



**Social Studies**

**8<sup>th</sup> Grade Curriculum Guide  
PROTOTYPE**

**Reflections/Notes on the Unit**

**Unit 1: The First Global Age**

**Unit Table of Contents**

Lesson Title	Duration	Page
• Introductory Lesson - TBA		7
• Coming to the Americas	1 day	8
• Should We Celebrate Columbus Day?	3 days	9
• Experiment with Colonization	1-5 days	10
• Motivations for English Colonization	1 day	11
• The Roanoke Mystery	1 day	12
• State of Affairs Between the Native Americans and the European Settlers	2-3 days	13
• The Powhatan Indians	2-3 days	14
• The Peopling of America	1-2 days	15
• Witchy Women: The Salem Witch Trials	3-4 days	16
• The Joseph Bellamy House	2-4 days	17
• Understanding the Colonial Economy	1 day	18
• Made in the U.S.A.	1-2 days	19
• San Antonio Missions: Spanish Influence in Texas	2-3 days	20
• Californio to American: A Study in Cultural Change	1-3 days	21
• Waterford, Virginia: From Mill Town to National Historic Landmark	2-4 days	22
• Healing: Addressing the History of the United States in its Relationship with the Sioux Nation	2 days	23
• Economy vs. Humanity: Exploring the Triangle Trade and The Middle Passage	3 days	24
• The <i>Amistad</i> Case	2-3 days	25
• Slavery Fact Sheets	3 days	26
• Slave Resistance	2-3 days	27
• When Rice Was King	1-3 days	28
• Election Day in 18th-Century Williamsburg	2 days	29
• The French and Indian War	3-5 days	30
• John Peter Zenger: Truth is a Defense	1 day	31
Additional Resources and Community Connections		32
Formal Assessment: Sample Proficiency Questions		33

**INTRODUCTORY LESSON**  
*TBA*

<b>Standard: Benchmark: Indicator</b>	<b>Suggested Strategies/Lessons</b>	<b>Vocabulary</b>
TBA	TBA	TBA

**Differentiated Learning:**

**Enrichment Activity:**

TBA

**Additional Instruction:**

TBA



### ***Should We Celebrate Columbus Day? (3 days)***

<b>Standard: Benchmark: Indicator</b>	<b>Suggested Activity/Lesson</b>	<b>Vocabulary</b>
<p><b>History:</b></p> <p><b>B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations:</b></p> <p><b>2. Describe the political, religious and economic aspects of North American colonization including:</b></p> <p><b>a. Reasons for colonization, including religion, desire for land and economic opportunity</b></p>	<p><b>Core Activity</b></p> <p>Students will use inquiry-based learning to gather information about Columbus' impact on the Americas. They will use this information to answer the question of whether or not a fictitious community should continue to recognize Columbus Day.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.education-world.com/a_tsl/archives/99-1/lesson0012.shtml">http://www.education-world.com/a_tsl/archives/99-1/lesson0012.shtml</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>research, evaluation of material, collaboration</p>

**Differentiated Learning:**

**Enrichment Activity:** If students grasp lesson concepts quickly, have students research a controversial historical figure from this time period such as Coronado, John Smith, or Sir Walter Raleigh. Divide students into two groups – one that must defend the person as someone who should be celebrated by the nation, and one that must argue that the person should not be celebrated by the nation. Each group must come up with three to five arguments for their side and have research to support those arguments up. Then have a class debate, giving each group approximately five minutes to present their case, and then after both have given their arguments, two minutes to respond to the other side's arguments.

**Additional Instruction:**

If students have difficulty grasping the objectives, have students, as a class, list qualities that a person should have in order to get a holiday named after them. Divide students into small groups telling them that their task is to decide on a new national holiday to celebrate someone, living or dead. Once they decide on someone they must research that person and be able to support, with evidence, how that person possesses some or all of the qualities that the class came up with as a whole. They then must discuss some reasons why other people may not agree with their choice of people. Finally, they must discuss whether or not people 200 years from now will still think that the person they chose is important enough or possesses the right qualities to be honored with a national holiday and why.

### **Experiment with Colonization (1-5 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations:</b></p> <p><b>2. Describe the political, religious and economic aspects of North American colonization including:</b></p> <p><b>a. Reasons for colonization, including religion, desire for land and economic opportunity</b></p>	<p><b>Core Activity</b></p> <p>The purpose of this activity is to provide an opportunity for American History students to gain practical experience in the basic types of challenges that may exist in the establishment of an early colony.</p> <p>Find the entire lesson on the Web site: <a href="http://www.lessonplanspage.com/SSExperimentWithColonization812.htm">http://www.lessonplanspage.com/SSExperimentWithColonization812.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p> <p>Art</p>	<p>geographic location, cultural background</p>

#### **Differentiated Learning:**

**Enrichment Activity:** Have students “Build their own Plantation” with this interactive game that allows them to build houses, plant fields, etc. The activity is on the following Web site: [http://mdroots.thinkport.org/default\\_flash.asp](http://mdroots.thinkport.org/default_flash.asp) **Special Note: Click on “The Colony Begins”, and then choose “Build Your Plantation.”**

After each turn students should click on “Continue” to see the outcomes of their decisions. When they are done with the game, have them write or discuss out loud what factors were important to survival; what hardships colonists faced, and how geography affected the success of colonies.

**Additional Instruction:**

As a class look at a U.S. map that depicts the geographic distribution of the U.S. population. (You can find a U.S. population distribution map from 2000 at the following Web site: <http://www.census.gov/geo/www/mapGallery/2kpopden.html>) Have students look at where the highest concentrations of people are. What characteristics do these places have in common? (Are they near water or transportation route, in valleys or flat terrain – not mountains, etc.) Why do these characteristics make it easier to build a community? Where did the early colonists land? Did these areas have the characteristics that make building a community successful? What obstacles did the colonists have to overcome when they tried to build new colonies where they landed?

### **Motivations for English Colonization (1 day)**

<b>Standard: Benchmark: Indicator</b>	<b>Suggested Strategies/Lessons</b>	<b>Vocabulary</b>
<p><b>History:</b></p> <p><b>B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations:</b></p> <p><b>2. Describe the political, religious and economic aspects of North American colonization including:</b></p> <p style="padding-left: 20px;"><b>a. Reasons for colonization, including religion, desire for land and economic opportunity</b></p>	<p><b>Core Activity</b></p> <p>Students study why the English were interested in overseas colonization.</p> <p>Find the entire lesson on the Web site: <a href="http://www.digitalhistory.uh.edu/historyonline/us2.cfm">http://www.digitalhistory.uh.edu/historyonline/us2.cfm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>commonwealth, vagabond, loiterers, AnteChrist (AntiChrist), Jesuites (Jesuits),</p>

**Differentiated Learning:**

**Enrichment Activity:**

To extend learning, have students choose one of the three reasons colonists came to the New World. Then they must choose one of the original 13 colonies and in a paper, analyze whether colonists there were successful in finding or achieving what they desired.

**Additional Instruction:**

If students have trouble grasping why the colonists settled the New World, engage the students in the following activity:

1. Write on the blackboard the heading "Reasons Why Colonists Settled in the New World."
2. Brainstorm with students why they think the colonists settled in America and write them down on the board.
3. List the three main reasons why people came to America in the early days of colonization and discuss with the students (religion, desire for land, economic opportunity).
4. Discuss why colonists thought that America would provide them with religious freedom, land, and wealth.
5. Discuss if people today still move for these same reasons.
6. Have students develop a poster ad to try to entice people to join the colonization effort.

***The Roanoke Mystery (1 day)***

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations:</b></p> <p><b>2. Describe the political, religious and economic aspects of North American colonization including:</b></p> <p><b>a. Reasons for colonization including religion, desire for land and economic opportunity</b></p>	<p><b>Core Activity</b></p> <p>Students will act as members of a special FBI task force assigned to investigate the mystery of the Lost Colony at Roanoke.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.askeric.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/US_History/USH0210.html">http://www.askeric.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/US_History/USH0210.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>primary source, secondary source, evidence</p>

**Differentiated Learning:**

**Enrichment Activity:**  
TBA

**Additional Instruction:**  
TBA

<b>State of Affairs Between the Native Americans and the European Settlers (2-3 days)</b>		
<b>Standard: Benchmark: Indicator</b>	<b>Suggested Strategies/Lessons</b>	<b>Vocabulary</b>
<p><b>History:</b></p> <p><b>B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations:</b></p> <p><b>2. Describe the political, religious and economic aspects of North American colonization including:</b></p> <p><b>a. between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflict.</b></p>	<p><b>Core Activity</b></p> <p>Using online primary resources to examine relations between the Powhatans and the European settlers in Jamestown.</p> <p>Find the entire lesson on the Web site:  <a href="http://jefferson.village.virginia.edu/vcdh/teaching/jamestown/affairs.html">http://jefferson.village.virginia.edu/vcdh/teaching/jamestown/affairs.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>Chesapeake, John Smith, Powhatans</p>
<b>Differentiated Learning:</b>		
<p><b>Enrichment Activity:</b></p> <p>1) If students quickly grasp the lesson's objectives have them read the article "The Last Tribal Battle." This article depicts the controversy in Brazil over the treatment of isolated tribes. Once students have read the article, discuss the following: What, if anything, do you think should be done with isolated tribes such as the one mentioned in the article? Explain the two sides given in this article. What are the pros and cons of trying to assimilate the tribes? What are the pros and cons of leaving the tribes alone? Compare the issue confronting Brazil with the issues that faced Native Americans and European settlers during the Colonial Era. How can we use what we learned from Colonial times to solve today's problems?</p> <p>Find the entire article on the Web site:  <a href="http://forests.org/archive/brazil/lasttrba.htm">http://forests.org/archive/brazil/lasttrba.htm</a></p> <p>2) If students quickly meet the lesson objectives, have students watch the Disney movie <i>Pocahontas</i>. Then, have students write a paper analyzing the historical accuracy of the movie. They should discuss what changes the writer/producer made to the actual facts and why they think those changes were made; how historically accurate the writer/producer's portrayal is; and how movies can "change" history.</p> <p>Find accurate information on Pocahontas on the following Web sites:</p> <p>"The real Pocahontas" by David Morenus - <a href="http://www.geocities.com/Broadway/1001/poca.html">http://www.geocities.com/Broadway/1001/poca.html</a></p> <p>"Disney's 'Politically Correct' Pocahontas" (Race in Contemporary American Cinema: Part 5), Jacquelyn Kilpatrick, <i>Cineaste</i> v21, n4 (Fall, 1995):36 - <a href="http://www.lib.berkeley.edu/MRC/Pocahontas.html">http://www.lib.berkeley.edu/MRC/Pocahontas.html</a></p> <p><b>Additional Instruction:</b> TBA</p>		



**The Powhatan Indians (2-3 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations:</b></p> <p><b>2. Describe the political, religious and economic aspects of North American colonization including: Interactions,</b></p> <p><b>a. between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts</b></p> <p><b>Social Studies Skills and Methods:</b></p> <p><b>D. Work effectively in a group:</b></p> <p><b>4. Organize and lead a discussion.</b></p>	<p><b>Core Activity</b></p> <p>This lesson introduces the students to the culture that existed in Virginia before the English explorers and settlers arrived. It is important for students to understand that a people and their culture existed here long before Europeans settled here. This lesson is also relevant because the students, in understanding the lifestyle and culture of the Native Americans in Virginia, will be able to see why conflicts arose when they came into contact with the English at the Jamestown settlement.</p> <p>Find the entire lesson on the Web site:  <a href="http://curry.edschool.virginia.edu/socialstudies/projects/jvc/unit/broad/powhatan.html">http://curry.edschool.virginia.edu/socialstudies/projects/jvc/unit/broad/powhatan.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>Powhatan Indians, Pocahontas</p>

**Differentiated Learning:**

**Enrichment Activity:**

Have students analyze the historical accuracy of Disney's *Pocahontas* and then answer the question, "Should Hollywood make historical movies, why or why not?"

**Additional Instruction:**

TBA

***The Peopling of America (1-2 days)***

Standard: Benchmark : Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>B. Define and identify regions using human and physical characteristics:</b></p> <p><b>2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18<sup>th</sup> and 19th centuries.</b></p>	<p><b>Core Activity</b></p> <p>Students examine charts comparing the Northern and Southern colonies demographics, slavery, and colony patterns.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.digitalhistory.uh.edu/historyonline/us3.cfm">http://www.digitalhistory.uh.edu/historyonline/us3.cfm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>scarcity, scurvy, mortality, fertility</p>

**Differentiated Learning:**

**Enrichment Activity:**  
TBA

**Additional Instruction:**  
TBA

<b>Witchy Women: The Salem Witch Trials (3-4 days)</b>		
Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>People in Societies:</b></p> <p><b>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</b></p> <p><b>1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.</b></p>	<p><b>Core Activity</b></p> <p>This lesson engages students in investigating how the social and political life of New England Puritans was conducted.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.rockhall.com/programs/plandetail.asp?id=548">http://www.rockhall.com/programs/plandetail.asp?id=548</a></p> <p>Additional resources can be found at:            "Season of the Witch" written and recorded by Donovan (<i>Donovans' Greatest Hits</i>, Epic, 1969) Lyrics at  <a href="http://www.elyrics4u.com/s/season_of_the_witch_donovan.htm">http://www.elyrics4u.com/s/season_of_the_witch_donovan.htm</a></p> <p>"Witchy Woman" recorded by the Eagles (<i>The Eagles</i>, Asylum, 1972) written by B. Leadon and D. Henley. Lyrics at  <a href="http://www.musicsonglyrics.com/Eagles/Eagles%20-%20Witchy%20Woman%20lyrics.htm">http://www.musicsonglyrics.com/Eagles/Eagles%20-%20Witchy%20Woman%20lyrics.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p> <p>Music</p>	<p>superstitions</p>
<b>Differentiated Learning:</b>		
<p><b>Enrichment Activity:</b> TBA</p> <p><b>Additional Instruction:</b> TBA</p>		

**The Joseph Bellamy House: *Great Awakening in Puritan New England* (2-4 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>People in Societies:</b></p> <p><b>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</b></p> <p><b>1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.</b></p>	<p><b>Core Activity</b></p> <p>This lesson plan will help students gain a deeper understanding of the Great Awakening as well as the role Puritan ministers played in 18th-century New England.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/85bellamy/85bellamy.htm">http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/85bellamy/85bellamy.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>Great Awakening, Puritanism</p>

**Differentiated Learning:**

**Enrichment Activity:**  
TBA

**Additional Instruction:**  
TBA

**Understanding the Colonial Economy (5 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Economics:</b></p> <p><b>B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence:</b></p> <p><b>2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries.</b></p>	<p><b>Core Activity</b></p> <p>Students examine data on visuals to gain an overview of the colonial economy. Next, they read and discuss a handout to gain a fuller picture. The lesson concludes with several applications presented in an activity.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.e-connections.org/lesson1/colonial.pdf">http://www.e-connections.org/lesson1/colonial.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>incentives, trade, market, specialization, choice</p>

**Differentiated Learning:**

**Enrichment Activity:**

TBA

**Additional Instruction:**

TBA

**Made in the U.S.A. (1-2 days)**

<b>Standard: Benchmark: Indicator</b>	<b>Suggested Strategies/Lessons</b>	<b>Vocabulary</b>
<p><b>People in Societies:</b></p> <p><b>C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government:</b></p> <p><b>6. Explain how the diverse peoples of the United States developed a common national identity.</b></p>	<p><b>Core Activity</b></p> <p>Most cultures have absorbed traits of other cultures; many have imposed their own customs on others as well. Students gain an understanding of the significance of cultural diffusion.</p> <p>Find the entire lesson on the Web site: <a href="http://www.nationalgeographic.com/education/lesson_plans/58made.html">http://www.nationalgeographic.com/education/lesson_plans/58made.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p> <p>Art</p>	<p>diffusion, interconnected world, customs</p>

**Differentiated Learning:**

**Enrichment Activity:**  
TBA

**Additional Instruction:**  
TBA

**San Antonio Missions: Spanish Influence in Texas (2-3 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations:</b></p> <p><b>2. Describe the political, religious and economic aspects of North American colonization including:</b></p> <p><b>b. Key differences among the Spanish, French and British colonies</b></p>	<p><b>Core Activity</b></p> <p>Students explore a group of 18th-century missions in modern San Antonio to learn about Spanish influence on native peoples and the patterns of Texas culture.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/2sanantonio/2sanantonio.htm">http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/2sanantonio/2sanantonio.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p> <p>Photography</p>	<p>Mission, Columbian Exchange</p>

**Differentiated Learning:**

**Enrichment Activity:**

TBA

**Additional Instruction:**

TBA

**California to American: A Study in Cultural Change (1-3 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Geography:</b></p> <p><b>A. Identify on a map the location of major physical and human features of each continent:</b></p> <p><b>1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.</b></p>	<p><b>Core Activity</b></p> <p>Students evaluate several centuries of dramatic changes to an adobe ranch house and its surroundings in suburban Long Beach to analyze the interaction between Spanish and Anglo culture in California.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/8californio/8californio.htm">http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/8californio/8californio.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>metropolitan area</p>

**Differentiated Learning:**

**Enrichment Activity:**  
TBA

**Additional Instruction:**  
TBA



<b>Waterford, Virginia: From Mill Town to National Historic Landmark (2-4 days)</b>		
<b>Standard: Benchmark : Indicator</b>	<b>Suggested Strategies/Lessons</b>	<b>Vocabulary</b>
<p><b>People in Societies:</b></p> <p><b>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</b></p> <p><b>1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.</b></p>	<p><b>Core Activity</b></p> <p>Students examine continuity and change in this rural Virginia town from its founding as a Quaker agricultural community and mill town in the 18th century to today.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/88waterford/88waterford.htm">http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/88waterford/88waterford.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>Quaker</p>
<b>Differentiated Learning:</b>		
<p><b>Enrichment Activity:</b> TBA</p> <p><b>Additional Instruction:</b> TBA</p>		

<b>Healing: Addressing the History of the United States in its Relationship with the Sioux Nation (2 days)</b>		
<b>Standard: Benchmark : Indicator</b>	<b>Suggested Strategies/Lessons</b>	<b>Vocabulary</b>
<p><b>History:</b></p> <p><b>B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations:</b></p> <p><b>2. Describe the political, religious and economic aspects of North American colonization:</b></p> <p><b>c. between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts</b></p> <p><b>People in Societies:</b></p> <p><b>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</b></p> <p><b>2. Describe and explain the social, economic and political effects of:</b></p> <p><b>d. Institutionalized racism and institutionalized discrimination</b></p> <p><b>3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.</b></p>	<p><b>Core Activity</b></p> <p>The history of the Native Americans is so shameful that most Americans prefer to ignore it and most American History textbooks have a difficult time addressing the issue fully. Students explore it in this lesson.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.pbs.org/itvs/homeland/educators1.html">http://www.pbs.org/itvs/homeland/educators1.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>treaty, encounter, foreign policy, barbarous, betrayal, brutalizing, cowardly dishonesty, ethnic cleansing, extermination, genocide, germ warfare, hate crimes, holocaust, human rights violations, inhumanity, racism, shameful, tragedy, treachery, war crimes</p>
<b>Differentiated Learning:</b>		
<p><b>Enrichment Activity:</b> TBA</p> <p><b>Additional Instruction:</b> TBA</p>		

<b><i>Economy vs. Humanity: Exploring the Triangle Trade and The Middle Passage (3 days)</i></b>		
<b>Standard: Benchmark: Indicator</b>	<b>Suggested Strategies/Lessons</b>	<b>Vocabulary</b>
<p><b>History:</b></p> <p><b>B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations:</b></p> <p><b>2. Describe the political, religious and economic aspects of North American colonization:</b></p> <p><b>d. Indentured servitude and the introduction and institutionalization of slavery;</b></p>	<p><b>Core Activity</b></p> <p>Students will explore the economic importance of the Triangle Trade and the experience of enslaved Africans who were forced to endure the Middle Passage.</p> <p><i>Video: FREEDOM: A History of US #5 "A Fatal Contradiction" found in DPS Media Services Department</i></p> <p>Find the entire lesson on the Web site:  <a href="http://thinktv.org/education/ntti/ntti/lesson03/king2.pdf">http://thinktv.org/education/ntti/ntti/lesson03/king2.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>Triangle Trade, schooner, brig, <i>writ of habeas corpus</i>, proctor, libel, antebellum period, abolitionist</p>
<b>Differentiated Learning:</b>		
<p><b>Enrichment Activity:</b> TBA</p> <p><b>Additional Instruction:</b> TBA</p>		

<b>The Amistad Case (2-3 days)</b>		
Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations:</b></p> <p><b>2. Describe the political, religious and economic aspects of North American colonization including:</b></p> <p><b>c. the introduction and institutionalization of slavery.</b></p>	<p><b>Core Activity</b></p> <p>Students examine the documents, people and issues behind <i>the Amistad</i>.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.archives.gov/digital_classroom/lessons/amistad_case/amistad_case.html">http://www.archives.gov/digital_classroom/lessons/amistad_case/amistad_case.html</a></p> <p>Resources (optional) <i>Amistad</i>, Universal Studios, 2000. VHS Format</p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p> <p>Government</p> <p>Drama</p>	<p>Sierra Leone, extraditing, abolitionists</p>
<b>Differentiated Learning:</b>		
<p><b>Enrichment Activity:</b> TBA</p> <p><b>Additional Instruction:</b> TBA</p>		

<b>Slavery Fact Sheets (3 days)</b>		
<b>Standard: Benchmark: Indicator</b>	<b>Suggested Strategies/Lessons</b>	<b>Vocabulary</b>
<p><b>People in Societies:</b></p> <p><b>A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures:</b></p> <p><b>2. Analyze the economic, geographic, religious and political factors that contributed to:</b></p> <p><b>a. The enslavement of Africans in North America.</b></p>	<p><b>Core Activity</b></p> <p>Assign students sections of the data to summarize and present to the class- Primary data on Slavery and Geography, Religion, Organization, African Slavery, Slave Trade, Myths and Misconceptions and the Slave Trade and Slavery, Slavery and the Law in Virginia, Historiography, Key Controversies, Major Rebellions.</p> <p>Find the entire lesson on the Web site: <a href="http://www.digitalhistory.uh.edu/historyonline/slav_fact.cfm">http://www.digitalhistory.uh.edu/historyonline/slav_fact.cfm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>revelation, chattel slavery, manumission</p>
<b>Differentiated Learning:</b>		
<p><b>Enrichment Activity:</b> TBA</p> <p><b>Additional Instruction:</b> TBA</p>		

<b>Slave Resistance (2-3 days)</b>		
<b>Standard: Benchmark: Indicator</b>	<b>Suggested Strategies/Lessons</b>	<b>Vocabulary</b>
<p><b>History:</b></p> <p><b>B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations:</b></p> <p><b>2. Describe the political, religious and economic aspects of North American colonization including: d. Indentured servitude and the introduction and institutionalization of slavery;</b></p> <p><b>People in Societies:</b></p> <p><b>A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures:</b></p> <p><b>3. Analyze the economic, geographic, religious and political factors that contributed to:</b></p> <p><b>b. Resistance to slavery.</b></p>	<p><b>Core Activity</b></p> <p>Scholars have suggested that African Americans were resistant and resourceful within the harsh confines of slavery. In this lesson, students will arrive at their own interpretations of slave resistance.</p> <p>Find the entire lesson on the Web site: <a href="http://web.gc.cuny.edu/ashp/doing/slaveryresistance.html">http://web.gc.cuny.edu/ashp/doing/slaveryresistance.html</a></p> <p>Additional resource (optional) <i>Doing as They Can: Slave Life in the American South- SERIES ONE: 1770-1875</i> (American Social History Productions)</p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>antebellum period, Nat Turner, Works Progress Administration (WPA), Frederick Douglass</p>
<b>Differentiated Learning:</b>		
<p><b>Enrichment Activity:</b> TBA</p> <p><b>Additional Instruction:</b> TBA</p>		

<b>When Rice Was King (1-3 days)</b>		
<b>Standard: Benchmark: Indicator</b>	<b>Suggested Strategies/Lessons</b>	<b>Vocabulary</b>
<p><b>Geography:</b></p> <p><b>B. Define and identify regions using human and physical characteristics:</b></p> <p><b>2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18<sup>th</sup> and 19th centuries.</b></p>	<p><b>Core Activity</b></p> <p>Students investigate early rice plantations in Georgetown, South Carolina, to learn how rice cultivation transformed the native environment and promoted the South's dependence on a plantation economy.</p> <p>Find the entire lesson on the Web site: <a href="http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/3rice/3rice.htm">http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/3rice/3rice.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>tidal swamps, antebellum, indigo</p>
<b>Differentiated Learning:</b>		
<p><b>Enrichment Activity:</b> TBA</p> <p><b>Additional Instruction:</b> TBA</p>		

**Election Day in 18th-Century Williamsburg (2 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations:</b></p> <p><b>2. Describe the political, religious and economic aspects of North American colonization including:</b></p> <p><b>e. Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies.</b></p>	<p><b>Core Activity</b></p> <p>As a result of this investigation, students will be able to: Understand the procedures of electing burgesses in the eighteenth century by using a role-playing technique through primary and secondary sources.</p> <p>Find the entire lesson on the Web site: <a href="http://www.pbs.org/williamsburg/voteasvoice/lesson1.html">http://www.pbs.org/williamsburg/voteasvoice/lesson1.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p> <p>Art</p>	<p>burgesses</p>
<p><b>Differentiated Learning:</b></p>		
<p><b>Enrichment Activity:</b> TBA</p> <p><b>Additional Instruction:</b> TBA</p>		



***The French and Indian War (3-5 days)***

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>A. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations:</b></p> <p><b>2. Describe the political, religious and economic aspects of North American colonization including:</b></p> <p><b>f. Conflicts among colonial powers for control of North America.</b></p>	<p><b>Core Activity</b></p> <p>After researching The French and Indian War, students will portray the following series of events: Seven Years' War, Alliances with Native Americans, and The Battle of Quebec. After instruction, students will identify the results of the war between Britain and her American colonies.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.prof-dev.okcps.k12.ok.us/coreunits/4%20h&amp;g%20french%20indian%20war.htm">http://www.prof-dev.okcps.k12.ok.us/coreunits/4%20h&amp;g%20french%20indian%20war.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p> <p>Math</p> <p>Music</p> <p>Science</p> <p>Art</p>	<p>Seven Years War</p>
<b>Differentiated Learning:</b>		
<p><b>Enrichment Activity:</b> TBA</p> <p><b>Additional Instruction:</b> TBA</p>		

**John Peter Zenger: Truth is a Defense (1 day)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Government:</b></p> <p><b>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</b></p> <p><b>6. Explain how specific provisions of the U.S. Constitution including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:</b></p> <ul style="list-style-type: none"> <li><b>b. Due process and equal protection of the laws.</b></li> <li><b>c. Right to trial by jury and the right to counsel</b></li> </ul>	<p><b>Core Activity</b></p> <p>Students read and answer questions based on a narrative account of a Freedom of the Press case.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.billofrightsintstitute.org/pdf/honesty_zenger.pdf">http://www.billofrightsintstitute.org/pdf/honesty_zenger.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>sedition, libel, bribery, magistrate, disbarred, scandalous, tyranny</p>

<b>Differentiated Learning:</b>
<p><b>Enrichment Activity:</b> TBA</p> <p><b>Additional Instruction:</b> TBA</p>

## Additional Resources

### Textbook

### Supplemental Texts

### Video

- Tips for Using Instructional Video and Public Television Programming in the Classroom- <http://thinktv.org/education/ntti/ntti/guidelines/tips.pdf>

### Web Sites

- Tips for Using the Internet in the Classroom- <http://thinktv.org/education/ntti/ntti/guidelines/tips.pdf>

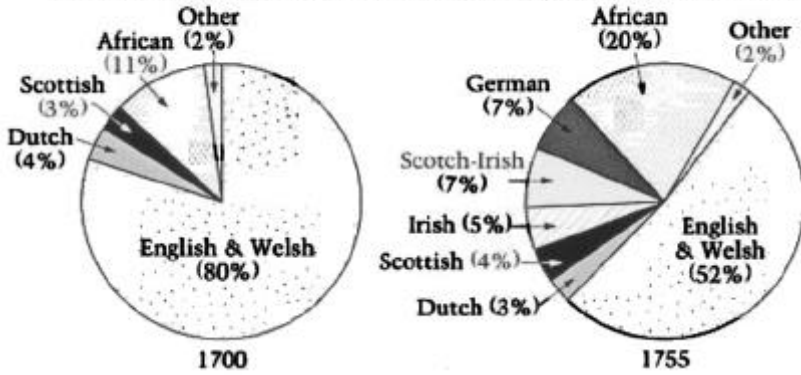
## Community Connections

**Formal Assessment: Sample Proficiency Questions**

**Extended Response**

**Multiple choice**

**DISTRIBUTION OF ETHNIC AND RACIAL GROUPS WITHIN THE THIRTEEN BRITISH NORTH AMERICAN COLONIES, 1700 AND 1755**



Using the information in the charts above, identify the most significant changes in the colonial population between 1700 and 1755. Explain why these changes occurred.

Nations become interdependent through trade mainly because

- A. *countries have resources or make products that other countries want to buy.*
- B. *the world's productive resources are distributed equally.*
- C. *countries have unlimited resources with which to trade.*
- D. *every country's workers are equally skilled.*

**Short answer**