-8.2 Write informative/explanatory texts including the narration of historical events

National Geography Standards

Standard 1. How to use maps to communicate information

Standard 4. The physical and human characteristics of places

Standard 5. That people create regions to interpret Earth's complexity

Learning Objectives

Learn that all nations to the south of the United States are part of Latin America.

Learn about Mexico's history, population, and landforms.

Learn why Mexico is a developing nation.

Defined Vocabulary Words

air pollution, developing country, economy, export, industrial nation, Latin, Latin America, mestizo, ruins, rural, tropical rainforest

Lesson Activity**Using a Distance Scale** - Drag a number to fill in the blank with the correct answer.**Activity Sheet Contents****Vocabulary Skills** - Choose seven or more vocabulary words from the lesson to write a paragraph about the land, people, and economy of Mexico.

Use the words in the box below to complete paragraph

Writing Skills - History Makers: Father Miguel Hidalgo 1753-1811

- A. Write a one paragraph summary in your American history notebook about Father Miguel Hidalgo. Tell what he did on September 16, 1810, and how he tried to win Mexican independence. Tell why he is a Mexican hero.
- B. Read a library book or an Internet article about Mexico and write a report about how Mexicans celebrate holidays throughout the year.

Expand Your Knowledge - Latin America is the home of the Amazon rainforest. This is the largest rainforest in the world. Learn about the many plants and animals of the Amazon rainforest. Write a summary that tells why the rainforest is important for people in all parts of the world.**Lesson Components**

Total Learning Objects – 54

Instruction Pages - 32

Activity Sheet Pages - 7

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions – 90 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 2: Native People of the Americas Before 1492**Unit 2 - Lesson 1: The Earliest People in America****Common Core Standards:****Key Ideas and Details**

RH 6-8.2 Determine central ideas

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words

Integration of Knowledge and Ideas

RH 6-8.7 Integrate visual information

Writing

WHST 6-8.2 Write informative/explanatory texts

National Geography Standards

Standard 7. The physical processes that shape Earth's surface.

Standard 9. The characteristics, distribution and complexity of Earth's cultural mosaic.

Standard 12. The processes, patterns, and functions of human settlement.

National Social Studies Standards

Era 1. Three Worlds Meet

Standard 1. Comparative characteristics of societies in the Americas.

Learning Objectives

Learn how archaeologists and anthropologists help us learn about the earliest Americans.

Learn how ancient people came to America by crossing the Bering Land Bridge.

Learn how Native Americans adapted to different locations and resources.

Defined Vocabulary Words

adapt, agriculture, anthropologist, archaeologist, artifact, civilization, culture, excavation, glacier, hunters and gatherers, Ice Age, maize, native, Native American, nomad, shelter, tepee

Lesson Activity**Understanding Geography Themes: Movement**

Check the box beside each statement to tell whether it is True or False.

Drag the sentences into the correct boxes to identify the main idea and supporting facts.

Activity Sheet Contents**Building Social Studies: Identifying the Main Ideas and Supporting Facts** - Read each group of sentences. Write an M next to the main idea sentence. Write an S next to each supporting fact sentence.**Writing with Vocabulary** - Write a sentence to answer each question.**Writing Activity** - Write a report to explain how life was different for Native Americans who practiced agriculture from those who were hunters and gatherers. Use an introductory

sentence to begin your report. Explain which method of obtaining food you think was better for people. End your report with a concluding sentence.

Expand Your Knowledge - Use a library book and an Internet source to learn how the Inuit adapted to their environment. Explain what they did to have food, shelter, clothing, and play games. Write a written report with two or more paragraphs.

Lesson Components

Total Learning Objects – 57

Instruction Pages - 36

Activity Sheet Pages - 6

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 90 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 2 - Lesson 2: North American Natives Near the Pacific Ocean

Common Core Standards:

Key Ideas and Details

RH 6-8.4 Determine central ideas

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words

Integration of Knowledge and Ideas

RH 6-8.7 Integrate visual information (graphs) with other information in print and digital texts

Writing

RH6-8.2 Use precise language and domain specific vocabulary to explain the topic.

RH6-8.7 Conduct short research projects to answer a question drawing on several sources.

Social Studies Standards

National Geography Standards

Standard 10. The characteristics, distribution, and complexity of Earth's cultural mosaic.

United States History Content Standards

Era 1. Three Worlds Meet

Standard 1. Comparative characteristics of societies in the Americas.

Learning Objectives

Learn why the Northwest and the region near the Pacific Ocean were good places to live.

Learn how Natives of the Northwest and California used the natural resources from the ocean, rivers, and forests for food, shelter, and clothing.

Learn the significance of totem poles and potlatches in the Northwest.

Defined Vocabulary Words

acorn, ancestor, potlatch, social status, surplus, tomol, totem pole, wot

Lesson Activity

Interpreting a Bar Graph - Study the graph. Then drag True or False to the blank to tell whether the statement is True or False.

Activity Sheet Contents**Building Social Studies: Practice Reading a Bar Graph**

- A. Study the graph and fill in the blank with the correct answer.
- B. Use the information in the graphic to answer the questions.

Vocabulary Activity - Choose six or more vocabulary words from the lesson. Use the words to write a paragraph about how Natives lived near the Pacific Ocean.

Writing Activity - Write a summary that explains four or more ways the Yuroks and Tlingits used forest resources to survive.

Expand Your Knowledge - The Chinook and Makah were two other tribes of the Pacific Northwest. Use a library book and an Internet resource to do research about one of the tribes. Work with a partner to create a presentation about the tribe. Include information about the tribe's food, clothing, shelter, and customs.

Lesson Components

Total Learning Objects – 48

Instruction Pages – 27

Activity Sheet Pages - 6

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 90 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 2 - Lesson 3: Native Americans of the Southwest**Common Core Standards****Key Ideas and Details**

RH 6-8.2 Determine central ideas

CCSS-ELA Literacy – CCRA R.1 – Determine what the text says explicitly to make logical inferences from it.

Craft and Structure

RH 6-8.4 Determine the meaning of academic and domain specific words.

Integration of Knowledge and Ideas

RH 6-8.7 Integrate visual information.

Writing

WHST 6-8.7 Write informative, explanatory texts.

Social Studies Standards**National Geography Standards**

Standard 4. The physical and human characteristics of places.

Standard 12. The processes, patterns, and functions of human settlement.

National Social Studies Standards

Era 1. Three Worlds Meet

Standard 1. Comparative characteristics of societies in the Americas.

Learning Objectives

Understand the challenges of living in the “Four Corners” desert environment of the Southwest.

Learn how the Anasazi created desert agriculture and strong homes in the Four Corners.

Learn about the Hopi culture and how the Navajos became an important tribe.

Defined Vocabulary Words

adobe, canyon, clan, cliff, descendant, hogan, kachina, kiva, mesa, pithouse, sandstone, turquoise

Lesson Activity

Making Inferences - Read each pair of sentences. Then drag the correct inference into the box below each pair of sentences.

Activity Sheet Contents**Building Social Studies Skills: Making Inferences**

- A. Read each set of facts and circle inference from the box beside them.
- B. Reread the text of Lesson 3 to review how people lived in the desert long ago. Write three inferences that you can make about desert life for early Americans.

Vocabulary Activity

- A. Answer each question with a word from the box.
- B. Finish each sentence with a word from the box.
- C. Use index cards to make flash cards for all vocabulary words. Write the name of the word on one side and a definition sentence on the other side. Work with a partner to test your knowledge of the words.

Writing Activity - In this lesson you read about the Anasazi and Hopi tribes. Use a library book to learn more about how they lived in the desert of the Southwest. Write a report that explains how they met their needs for food, clothing, and shelter.

Expand Your Knowledge - Use a library book and an Internet source to learn about one of the following Southwestern tribes: Navajo, Apache, Hopi, Zuni, or Pima. Work with a partner to prepare a presentation that includes the way the tribe met its needs for food, shelter, clothing, and arts and crafts.

Lesson Components

Total Learning Objects – 54

Instruction Pages - 31

Activity Sheet Pages - 8

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 90 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 2 - Lesson 4: Native Americans of the Great Plains**Common Core Standards****Key Ideas and Details**

RH 6-8.2 Determine central ideas

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words

CCSS RI. 5.5 Compare and contrast the overall structure, i.e. cause and effect

Writing

WHST 6-8.2 Write informative explanatory texts

Social Studies Standards**National Geography Standards**

Standard 16. The changes that occur in the meaning, use, distribution, and importance of resources.

National History Standards

Era 1. Three Worlds Meet

Standard 1. Comparative characteristics of societies in the Americas.

Learning Objectives

Learn about the two ways of life on the Great Plains: the sedentary village dwellers and the nomadic buffalo hunters.

Learn about the challenges people faced because of the land and climate on the Great Plains.

Learn about the culture and beliefs of people on the Great Plains.

Defined Vocabulary Words

bison, bullboat, earth lodge, hide, jerky, mobile, moccasin, nomadic, pemmican, sign language, sinew, stampede, tanning, tepee, trample, travois

Lesson Activity

Understanding Cause and Effect - Drag each effect from below to match the correct cause on the left.

Activity Sheet Contents

Building Social Studies Skills: Cause and Effect - Write the letter of an effect in the box next to the correct cause on the chart.

Writing About Cause and Effect - Write a paragraph that tells three or more effects of using the body of a dead buffalo.

Vocabulary Activity - Use index cards to make flash cards for all new vocabulary words. Write the name of the word on one side and a definition and original sentence on the other side. Work with a partner to test your knowledge of the words.

Writing Activity - Use the Internet and a library book to expand your knowledge of the Great Plains. Write a paragraph that explains how some people lived in permanent villages on the Great Plains. Include the clothing, food, tools, and homes of that time.

Expand Your Knowledge - Choose one tribe (Arapaho, Comanche, Sioux, Mandan, Hidatsa, or Pawnee) and read two Internet sources. Write a report telling how the tribe used resources.

Lesson Components

Total Learning Objects – 50

Instruction Pages - 29

Activity Sheet Pages - 6

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 90 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 2 - Lesson 5: Native Americans East of the Mississippi River

Common Core Standards

Key Ideas and Details

RH 6-8.2 Determine central ideas

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words.

Integration of Knowledge and Ideas

RH 6-8.7 Integrate visual information with other information.

Writing

WHST 6-8.7 Write informative, explanatory texts

Social Studies Standards

National Geography Standards

Standard 4. The physical and human characteristics of places.

Standard 12. The processes, patterns, and functions of human settlement.

National Social Studies Standards

Era 1. Three Worlds Meet

Standard 1. Comparative, characteristics of societies in the Americas.

Learning Objectives

Explore how and why people built mounds at different times and in different places.

Explore how the Iroquois lived in the northeast.

Learn how the Cherokee developed their culture in the southeast.

Defined Vocabulary Words

clan, chief, confederacy, fertile, longhouse, mound, mound builders, sachem, slash and burn agriculture, toboggan, wampum

Lesson Activity

Read the chart and drag True or False to the blank to tell whether the statement is True or False.

Activity Sheet Contents

Building Social Studies Skills: Reading a Chart - Use information on the chart to answer each question.

Vocabulary Activity - Write a sentence to answer each question.

Writing Activity - Imagine you are going to live in a longhouse in an Iroquois village. Write a paragraph that tells what supplies you would need. Tell how you would get food, clothes, and shoes. What games would you play?

Expand Your Knowledge - Many tribes lived in the Eastern Woodlands. Choose one of the tribes below. Use a library book and an Internet source to learn about the tribe. Then work with a partner to create a report. Include how the tribe obtained food, clothing, and shelter. Describe ceremonies and games that were important.

Lesson Components

Total Learning Objects – 50

Instruction Pages - 28

Activity Sheet Pages - 7

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 90 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 2 - Lesson 6: The Olmecs, Mayas, and Aztecs**Common Core Standards****Key Ideas and Details**

RH 6-8.2 Determine central ideas

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words

Writing

WHST 6-8.2 Write informative, explanatory texts

Social Studies Standards**National Geography Standards**

Standard 12. The processes, patterns, and functions of human settlement.

Standard 14. How human actions modify the physical environment.

National Social Studies Standards

Era 1. Three Worlds Meet

Standard 1. Comparative characteristics of societies in the Americas.

Learning Objectives

Learn how the Olmecs built an early civilization near the Gulf of Mexico.

Explore the Maya civilization and the Maya way of life.

Learn how the Aztecs built a huge empire and a large capital city.

Defined Vocabulary Words

architecture, astronomy, cacao, causeway, class, empire, emperor, hieroglyphics, pyramid, sacrifice, sculpture, settlement, tropical rainforest

Lesson Activity

Classifying Information - Drag each fact into the box it belongs

Activity Sheet Contents

Building Social Studies Skills: Classifying Information - Read the facts below. Decide if they belong under the headings of Olmecs, Mayas, or Aztecs.

Vocabulary Activity

- A. Write a sentence to answer each question.
- B. Choose seven vocabulary words. Write a sentence that gives an example of each word that you choose.

Writing Activity - Write a paragraph that explains three or four differences between Mayan and Aztec civilizations.

Expand Your Knowledge - The Mayans and the Aztecs built advanced civilizations in America. Choose one civilization and use a library book and one Internet source to learn how that civilization developed and came to an end. Write a report with two or more paragraphs.

Lesson Components

Total Learning Objects – 48

Instruction Pages - 27

Activity Sheet Pages - 6

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 90 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 3: Exploration of America**Unit 3 - Lesson 1: Europeans become Explorers****Common Core Standards****Key Ideas and Details**

RH 6-8.2 Determine central ideas

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words.

Integration of Knowledge and Ideas

RH 6-8.7 Integrate visual information with other information (maps, time lines) with other information in print and digital texts.

Writing

Write informative/explanatory texts

WHST. 6-8.2B Develop topic about exploration with relevant facts, information, examples, etc.
WHST. 6-8.2D Use precise language and domain specific words.
WHST. 6-8.7 Conduct a short research project.

Speaking

SL. 6.1C Pose and respond to specific questions by making comments that contribute to the topic.

Social Studies Standards

Era 1. Three Worlds Meet
Standard 2. Early European exploration

Learning Objectives

Learn why Europeans wanted to increase their trade with Asia after 1400.
Learn how changes in technology and the rise of powerful monarchs created conditions that promoted exploration.
Learn how specific individuals promoted the growth of European exploration.
Promote an end of lesson discussion that compares knowledge of the world and technology of the modern world with the world in the 1400's.

Defined Vocabulary Words

astrolabe, compass, enslaved, expedition, navigation, Ottoman Empire, Silk Road, Spice Islands, technology

Lesson Activity

Reading a Timeline - Study the timeline. Then click True or False to tell whether the statement is True or False.

Activity Sheet Contents

Building Social Studies Skills: Reading a Timeline - Write a sentence to answer each question.

History Maker: Vasco da Gama - Write true or false on the line beside the question to tell if the statement is true or false?

Vocabulary Activity - Write a sentence to answer each question. Re-reading the lesson may help you answer the questions.

Writing Activity - Write a one paragraph summary about the work of one of the explorers in Lesson 1.

Expand Your Knowledge - Choose one of the explorers from Lesson 1. Use a library book and an Internet resource to do research about the explorer. Write a report about the explorer and explain why his work was important.

Lesson Components

Total Learning Objects – 48

Instruction Pages - 27

Activity Sheet Pages - 6

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 60 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 3 - Lesson 2: Christopher Columbus and Other Early Explorers of America

Common Core Standards

Key Ideas and Details

RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH 6-8.2 Determine central idea

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words.

Integration of Knowledge and Ideas

RH 6-8.7 Integrate visual information (maps) with other information in print and digital texts.

Writing

Write Arguments:

WHST 6-8.1B Support claims with logical reasoning and data and evidence that demonstrate an understanding of the topic.

WHST 6-8.2D Use precise language and domain specific words to explain the topic.

Social Studies Standards

United States History Content Standards

Era 1. Three Worlds Meet

Standard 2. How early European exploration and colonization resulted in cultural and ecological interaction among previously unconnected peoples.

Learning Objectives

Learn about the Viking settlement in North America and why it had little impact on America or Europe.

Learn about the vision and goals of Christopher Columbus and how he created lasting contact between Europe and America.

Learn how the Treaty of Tordesillas brought political gains to Spain and Portugal.

Learn the importance of the explorations of John Cabot and Amerigo Vespucci.

Defined Vocabulary Words

The Americas, Christianity, convert, entries, Far East, Indies, leagues, log, Line of Demarcation, New World, Orient, Scandinavia, viceroy, Viking

Lesson Activity

Reading a Primary Source: The Log of Christopher Columbus, 1492 - Read Columbus' log entries and choose if the statement is True or False.

Activity Sheet Contents

Building Social Studies Skills:

- A. Identifying the Main Idea and Supporting Facts** - Read each group of sentences. Write an **M** next to each main idea sentence. Write an **S** next to each supporting fact sentence.

- B. Reading a Primary Source: The Log of Christopher Columbus, 1492** - Write an answer for each question.
- C. Identify the Main Idea and Supporting Facts** - Read the four sentences below. Write the main idea in the main idea box. Write the supporting facts in the supporting fact boxes.
- D. Writing with the Main Idea and Supporting Facts** - Write a paragraph that tells how John Cabot's exploration helped England. Start with a main idea. Include two or three supporting facts.

Vocabulary Activity - Choose six or more vocabulary words from the lesson. Use the words to write a paragraph about Columbus and other explorers that were discussed in the lesson.

Writing Activity - Was Columbus a hero or was he just a greedy explorer? Write a paragraph that shows your opinion about Columbus. Use facts from the lesson and the primary sources to support your argument.

Expand Your Knowledge - Learn more about the voyages of Christopher Columbus. In Lesson 2, you read about the first voyage. Columbus made three more voyages. Use a library book and an Internet resource to learn about the later voyages. Tell what Columbus accomplished and if he should have been disappointed with his expeditions. Work with a partner to prepare a written report. Include a map that shows the routes Columbus used.

Lesson Components

Total Learning Objects – 51

Instruction Pages - 27

Activity Sheet Pages - 9

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 60 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 3 - Lesson 3: Spanish Exploration of America

Common Core Standards

Key Ideas and Details

RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH 6-8.2 Determine central ideas

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words.

Integration of Knowledge and Ideas

RH 6-8.7 Integrate visual information (maps) with other information in print and digital texts.

Writing

WHST 6-8.2D Use precise language and domain specific words to explain the topic.

Social Studies Standards**United States History Content Standards**

Era 1. Three Worlds Meet

Standard 2. How early European exploration and colonization resulted in cultural and ecological interaction among previously unconnected peoples.

Learning Objectives

Learn how Spanish explorers explored what is now the United States and North America.

Learn how conquistadors conquered the Aztec and Inca Empires.

Learn about the explorations of Ferdinand Magellan.

Defined Vocabulary Words

adobe, allocated, cannon, Cibola, circumnavigate, Columbian Exchange, complaisant, conquistador, depopulate, Hispaniola, immunity, intolerable, massacre, pike, ravaging, scurvy, smallpox, survivor

Lesson Activity

Reading a Primary Source - Using Las Casas's essay, choose whether the statements below are True or False.

Sequencing Skills - Drag the sentences into the correct order of the events.

Activity Sheet Contents

Building Social Studies Skills: Practice Reading a Primary Source: *The Writing of Bartolome de Las Casas* - Read the source carefully. Then write an answer to each question.

Writing About a Primary Source - You have read two sources by Bartolome de Las Casas in the lesson. Write a summary of how Las Casas describes the treatment of native people. Explain why Las Casas disagrees with the treatment of native people. Cite evidence from the source to show what Las Casas believed.

Vocabulary Activity - Answer each question.

Writing Activity - Write a paragraph that compares the conquests of Hernan Cortes and Francisco Pizarro. How were they alike and how were they different?

Expand Your Knowledge - Learn more about an explorer from Lesson 3. Choose one explorer from the lesson and read two library books and one Internet source. Create an oral or written report about the explorer. Explain how the three sources presented similar or different points of view.

Lesson Components

Total Learning Objects – 58

Instruction Pages - 35

Activity Sheet Pages - 8

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 60 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 3 - Lesson 4: The French and Other Explorers**Common Core Standards****Key Ideas and Details**

RH 6-8.2 Determine central ideas

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words.

RL 5.5 Compare and contrast overall structure, i.e. chronology, cause and effect

Integration of Knowledge and Ideas

RH 6-8.7 Integrate visual information with other information (maps, time lines) with other information in print and digital texts.

Writing

WHST 6-8.2A Introduce a topic clearly, organize ideas and information

WHST 6-8.2B Develop the topic with relevant well-chosen facts

Research

WHST 6-8.7 Gather information from print and digital sources

Speaking and Listening

SL 6.4 Present claims, findings, facts and details using appropriate eye contact, adequate volume, and clear pronunciation.

Social Studies Standards**United States History Standards**

Era 1. Three Worlds Meet

Standard 2. How early European exploration and colonization resulted in cultural and ecological interaction among previously unconnected peoples.

National Geography Standards

Standard 4. The human and physical characteristics of place

Learning Objectives

Learn how French explorers explored North America and started settlements near the St. Lawrence and Mississippi Rivers.

Learn why Europeans wanted to find a Northwest Passage to Asia.

Learn how Henry Hudson's exploration led to Dutch settlement in America.

Defined Vocabulary Words

beaver, Dutch, missionary, mouth, navigator, Northwest Passage, scarcity, trading post, tributary

Lesson Activity

Cause and Effect - Drag the effect from below to the correct cause. Effects will be revealed one at a time.

Activity Sheet Contents**Building Social Studies Skills: Understanding Geography Themes: Place—New Orleans**

- Write **T** next to each true sentence. Write **F** next to each false sentence. Write a sentence to correct each false sentence.

Building Social Studies Skills: Timeline Review - In this Unit, you learned that timelines are used to show the order of events. The timeline below shows important explorations from 1492 until 1718. Study the timeline and use information from to answer each question.

Vocabulary Activity

- A. Use a word from the box to complete each sentence.
- B. Write a sentence to answer each question.
- C. Create a flash card for each vocabulary word.

Writing Activity - Write two paragraphs about French exploration of North America. In the first paragraph, explain how the French explored and settled the area near the St. Lawrence River. In the second paragraph, explain the exploration and settlement of the huge Louisiana territory. Start each paragraph with a main idea sentence. End each paragraph with a concluding sentence.

Expand Your Knowledge - Learn more about one of the explorers in Lesson 4. Use a library book and an Internet source. Work with a partner to create a short oral report on the explorer and tell why his work was important.

Lesson Components

Total Learning Objects – 53

Instruction Pages - 28

Activity Sheet Pages - 10

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 60 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 4: European Colonies in North America**Unit 4 - Lesson 1: Early European Settlements in North America****Common Core Standards****Key Ideas and Details**

- RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
RH 6-8.2 Determine central ideas

Craft and Structure

- RH 6-8.4 Determine the meaning of domain specific words.
RH 6-8.5 Determine how a text presents information. i.e.: Problem-Solution

Integration of Knowledge and Ideas

- RH 6-8.7 Integrate visual information with other information (maps, time lines) with other information in print and digital texts.

Writing

Write informative, explanatory texts

WHST 6-8.2B Develop a topic about European settlement with relevant facts and information.

Research to Build and Present Knowledge

WHST 6-8.7 Conduct short research projects to answer a question, drawing from several sources

WHST 6-8.8 Gather relevant information from print and digital sources

Social Studies Standards

Era 2. Colonization and Settlement (1585-1763)

Standard 1. Why the Americas attracted Europeans, how Europeans struggled for control of North America and the Caribbean.

Learning Objectives

Learn about the Spanish settlements of St. Augustine and the creation of Spanish missions in the American south and southwest.

Learn about the French colony of New France and why the population grew slowly.

Learn how the Dutch settled New Amsterdam in the New Netherland colony.

Learn how England's two attempts to start a colony in Roanoke failed to succeed.

Defined Vocabulary Words

brethren, Catholicism, colony, contrive, empire, Indian, mission, latter, peasant, rebel, subsistence, vessels, victuals

Lesson Activity

Understanding Problems and Solutions - History books often present past problems and how people tried to solve them, the solution. Move the letter of the solution to the box beside the problem it solves.

Reading a Primary Source: A Letter from Father Junipero Serra, 1769 - read one of the letters he wrote to another priest soon after arriving in San Diego, the site of his first mission. After reading the letter, choose whether the below statements are True or False.

Activity Sheet Contents**Problems and Solutions**

Write a solution from the box that solves each problem.

Using information from the lesson, write two possible solutions the French might have used to help their colony grow.

Vocabulary Activity - Write a sentence to answer each question. Rereading the lesson may help you answer the questions.

Writing Activity - Write a one paragraph summary about the French colony of New France or the Spanish colony of New Spain. Begin with an opening sentence and end the summary with a concluding sentence.

Expand Your Knowledge - Choose one of the settlements from Lesson 1. Use a library book and one or more Internet resources to do research about the settlement. Write a report about the settlement and explain why it was important.

Lesson Components

Total Learning Objects – 43

Instruction Pages - 23

Activity Sheet Pages - 5

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 75 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 4 - Lesson 2: The First English Settlements

Common Core Standards

Key Ideas and Details

RH 6-8.2 Determine central ideas

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words.

Integration of Knowledge and Ideas

RH 6-8.7 Integrate visual information with other information in print and digital texts.

Writing

Write informative, explanatory texts

RH 6-8.2B Develop the topic with relevant well-chosen facts and details.

WHST 6-8.2D Use precise language and domain specific words to explain the topic.

Social Studies Standards

United States History Content Standards

Era 2. Colonization and Settlement

Standard 1: Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.

Standard 2. How political, religious, and social institutions emerged in the English colonies.

Learning Objectives

Learn various reasons why people from England settled in America.

Learn about the first permanent English settlement at Jamestown.

Learn about the Pilgrim and Puritan settlements in Massachusetts.

Learn how Squanto and Massasoit helped the Plymouth colony succeed.

Learn about Roger Williams and the Rhode Island colony.

Learn how important American ideals began developing in the early colonies. These ideals include: self-government, representative government, rule by law, freedom of religion, and separation of church and state.

Defined Vocabulary Words

cash crop, charter, joint stock company, malaria, peninsula, religious freedom, representative government, self-government, self-government, separation of church and state, tobacco

Lesson Activity

Biography Reading Skills: Roger Williams - Click the book to read the biography and then drag the events into the correct order.

Study the graph and then choose whether the statements are True or False.

Activity Sheet Contents

Reading a Line Graph - The line graph below shows how Rhode Island's population increased from 1650 to 1760. Study the graph and write an answer to each question.

Vocabulary Activity - Finish each sentence.

Writing Activity - Choose one settlement that you read about in Lesson 2. Imagine you were there when the settlement began. Write a short report about what your life would be like if you were there.

Expand Your Knowledge - Learn more about one of the people listed below who helped start colonies in Virginia and Maryland: Pocahontas, Squanto, John Smith, Anne Hutchinson, William Bradford. Choose one person and do research on that person by using a library book and an Internet source. Create a chart on the person by listing ten important facts about the person's life.

Lesson Components

Total Learning Objects – 51

Instruction Pages - 32

Activity Sheet Pages - 5

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 75 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 4 - Lesson 3: More Colonies for England**Common Core Standards****Key Ideas and Details**

RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH 6-8.2 Determine central ideas.

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words.

Integration of Knowledge and Ideas

RH 6-8.7 Integrate visual information with other information in print and digital texts.

Writing

Write informative, explanatory texts

WHST 6-8.2B Develop a topic with relevant facts and information.

Research to Build and Present Knowledge

WHST 6-8.7 Conduct short research projects to answer a question, drawing from several sources.

WHST 6-8.8 Gather relevant information from print and digital sources.

Social Studies Standards

Era 2. Colonization and Settlement

Standard 1: Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.

Standard 2. How political, religious, and social institutions emerged in the English colonies.

Learning Objectives

Learn how Maryland began and how it helped the growth of religious freedom.

Learn how New Amsterdam and New Netherland became New York.

Learn why William Penn started the Pennsylvania colony.

Learn why James Oglethorpe started Georgia.

Learn why mercantilism and a favorable balance of trade were important to England.

Defined Vocabulary Words

Commissioners, conflict, debt, debtor, favorable balance of trade, league, legislature, mercantilism, persecute, poverty, Protestant, Quaker, raw materials, resolution, royal governor, testimony

Lesson Activity

Reading a Primary Source: William Penn's Letter to Delaware Natives Click the book to read the letter and then choose if the statements are true or false.

Reading a Bar Graph: Bar graphs are graphs that use bars with different lengths to provide information. The bar graph on this screen compares the population in the four Middle colonies in 1700 and 1740.

Activity Sheet Contents

Reading a Primary Source: William Penn's Purchase of Land from Native Americans

I. Answer the Questions

II. **In Your Own Words** - Read the letter that William Penn wrote to the Delaware Native Americans. Write a paragraph that explains how William Penn planned to live in peace with the Delaware. Use this letter and the deed from page 1 to find three examples to prove that Penn wanted friendship with the Delaware. Start your paragraph with a topic sentence.

Reading a Bar Graph - The bar graph below compares the population of the five Southern colonies in 1740 and 1770. Study the bar graph and write an answer to each question.

Vocabulary Activity - Create flash cards for ten vocabulary words by using index cards. Write the name of the word and a definition on the front of each card. On the back of each card, give an example or a synonym for each word. Students can work in pairs to test each other on their knowledge of the words.

Writing Activity - Imagine you were a Delaware Native American who read William Penn's 1681 letter. Write a return letter to William Penn that welcomes him to the colony. Explain that you hope to live in peace with the colonists.

Expand Your Knowledge - Learn more about one of the colonies in Lesson 3. Choose one colony from the lesson and read one library book and one Internet resource. Write a report about the growth of the colony.

Lesson Components

Total Learning Objects – 45

Instruction Pages - 23

Activity Sheet Pages - 7

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 75 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 4 - Lesson 4: African Americans in the Thirteen Colonies

Common Core Standards

Key Ideas and Details

RH 6-8.2 Determine central ideas

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words.

RH 6-8.5 Describe how a text presents information: cause and effect

Integration of Knowledge and Ideas

RH 6-8.9 Analyze the relationship between a primary and a secondary source on the same topic.

Writing

RH 6-8.1 Write arguments focused on content

RH 6-8.1B Support claims with logical reasoning and relevant evidence

Research to Build and Present Knowledge

WHST 6-8.8 Gather information from print and digital sources

WHST 6-8.8 Gather relevant information from print and digital sources

Social Studies Standards

Era 2. Colonization and Settlement

Standard 1: Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.

Standard 3. How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in America.

Learning Objectives

Learn about the rich cultural history of three West African empires.

Learn how Portugal and Spain started African slavery in America.

Learn why triangular trade routes and the Middle Passage encouraged the growth of the slave trade.

Learn why slavery became part of the economy in the southern colonies.

Learn about the experiences of both enslaved and free Americans in the thirteen colonies.

Defined Vocabulary Words

indentured servant, indigo, labor, manufactured goods, Middle Passage, molasses, plantation, slave trade, textiles, triangular trade route, West Indies

Lesson Activity**Reading a Primary Source: The Interesting Narrative of the Life of Equiano Olaudah**

Click on the book to read about Olaudah's terrible experience as he sailed during the Middle Passage to the West Indies from Africa. Then choose four sentences that describes the terrible experiences Olaudah had during the Middle Passage.

Cause and Effect

Drag the effect from below to the correct cause. Effects will be revealed one at a time.

Activity Sheet Contents**Vocabulary Activity**

- A. Write a sentence to answer each question.
- B. Choose seven or more vocabulary words and write a paragraph about the growth of slavery in America.

Writing Activity - Imagine that you live in Charleston, South Carolina, around the year 1750. Your parents do not own slaves; however, your uncle owns many slaves who work on his large plantation. You think it is wrong for people to own slaves.

Write a two paragraph argument in which you explain to your uncle why slavery is wrong. Use evidence from the lesson and from the Equiano Olaudah primary source to prove your points. Start your first paragraph with a topic sentence and end your work with a concluding statement.

Expand Your Knowledge - Slavery has existed in the world for thousands of years. However, slavery in America was often more cruel than in other places. Work with a partner to do research to learn more about the history of slavery. Use a library book and an Internet resource. Prepare a short oral report with your partner on what you learned about the history of slavery.

Lesson Components

Total Learning Objects – 52

Instruction Pages - 32

Activity Sheet Pages - 5

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 75 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 4 - Lesson 5: Three Groups of Colonies**Common Core Standards****Key Ideas and Details**

RH 6-8.2 Determine central ideas

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words.

RH 6-8.5 Describe how a text presents information

Integration of Knowledge and Ideas

RH 6-8.7 Integrate visual information with other information (maps, time line)

Writing

WHST 6-8.2B Develop a topic with relevant facts and details

Research to Build and Present Knowledge

RH 6-8.7 Conduct short research projects

RH 6-8.8 Gather information from multiple print and digital sources

Social Studies Standards

Era 2. Colonization and Settlement (1585-1763)

Standard 1: Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.

Standard 2. How political, religious, and social institutions emerged in the English colonies.

Learning Objectives

Review why people settled in the thirteen colonies.

Learn how the colonies were divided into three groups and how they differed from each other.

Learn about conflicts with Native Americans and why King Philip's War occurred.

Learn about colonial family life and the roles of women.

Learn how colonial governments helped create a foundation for democracy in the United States.

Defined Vocabulary Words

commercial, Congregationalist, democracy, diversity, equality, Great Awakening, middle class, Parliament, planter, subsistence farmer, work ethic

Lesson Activity

Geography Skills: Reading a Historical Map - Study the map then choose if the statements are true or false.

Activity Sheet Contents

Building Geography Skills: Understanding Geography Themes: Place – Williamsburg, Virginia - True or False? Write **T** next to each sentence that is true. Write **F** next to each sentence that is false. Write a sentence to correct each false sentence.

Making a Map of the Thirteen Colonies - Use the outline map on this page to make a map of the thirteen colonies. Look back at the lesson for a map of the thirteen colonies. Write the name of each colony on the map on this page.

Timeline Review - The timeline below shows important events in the history of the thirteen colonies. Study the timeline and use information to answer the questions. Use information from Unit IV to help you answer the questions.

Vocabulary Activity - Write a sentence to answer each question.

Writing Activity - Choose one of the three regions in the thirteen colonies. Write a summary about that region. Include how people earned a living.

Expand Your Knowledge - Choose one of the important cities in the thirteen colonies. Use a library book and two Internet resources to gather information. Then write a description of the city in colonial times. Tell why you think the city was or was not a good place to live.

Lesson Components

Total Learning Objects – 61

Instruction Pages - 37

Activity Sheet Pages - 9

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 75 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 5: The American Revolution

Unit 5 - Lesson 1: The French and Indian War

Common Core Standards

Key Ideas and Details

RH 6-8.2 Determine central ideas.

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words.

RH6-8.5 Compare and contrast overall structure, i.e. chronology, cause and effect

Writing

WHST 6-8.2A Introduce a topic clearly, organize ideas and information

WHST 6-8.2B Develop the topic with relevant well-chosen facts

Research

WHST 6-8.7 Gather information from print and digital sources

Speaking and Listening

SL 6.4 Present claims, findings, facts and details using appropriate eye contact, adequate volume, and clear pronunciation

Social Studies Standards

United States History Content Standards

Era 3. Revolution and the New Nation (1754-1820s)

Standard 1. The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

National Geography Standards

Standard 17. How to apply geography to interpret the past

Learning Objectives

Learn about the differences between the French and English colonies in North America.

Understand how the Act of Union in 1707 created the nation of Great Britain.

Learn about the causes, events, and results of the French and Indian War.

Learn how the French and Indian War trained George Washington to be a military leader.

Defined Vocabulary Words

Act of Union, ally, debt, frontier, Parliament, political, retreat, turning point

Lesson Activity

Drag the effect from below to the correct cause. Effects will be revealed one at a time.

Reading a Historical Map - Use the map and choose if the statements below are True or False.

Activity Sheet Contents

Cause and Effect - Each statement on this page is the cause of an event. Write one or two sentences that tells the effect from each cause.

Vocabulary Activity - Write a summary of the French and Indian War using six or more vocabulary words from the Lesson.

Writing Activity - Write a paragraph that explains how the battles in Montreal and Quebec helped Britain win the war.

Expand Your Knowledge - Choose one of the following topics: Young George Washington, The importance of the Ohio River, The importance of the Mississippi River. Work with a partner or a small group to use two or three Internet sources on the topic. Create a chart with the main points. Deliver a brief oral presentation to the class.

Lesson Components

Total Learning Objects – 49

Instruction Pages - 29

Activity Sheet Pages - 5

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 90 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 5 - Lesson 2: Colonies Become Unhappy

Common Core Standards

Key Ideas and Details

RH 6-8.1. Determine central ideas.

RH 6-8.3. Identify key steps in a process related to history.

Craft and Structure

RH 6-8.4. Determine the meaning of domain specific words.

Integration of Knowledge and Ideas

RH 6-8.7. Integrate visual information with digital texts.

RH 6-8.9. Analyze the relationship between a primary and a secondary source on a topic.

Writing

WHST 6-8.1 Write arguments focused on discipline specific content

Social Studies Standards**United States History Content Standards (National Center for History in the Schools)**

Era 2: Revolution and the New Nation 1754-1820s

Standard 1. The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement.

National Geography Standards

4. The physical and human characteristics of places.

17. How to apply geography to interpret the past

Learning Objectives

Learn how colonial life changed after George became king in 1760.

Learn how Pontiac's Rebellion and the Proclamation of 1763 affected the colonies.

Learn how and why Britain passed unpopular laws for the colonies.

Learn about the protest actions by colonists that led to the First Continental Congress.

Defined Vocabulary Words

ammunition, boatswain, boycott, charter, Committees of Correspondence, delegate, engraving, massacre, mercantilism, militia, minutemen, national debt, peninsula, patriot, proclamation, Redcoat, repeal, representation, tax, timber, troop, wharf

Lesson Activity**Reading a Primary Source: George Hewes - An Eyewitness at the Boston Tea Party**

Click the book to read the biography and then choose True or False for each statement.

Building Geography Skills – Understanding Geography Themes: Location - Boston

Click the map to show the map of Boston. Close the map and choose if the statements are True or False.

Activity Sheet Contents

Reading a Primary Source: George Hewes and the Boston Tea Party - Read more about what happened to George Hewes at the Boston Tea Party. Then, write a sentence to answer each question below.

Reading a Timeline - The time line shows the events that took place between 1760 and 1774. Read below from left to right. Then answer the questions.

Vocabulary Activity - Write a paragraph about the steps leading to the start of the American First Continental Congress. Use seven or more vocabulary words.

Writing Activity - Between 1760 and 1775, anger towards Great Britain increased in the colonies. Explain four ways the colonists protested against the government of King George III.

Social Studies Writing - Many events between 1760 and 1774 caused the colonists to become unhappy with Great Britain. Write a paragraph to explain why the colonists became angry. Use three or more facts or evidence from the lesson to prove that British actions created anger in the colonies.

Write an Argument - Do you think the people who participated in the Boston Tea Party were correct to destroy the tea? Do you think Britain was correct about punishing the city of Boston? Write one or two paragraphs to explain your point of view.

Expand Your Knowledge - Read a book or digital source about Samuel Adams or Paul Revere. Write a short summary about how the person helped the colonists protest against Britain.

Lesson Components

Total Learning Objects – 58

Instruction Pages - 36

Activity Sheet Pages - 7

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 90 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 5 - Lesson 3: Declaring Independence

Common Core Standards

Key Ideas and Details

RH 6-8.1 Cite specific text evidence to support analysis of primary and secondary sources

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words.

RH 6-8.5 Describe how a text presents information, i.e. fact vs. opinion

RH 6-8.6 Identify aspects of a text that reveal an author's point of view

Integration of Knowledge and Ideas

RH 6-8.7 Integrate visual information with other texts

RH 6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text

Writing

Write arguments focused on content

WHST 6-8.1B Support claims with logical reasoning and relevant data and evidence

Social Studies Standards

United States History Standards

Era 3. Revolution and the New Nation (1754-1820s)

Standard 1. The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

Standard 2. The impact of the American Revolution on politics, economy, and society.

Learning Objectives

Learn how Patriots began taking action against Great Britain after the First Continental Congress.

Learn how Patriots, Loyalists, and neutral citizens reacted differently to British actions. Understand the events that pushed the colonies in the direction of war and declaring independence.

Learn how and where the first battles of the American Revolution were fought.

Learn how the Declaration was written and adopted, and why its inspiring ideas changed America and the world.

Defined Vocabulary Words

abused, American Revolution, blockade, commander-in-chief, confiscate, Enlightenment, Loyalist, neutral, Olive Branch Petition, Patriot, resolution, right, traitor

Lesson Activity

Critical Thinking Skills: Understanding Fact and Opinion - Click on all the sentences that are facts.

Activity Sheet Contents

Fact or Opinion - Read each fact about declaring independence. Then write an opinion about each fact.

Vocabulary Activity - Complete each sentence.

Writing Activity - Imagine being a Loyalist or a Patriot in 1776. Write a letter to your newspaper that expresses your opinion about declaring independence.

Expand Your Knowledge - Choose one of the members of the Committee of Five that created the Declaration of Independence: Thomas Jefferson, Roger Sherman, Ben Franklin, John Adams, Robert Livingston. Do research on the person you chose by using one library book and one Internet source. Write a biography that describes the person's contribution to American independence.

Lesson Components

Total Learning Objects – 55

Instruction Pages - 35

Activity Sheet Pages - 5

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 90 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 5 - Lesson 4: The Meaning of the Declaration of Independence

Common Core Standards

Key Ideas and Details

RH 6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH 6-8.2. Determine central ideas or information of a primary or secondary source.

Craft and Structure

RH 6-8.4. Determine the meaning of words and phrases as they are used in a text including domain specific words.

RH 6-8.6. Identify aspects of a text that reveal an author's point of view.

Integration of Knowledge and Ideas

RH 6-8.9. Analyze the relationship between a primary and a secondary source on the same topic.

Writing

CCSS. ELA – Literacy WHST 6-8.1 Write arguments focused on discipline specific content.

Social Studies Standards**United States History Content Standards**

Era 3: Revolution and the New Nation 1754-1820s

Standard 1. The cause of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for American victory.

Learning Objectives

Analyze the complete original text of the Declaration of Independence.

Understand the meaning of the different sections of the document by comparing the original with the annotated version.

Do close reading of the original version to meet Common Core standards on reading complex informational texts.

Understand how Thomas Jefferson presented the ideas that justified separation from Great Britain and the creation of a new nation, the United States of America.

Defined Vocabulary Words

abdicate, absolute power, honor, justice, mercenary, military, oppression, petition, tyranny, tyrant, unanimous

Lesson Activity

Biography Reading Skills: Thomas Jefferson - Click the book to read the biography and then drag the events into the correct order.

Activity Sheet Contents**Vocabulary Activity**

- I. Finish each sentence with a word from the box.
- II. Write a sentence to answer each question.
- III. True or False? Write a sentence to correct each false statement.

Writing Activity

- I. Write a sentence to answer each question.
- II. Imagine that you lived in the thirteen colonies in 1776. You are a Patriot and you want independence from Great Britain. Your cousin, Robert, is neutral and is not sure whether to support Patriots or Loyalists. Write a letter to Cousin Robert to persuade him to support the Patriots. Include four arguments about why you believe Americans should fight for their independence. Use evidence from the Declaration of Independence to support your arguments.

Expand Your Knowledge - Learn more about Thomas Jefferson by reading a book and a digital source about this famous American. Or read a book and a digital source about John Adams, one of the Committee of Five members, who helped write the Declaration of

Independence. John Adams, the second president of the United States, died on the same day as Thomas Jefferson, on July 4, 1826. Use the information you find to write a summary about how the person helped the United States.

Lesson Components

Total Learning Objects – 56

Instruction Pages - 34

Activity Sheet Pages - 7

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 90 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 5 - Lesson 5: Fighting the American Revolution

Common Core Standards

Key Ideas and Details

RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH 6-8.2 Determine central ideas.

Craft and Structure

RH 6-8.2 Determine the meaning of domain specific words.

RH 6-8.6 Identify aspects of a text that reveals an author's point of view or purpose.

Integration of Knowledge and Ideas

RH 6-8.8 Analyze the relationship between a primary and a secondary source on the same topic.

Writing

Write arguments about a topic.

WHST 6-8.1 Support claims with logical reasoning and relevant evidence.

Research to Build and Present Knowledge

WHST 6-8.8 Give relevant information from multiple print and digital sources.

Learning Objectives

Learn about American and British victories and defeats from 1776 to 1777.

Learn about the strengths and weaknesses of the British and American armies.

Learn why the Battle of Saratoga was the turning point for the United States.

Learn about the suffering that took place during the winter at Valley Forge as well as how the army was strengthened.

Defined Vocabulary Words

alliance, bayonet, bluff, deserted, diplomat, evacuate, fortification, fortified, Hessians, musket, prisoner of war, Prussia, spy, turning point

Lesson Activity**Biography Reading Skills: Ben Franklin, 1706-1790 -**

Click the book to read the biography and then put the events in the correct order; they will appear one at a time.

Activity Sheet Contents

Building Social Studies Skills - Reading Primary Sources: George Washington's Letters from Valley Forge - True or False? Write T next to each true sentence. Write F next to each false sentence. Write a sentence to correct each false sentence.

Compare and Contrast - Two Primary Sources Complete the Venn Diagram by writing the letters of the correct answers from the boxes in the circles. Write a sentence to answer each question.

Vocabulary Activity - Use index cards to make flash cards for all new vocabulary words. Write the name of the word on one side and a definition and an original sentence on the other side. Work with a partner to test your knowledge of the words meanings. Here are the vocabulary words in this lesson:

Writing Activity

- I. **Social Studies Writing - Imagine You Were There** - Imagine you were at Valley Forge in 1777 and 1778. How would you feel about the lack of supplies? Would you stay with the Continental Army and help General Washington? Explain your reasons in one or two paragraphs.
- II. **Write an Argument** - Many soldiers deserted the Continental Army during the winter at Valley Forge. Write a letter to a group of soldiers who are talking about deserting. Present four reasons why they should stay with the army and not desert.

Expand Your Knowledge - Learn more about Martha Washington, Ben Franklin, or the Marquis de Lafayette. Read one library book and one Internet source. Write a report about how the person helped the United States during the American Revolution.

Lesson Components

Total Learning Objects – 60

Instruction Pages - 36

Activity Sheet Pages - 9

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 90 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test

Unit 5 - Lesson 6: Americans Win Independence**Common Core Standards****Key Ideas and Details**

RH 6-8.1 Cite specific text evidence to support analysis of primary and secondary sources.

RH 6-8.2 Determine central ideas.

Craft and Structure

RH 6-8.4 Determine the meaning of domain specific words.

RH 6-8.5 Describe how the text presents information sequentially.

Integration of Knowledge and Ideas

RH 6-8.7 Integrate visual information with other information in text.

Range of Reading and Level of Text Complexity

RH 6-8.10 Building inferencing skills as presented in Lesson 6 promotes reading complex texts.

Writing

WHST 6-8.2B Write informative/explanatory texts. Develop the topic with well-chosen facts.

Research to Build and Present Knowledge

WHST 6-8.7 Conduct short projects to answer a research question.

Learning Objectives

Learn how the American Revolution was fought in the Ohio River Valley and in the South.

Learn how the Battle of Yorktown brought victory to the United States.

Learn how women contributed to the war effort.

Learn how people from diverse backgrounds helped the United States achieve independence.

Defined Vocabulary Words

artillery, commodore, deceived, fleet, lieutenant, recognition, resigned

Lesson Activity

Biography Reading Skills: George Washington 1732-1799 - Click the book to read the biography and then put the events in the correct order; they will appear one at a time.

Making Inferences - Read each pair of sentences. Then drag the correct inference into the box below each pair of sentences.

Activity Sheet Contents

Timeline Review for Unit V - You may wish to read the lesson in Unit V again. Write the answer to each question.

Reading a Primary Source - The British Surrender at Yorktown by Dr. James Thacher - Write sentences to answer the questions.

Vocabulary Activity - Answer the questions.

Writing Activity - The United States lost many battles during the American Revolution but General Washington refused to surrender. Write a short report that describes two battles that were lost and one important victory.

Expand Your Knowledge - Choose two of the following people who contributed to the American Revolution. Use two Internet sources for each person. Then write a report that compares and contrasts the contributions of the two men. (Ben Franklin, John Adams, Haym Salomon, Thaddeus Kosciuszko, Marquis de Lafayette, Baron Von Steuben, Casimir Pulaski, James Armistead, Bernardo de Galvez) Do research on the person you chose by using one library book and one Internet source. Write a biography that describes the person's contribution to American independence.

Lesson Components

Total Learning Objects – 52

Instruction Pages - 28

Activity Sheet Pages - 9

Lesson Quiz Questions – 15 total questions; 5 randomly selected to populate the Lesson Quiz

Unit Test Questions– 90 total questions; 15 total per Lesson of which 3 are randomly selected to populate the Unit Test