

GRADE 9

UNITED STATES ERA 1: THREE WORLDS MEET (BEGINNING TO 1620)

| Content Standards   | Performance Standards   | Benchmarks   | Instructional Strategies   | Essential Questions<br>See Appendix                  | Evidence of Learning   |
|---|---|--|--|--|--|
| <p><u>Standard 1</u><br/>Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.</p> <p>1B The student understands changes in Western Europe societies in the age of exploration.</p> <p>1D The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after.</p> | <ul style="list-style-type: none"> <li>Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.</li> <li>Identify relevant historical antecedents</li> <li>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</li> </ul> | <ul style="list-style-type: none"> <li>Explain the causes and consequences of European Crusades in Iberia and analyze connections between Christian crusading tradition and European overseas exploration.</li> <li>Explain dissent within the Catholic Church and analyze the beliefs and ideas of leading religious reformers.</li> <li>Analyze relationships among the rise of centralized states, the development of urban centers, the expansion of commerce, and overseas exploration.</li> <li>Compare economic systems, including systems of labor, trade, concepts of property, and exploitation of natural resources.</li> <li>Compare dominant ideas and values including religious belief and practice, gender roles, and attitudes toward nature</li> </ul> | <ul style="list-style-type: none"> <li>-Discuss and chart causes of crusades</li> <li>-Map routes to and from crusades</li> <li>-Readings on Italian city-states and European desire for silks and spices</li> <li>-Debate</li> <li>-Primary Source Reading</li> <li>-Charts</li> <li>-Maps</li> <li>-Graphic organizer hierarchy of Catholic Church</li> <li>-Catholic Reformation notes and discussion</li> <li>-Primary source reading on Martin Luther, Thomas Moore, Henry VIII</li> <li>-“Murder of Thomas Becket” article and question</li> <li>-Venn Diagram</li> <li>-Compare/Contrast</li> </ul> | <p>EQ # 2<br/>EQ # 5</p> <p>EQ # 1</p> <p>EQ # 4</p> | <ul style="list-style-type: none"> <li>-European Crusaders DBQ (V.T.)</li> <li>-Review quiz</li> <li>-Trade route map</li> <li>-Biographic scrapbook</li> <li>-Catholic Reformation poster board</li> <li>-Movers and shakers of Protestant Reformation (V.T.)</li> <li>-Article questions</li> <li>-Poster board</li> </ul> |

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|---|--|---|--|---|---|
| <p><u>Standard 2</u><br/>How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.</p> <p>2A The student understands the stages of European oceanic and overland exploration, amid international rivalries, from the 9th to 17th centuries.</p> <p>2B The student understands the Spanish and Portuguese conquest of the Americas.</p> | <ul style="list-style-type: none"> <li>• Draw upon data in historical maps</li> <li>• Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.</li> <li>• Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</li> <li>• Consider multiple perspectives</li> <li>• Hypothesize the influence of the past</li> <li>• Evidence historical perspectives.</li> </ul> | <ul style="list-style-type: none"> <li>• Trace routes taken by early explorers, from the 15th - 17th century, around Africa, to the Americas, and across the Pacific.</li> <li>• Evaluate the significance of Columbus' voyages and his interactions with indigenous peoples.</li> <li>• Compare English, French, and Dutch motives for exploration with those of the Spanish.</li> <li>• Describe the evolution and long-term consequences of labor systems such as encomienda and slavery in Spanish and Portuguese America.</li> </ul> | <ul style="list-style-type: none"> <li>-Maps: Exploration routes</li> <li>-PowerPoint</li> <li>-Video: "Discovering Truth about Columbus"</li> <li>-Contemporary Literature</li> <li>-Primary Sources: The Daring Portuguese-Journal of Christopher Columbus</li> <li>-Notes on individual explorers, motivations and accomplishments</li> <li>-Play: Voyage That Changed History</li> <li>-Columbus controversy chart</li> <li>-Reading: "Once Upon a Genocide: Columbus in children's literature"</li> <li>-Graphic organizer</li> <li>-Notes discussion</li> <li>-Reading on fur trade</li> <li>-Primary Source Readings: Olaudah Equiano</li> <li>-Encomienda reading</li> <li>-Graphic organizer: labor systems</li> <li>-Notes on slave trade</li> <li>-Project examining the middle passage</li> <li>-Video: Roots &amp; Amistad Slavery: Struggle for Freedom</li> </ul> | <p>EQ # 2</p> <p>EQ # 5</p> <p>EQ # 2</p> | <ul style="list-style-type: none"> <li>-Explorer project (V.T.)</li> <li>-Columbus controversy (V.T.)</li> <li>-Exploration D.B.Q. (Columbian Exchange D.B.Q. (V.T.) (On demand common task)</li> <li>-Quiz</li> <li>-Readings</li> <li>-ABC's of Colonial Slavery (V.T.)</li> <li>-Middle passage journal</li> <li>-Video questions</li> </ul> |

GRADE 9

WORLD ERA 6: THE EMERGENCE OF THE FIRST GLOBAL AGE 1450 - 1770

| Content Standards   | Performance Standards  | Benchmarks  | Instructional Strategies   | Essential Questions<br>See Appendix  | Evidence of Learning  |
|---|--|---|--|--|---|
| <p><u>Standard 1</u><br/>How the transoceanic interlinking of all major regions of the world from 1450-1600 led to global transformations.</p> <p>1A The student understands the origins and consequences of European overseas expansion in the 15th and 16th centuries.</p> <p>1B The student understands the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries.</p> <p>1C The student understands the consequences of the worldwide exchange of flora, fauna, and pathogens.</p> | <ul style="list-style-type: none"> <li>Identify issues and problems in the past.</li> <li>Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.</li> <li>Interrogate historical data.</li> <li>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</li> </ul> | <ul style="list-style-type: none"> <li>Identify the major economic, political, and cultural features of European society, and in particular of Spain and Portugal, that stimulated exploration and conquest overseas.</li> <li>Identify major technological developments in shipbuilding, navigation, and naval warfare and trace the cultural origins of various innovations.</li> <li>Discuss maritime expansion to Africa and India &amp; America</li> <li>Describe the political and military collision between the Spanish and the Aztec and Inca empires and analyze why these empires collapsed.</li> <li>Explain the founding and organization of Spanish and Portuguese colonial empires in the Americas and assess the role of the Catholic Church in colonial administration and policies regarding indigenous populations.</li> <li>Assess ways in which the exchange of plants and animals around the world in the late 15th-16th centuries affected European, Asian, African, and American Indian societies and commerce.</li> <li>Analyze why the introduction of new disease microorganisms in the Americas after 1492 had such devastating demographic and social effects on American Indian populations.</li> </ul> | <ul style="list-style-type: none"> <li>Flow Charts</li> <li>Notes: Reasons for European Exploration</li> <li>Class Discussion -Map Reading and Analysis</li> <li>Chart -Mexcantalism activities -Cause/Effect</li> <li>Primary Source Readings</li> <li>Cooperative Learning -Map Activity</li> <li>Book Reading: Chart &amp; notes on “Foundation of Exploration”</li> <li>Debate: “Who’s on First”</li> <li>Play: The Voyage That Changed History</li> <li>“Conquering the Aztecs” article and questions</li> <li>Reading an Encomienda System</li> <li>The Columbian Biological Exchange and questions</li> </ul> | <ul style="list-style-type: none"> <li>EQ # 4</li> <li>EQ # 2</li> <li>EQ # 2</li> <li>EQ # 2 &amp; 6</li> <li>EQ # 3</li> <li>EQ # 2</li> <li>EQ # 3</li> </ul> | <ul style="list-style-type: none"> <li>Why Do Nations Compete: (V.T.)</li> <li>Charts</li> <li>Quiz</li> <li>Critical Thinking Questions on Flow Chart</li> <li>Exploration Editorial Project</li> <li>Poster board: Who Discovered America?</li> <li>Article questions</li> <li>Columbian Biological Exchange Analytical &amp; questions</li> <li>Columbian Exchange DBQ (mid term)</li> </ul> |

GRADE 9

WORLD ERA 6: THE EMERGENCE OF THE FIRST GLOBAL AGE 1450 - 1770

| Content Standards  | Performance Standards   | Benchmarks   | Instructional Strategies  | Essential Questions<br>See Appendix | Evidence of Learning   |
|--|---|--|---|-------------------------------------|--|
| <p><u>Standard 2</u><br/>How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.</p> <p>2A The student understands demographic, economic, and social trends in Europe.</p> | <ul style="list-style-type: none"> <li>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</li> <li>Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.</li> <li>Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.</li> <li>Draw upon visual, literary, and musical sources.</li> <li>Marshall evidence of antecedent circumstances and cotemporary factors contributing to problems and alternative courses of action.</li> </ul> | <ul style="list-style-type: none"> <li>Describe characteristics of the family and peasant society in early modern Europe and explain changes in institutions of serfdom in eastern and western Europe.</li> <li>Identify the social and economic consequences of population growth and urbanization in Europe from the 15<sup>th</sup>-18<sup>th</sup> centuries.</li> </ul> | <ul style="list-style-type: none"> <li>-Chart/Note Review</li> <li>-Lecture, book reading. “Culture &amp; Daily Life Questions”</li> <li>-Charts</li> <li>-Black Death Reading</li> </ul> | <p>EQ # 4</p> <p>EQ # 4 &amp; 5</p> | <ul style="list-style-type: none"> <li>-Review Quiz/Questions</li> <li>-Culture &amp; Daily Life questions</li> <li>-Culture &amp; daily life task two: radio program</li> <li>-Black Death questions</li> </ul> |
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GRADE 9

WORLD ERA 6: THE EMERGENCE OF THE FIRST GLOBAL AGE 1450 - 1770

| Content Standards   | Performance Standards  | Benchmarks   | Instructional Strategies   | Essential Questions<br>See Appendix  | Evidence of Learning  |
|---|--|--|--|--|---|
| <p>2C The student understands the rising military and bureaucratic power of European states between the 16th and 18th centuries.</p> <p>2D The student understands how the Scientific Revolution contributed to transformations in European society.</p> <p>2E The student understands the significance of the Enlightenment in European and world history.</p> | <ul style="list-style-type: none"> <li>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</li> <li>Interrogate historical data</li> <li>Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.</li> </ul> | <ul style="list-style-type: none"> <li>Analyze the character, development, and sources of wealth of strong bureaucratic monarchies in the 16<sup>th</sup> century.</li> <li>Explain how the English civil war and the Revolution of 1688 affected government, religion, economy, and society in that country.</li> <li>Explain the impact of the English Revolution on political institutions and attitudes in the North American colonies and on the outbreak of the American Revolution.</li> <li>Account for the growth of bureaucratic monarchy in Russia and analyze the significance of Peter the Great’s westernizing reforms.</li> <li>Analyze the importance of the Scientific Revolution, including discoveries in mathematics, physics, biology, and chemistry for European society.</li> <li>Explain connections between the Enlightenment and its antecedents such as Roman republicanism, the Renaissance, and the Scientific Revolution.</li> <li>Assess the impact of Enlightenment ideas on the development of modern nationalism and democratic thought and institutions.</li> <li>Describe ways in which Enlightenment thought contributed to reform of church and state and assess the reform programs of absolutist monarchs of Central Europe and Russia.</li> </ul> | <ul style="list-style-type: none"> <li>-Flow Chart: British Monarchs</li> <li>-Discussion: Charles I vs Parliament</li> <li>-Primary source reading: Henry VIII</li> <li>-Cooperative learning: Elizabethan Drama</li> <li>-Compare/Contrast</li> <li>-Reading on Isabella &amp; Ferdinand</li> <li>-Power Point: Tudors &amp; Stuarts</li> <li>-Reading: The Dragon and the Spanish Armada</li> <li>-Chart: Causes of English Civil War</li> <li>-Chart Cromwell’s Characteristics of Government</li> <li>-Primary source reading: “Advice to Princes”</li> <li>-How to become an absolute monarchy</li> <li>-Chart: Reasons why Russia was isolated from Europe &amp; how this lead to tyranny</li> <li>-Diagram</li> <li>-Chain of Events Chart</li> <li>-Research on individuals</li> <li>-Primary source reading on Galileo and questions</li> <li>-Chart characteristics of enlightenment</li> <li>-Discuss and analyze how scientific discoveries lead to the enlightenment</li> <li>-Chart: ideas of the philosophers</li> <li>-Cooperative Learning</li> <li>-Discussion</li> <li>-Primary Source Reading: “Voltaire on Tolerance &amp; Tyranny”</li> <li>-Text on enlightened despotism</li> </ul> | <p>EQ # 4</p> <p>EQ # 1</p> <p>EQ # 1, 4 6</p> <p>EQ # 4</p> | <ul style="list-style-type: none"> <li>-Personal journal</li> <li>-Primary source thesis statement</li> <li>-Royal biography</li> <li>-Question on “The Dragon &amp; the Spanish Armada”</li> <li>-Essay: Do you think the execution of Charles I was justified?</li> <li>-Journal entries</li> <li>-Comparing and contrasting Peter the Great &amp; Catherine and which monarch was responsible for Russia’s emergence as a world power</li> <li>-Wanted poster for scientist</li> <li>-Quiz</li> <li>-Primary Source Questions</li> <li>-Group poster board creation: “Enlightened Government, How the U.S. Government Stemmed from Enlightenment Ideas”</li> <li>-Questions on enlightened deposition</li> </ul> |

GRADE 9

WORLD ERA 6: THE EMERGENCE OF THE FIRST GLOBAL AGE 1450 - 1770

| Content Standards   | Performance Standards   | Benchmarks   | Instructional Strategies   | Essential Questions<br>See Appendix                                     | Evidence of Learning   |
|---|---|--|--|---|--|
| <p><u>Standard 4</u><br/>Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750.</p> <p>4A The student understands how states and peoples of European descent became dominant in the Americas between the 16th and 18th centuries.</p> | <ul style="list-style-type: none"> <li>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</li> <li>Interrogate historical data</li> <li>Marshall evidence of antecedent circumstances and cotemporary factors contributing to problems and alternative courses of action.</li> <li>Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.</li> </ul> | <ul style="list-style-type: none"> <li>Define and compare 4 major types of European activity and control in the Americas: large territorial empires, trading-post empires, plantation colonies, and settler colonies.</li> <li>Analyze how the Netherlands, England, and France became naval, commercial, and political powers in the Atlantic basin.</li> <li>Assess the moral, political, and cultural role of Catholic and Protestant Christianity in the European colonies in the Americas.</li> <li>Explain why historians have called the Seven Years War the first “global war” and assess its consequences for Britain, France, Spain, and the indigenous peoples of the American colonial territories.</li> </ul> | <ul style="list-style-type: none"> <li>-Chart</li> <li>-Graphic Organizer</li> <li>-Readings on each type of European activity</li> <li>-Puritan mistreatment of Quakers</li> <li>-Puritan laws</li> <li>-Primary Source: Anne Hutchinson</li> <li>-Recipe cards: Salem Witch Trials, Great Awakening Enlightenment</li> <li>-Reading &amp; questions on Roger Williams</li> <li>-Cause/Effect</li> <li>-Sequencing</li> <li>-Power Point: French &amp; Indian War</li> <li>-Timeline activity: French &amp; Indian War</li> <li>-Map of North America before &amp; after French &amp; Indian War</li> <li>-Graphic organizer on causes &amp; effects of French &amp; Indian War</li> <li>-Graphic organizer on motivations &amp; winners and losers of French &amp; Indian War</li> </ul> | <p>EQ # 2 &amp; 6</p> <p>EQ # 6</p> <p>EQ # 2</p> <p>EQ # 1 &amp; 6</p> | <ul style="list-style-type: none"> <li>-Poster Board: Colonial Recruitment</li> <li>-Questions on primary sources</li> <li>-Completed recipe cards</li> <li>-Roger Williams questions</li> <li>-Quiz</li> <li>-Timeline</li> <li>-Map</li> <li>-Graphic organizer</li> <li>-Web Quest</li> </ul> |
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GRADE 9  
WORLD ERA 6: THE EMERGENCE OF THE FIRST GLOBAL AGE 1450 - 1770

| Content Standards   | Performance Standards  | Benchmarks  | Instructional Strategies  | Essential Questions<br>See Appendix  | Evidence of Learning  |
|---|--|---|---|--|---|
| <p><u>Standard 5</u><br/>Transformations in Asian societies in the era of European expansion.</p> <p>5B The student understands the transformations in India, China, and Japan in an era of expanding European commercial power.</p> <p>5C The student understands major cultural trends in Asia between the 16th and 18th centuries.</p> | <ul style="list-style-type: none"> <li>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</li> <li>Interpret data represented in time lines.</li> </ul> <p>Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.</p> | <ul style="list-style-type: none"> <li>Explain why sugar, tobacco, and other crops grown in the Americas became so important in the world economy.</li> <li>Explain the organization of long- distance trade in West and Central Africa and analyze the circumstances under which African governments, elites, merchants, and other groups participated in the sale of slaves to Europeans.</li> <li>Explain how European governments and firms organized and financed the trans- Atlantic slave trade; and describe the conditions under which slaves made the “middle passage” from Africa to the Americas.</li> <li>Analyze the emergence of social hierarchies based on race and gender in the Iberian, French, and British colonies in the Americas</li> </ul> | <ul style="list-style-type: none"> <li>Primary Source Readings</li> <li>Maps Diagrams</li> <li>Discussion</li> <li>Power Point</li> <li>Graphic organizer: economy of the southern colonies</li> <li>Notes on plantation economy &amp; entrenchment of slavery</li> <li>Primary source reading on cash crops</li> <li>“African Kingdoms: Article &amp; questions”</li> <li>Video: Struggle for Freedom</li> <li>Power Point</li> <li>Primary source: Slavers in African Interior</li> <li>Lecture</li> <li>Middle Passage project</li> <li>Graphic organizer: diversity of northern colonies</li> <li>Graphic organizer: daily life in the south</li> <li>Primary source readings: “Life in the South”</li> </ul> | <p>EQ # 2 &amp; 4</p> <p>EQ # 6</p> <p>EQ # 2, 5 &amp; 6</p> <p>EQ # 2 &amp; 4</p> <p>EQ # 6</p> <p>EQ # 6</p> <p>EQ # 2</p> <p>EQ # 2</p> | <ul style="list-style-type: none"> <li>Primary source questions</li> <li>ABC’s of colonial slavery</li> <li>Video questions</li> <li>Middle passage project/journal</li> <li>Graphic organizers</li> <li>Primary source question</li> <li>Critical thinking questions</li> <li>Questions on China</li> <li>Questions on Japan</li> <li>Asia test</li> <li>Quiz</li> <li>Group project: consequences of Muslin rule, create commercial radio spot that touts Muslims contribution to Indian life</li> <li>Questions on Ramayana</li> <li>Outline of each major religion</li> <li>Questions of Siddartha</li> <li>Articles &amp; questions</li> </ul> |
|   |  | <ul style="list-style-type: none"> <li>Access the extent of European commercial penetration of China and the ability of the Chinese government to control European trade.</li> <li>Analyze Japan’s relations with Europeans between 16<sup>th</sup>-18<sup>th</sup> centuries and the consequences of its policy of limiting contacts with foreigners.</li> </ul>   | <ul style="list-style-type: none"> <li>Primary source readings</li> <li>Lecture notes</li> <li>Graphic organizer</li> <li>Reading: China Limits, European Contacts</li> <li>Reading: Japan Returns, Isolation</li> <li>Chart: Chinese emperors</li> <li>Chart: Daimyos of Japan</li> </ul>  | <p>EQ # 6</p> <p>EQ # 6</p>  | <ul style="list-style-type: none"> <li>Critical thinking questions</li> <li>Questions on China</li> <li>Questions on Japan</li> <li>Asia test</li> </ul>  |
|   |  | <ul style="list-style-type: none"> <li>Describe the varieties of Buddhist and Hindu teaching and practice in Asia and compare their influence on social and cultural life.</li> <li>Analyze how and why Islam continued to expand in India, Southeast Asia, and China.</li> </ul>   | <ul style="list-style-type: none"> <li>Primary Source</li> <li>Compare/contrast chart: Eastern vs Western</li> <li>Group Activity: cast system</li> <li>Discussion</li> <li>Readings: Ralmayana</li> <li>Reading: Siddartha, “The Three Major Religions of China”. “Understanding Islam”, Islam map, articles &amp; questions</li> </ul>  | <p>EQ # 2</p> <p>EQ # 2</p>  | <ul style="list-style-type: none"> <li>Quiz</li> <li>Group project: consequences of Muslin rule, create commercial radio spot that touts Muslims contribution to Indian life</li> <li>Questions on Ramayana</li> <li>Outline of each major religion</li> <li>Questions of Siddartha</li> <li>Articles &amp; questions</li> </ul>  |

GRADE 9

WORLD ERA 6: THE EMERGENCE OF THE FIRST GLOBAL AGE 1450 - 1770

| Content Standards  | Performance Standards  | Benchmarks   | Instructional Strategies  | Essential Questions<br>See Appendix                     | Evidence of Learning  |
|--|--|--|---|---|---|
| <p><u>Standard 6</u><br/>Major global trends from 1450-1770.</p> | <ul style="list-style-type: none"> <li>Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.</li> <li>Draw upon data in historical maps.</li> </ul> | <ul style="list-style-type: none"> <li>Assess the impact of gunpowder weaponry and other innovations in military technology on empire-building and the world balance of naval power.</li> <li>Explain major changes in world political boundaries between 1450-1770 and assess the extent and limitations of European political and military power in Africa, Asia, and the Americas as of the mid-18<sup>th</sup> century.</li> <li>Assess how the acceleration of scientific and technological innovations in this era affected social, economic, and cultural life in various parts of the world.</li> <li>Identify regions where Buddhism, Christianity, and Islam were growing in this era and analyze why these religions and cultural traditions gained new adherents in various parts of the world.</li> </ul> | <ul style="list-style-type: none"> <li>-Group project collage on inventions</li> <li>-Teacher notes</li> <li>-Charts/maps: Jigsaw activity</li> <li>-Maps of the first global age</li> <li>-Cause and effect diagram: commercial revolution</li> <li>-Group activity: innovation poster board</li> <li>-Graphic organizer: 3 major world religions</li> <li>-Video: Looking at the World's Most Popular Religion</li> </ul> | <p>EQ # 4</p> <p>EQ # 6</p> <p>EQ # 4</p> <p>EQ # 5</p> | <ul style="list-style-type: none"> <li>-Collage on inventions</li> <li>-Maps and questions</li> <li>-Innovation poster board</li> <li>-Graphic organizer</li> <li>-Video questions</li> </ul> |

GRADE 9  
U.S. ERA 2: COLONIZATION AND SETTLEMENT (1585 – 1763)

| Content Standards  | Performance Standards  | Benchmarks   | Instructional Strategies   | Essential Questions<br>See Appendix                             | Evidence of Learning  |
|--|--|--|--|---|---|
| <p><u>Standard 1</u><br/>Why the Americas attracted Europeans, why they bought enslaved Africans to their colonies, and how Europeans struggled for control of N. America and the Caribbean.</p> <p>1A The student understands how diverse immigrants affected the formation of European colonies.</p> <p>1B The student understands the European struggle for control of North America.</p> | <ul style="list-style-type: none"> <li>Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.</li> <li>Reconstruct patterns of historical succession and duration.</li> <li>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</li> <li>Consider multiple perspectives.</li> <li>Evidence historical perspectives.</li> </ul> | <ul style="list-style-type: none"> <li>Analyze the religious, political, and economic motives of free immigrants and indentured servants from different parts of Europe who came to N. America and the Caribbean.</li> <li>Describe the arrival of Africans in the European colonies in the 17<sup>th</sup> century and explain the rapid increase of slave importation in the 18<sup>th</sup> century.</li> </ul> | <ul style="list-style-type: none"> <li>-Primary source readings: “Travel &amp; Works of John Smith”</li> <li>-DVD: “What Happened to the 1<sup>st</sup> Supply”</li> <li>-Maps: Jamestown Fort</li> <li>-Lecture: colonization</li> <li>-Graphic organizer: Why did people come to Jamestown?</li> <li>-Power Point on Jamestown</li> <li>- “Surviving the New World” cooperative -</li> <li>Graphic organizer: daily life in Jamestown</li> </ul> | <p>EQ # 5</p> <p>EQ # 6</p>                                     | <ul style="list-style-type: none"> <li>-Diary</li> <li>-Critical thinking questions</li> <li>-“Leading by Example”, persuasive essay</li> <li>-Survival pamphlet and settlement plan</li> <li>- Homework questions</li> </ul>   |
|  |  |  |  |   |   |
| <p><u>Standard 2</u><br/>How political, religious, and social institutions emerged in the English colonies.</p>  | <ul style="list-style-type: none"> <li>Analyze cause and effect relationships and multiple causation, including the importance of the</li> </ul>   | <ul style="list-style-type: none"> <li>Compare how early colonies were established and governed.</li> <li>Explain the concept of “rights of Englishmen” and the impact of the English Civil War and the Glorious Revolution on the colonies.</li> </ul>  | <ul style="list-style-type: none"> <li>-Primary source: Mayflower Compact</li> <li>-Chart: Tale of two Colonies –comparison chart</li> <li>-Power Point</li> <li>-Primary Source: Plymouth and Mass Bay</li> <li>-Role-Playing</li> <li>-Notes</li> <li>-Guided reading: Causes and Results at Conflicts</li> <li>-Roger Williams: an early example of a new political type-article: “The Silencing of Mary Dyer”</li> </ul>                       | <p>EQ # 2</p> <p>EQ # 6</p> <p>EQ # 3</p> <p>EQ # 1 &amp; 2</p> | <ul style="list-style-type: none"> <li>-Test</li> <li>-Primary source questions</li> <li>-Graphic organizers</li> <li>-Native American culture D.B.Q. (V.T.)</li> <li>-Venn Diagram</li> <li>-Journals</li> <li>-Primary source questions</li> <li>-Guided reading chart</li> <li>-Roger Williams chart</li> <li>-Roger Williams questions</li> <li>-Article questions</li> </ul> |

GRADE 9

U.S. ERA 2: COLONIZATION AND SETTLEMENT (1585 – 1763)

| Content Standards   | Performance Standards  | Benchmarks  | Instructional Strategies   | Essential Questions<br>See Appendix | Evidence of Learning  |
|---|--|---|--|-------------------------------------|---|
| 2A The student understands the roots of representative government and how political rights were defined.                                    | <p>individual, the influence of ideas and the role of chance.</p> <ul style="list-style-type: none"> <li>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</li> <li>Hypothesize the influence of the past.</li> <li>Consider multiple perspectives.</li> <li>Challenge arguments of historical inevitability.</li> </ul> | <ul style="list-style-type: none"> <li>Analyze how gender, property ownership, and legal status affected political rights.</li> </ul>   | <p>-Primary source: “The Holy Experiment”<br/>-Analyzing primary source documents<br/>-“Puritan Laws”</p>  | EQ # 3                              | -Primary source questions<br>-Compare and contrast essay: “How Similar is U.S. Culture to Puritan Culture?” |
| 2B The student understands religious diversity in the colonies and how ideas about religious freedom evolved.                               | <ul style="list-style-type: none"> <li>Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas and the role of chance.</li> </ul>  | <ul style="list-style-type: none"> <li>Describe religious groups in colonial America and the role of religion in shaping their communities.</li> <li>Trace and explain the evolution of religious freedom in the English colonies.</li> <li>Explain the impact of the Great Awakening on colonial society.</li> </ul> | <p>-Article: Roger Williams<br/>-Chart: compare and contrast Puritans vs Quakers<br/>-Primary sources: Puritan mistreatment of Quakers<br/>-Videos<br/>-Notes: Franklin vs Jon Edwards<br/>-Flow chart: Evolution of Religious Freedom</p> | EQ # 2<br><br>EQ # 1<br><br>EQ # 2  | -Extended Tasks<br>-Debate  |
| 2C The student understands social and cultural changes in British America.  | <ul style="list-style-type: none"> <li>Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas and the role of chance.</li> </ul>  | <ul style="list-style-type: none"> <li>Explain how and why family, community, and education differed in various regions of colonial N. America.</li> <li>Explain how Enlightenment ideas influenced American society.</li> </ul>  | <p>-Charts: characteristics of enlightenment<br/>-Notes<br/>-Visuals<br/>-Primary sources: Mayflower compact, Plymouth and Mass. Bay<br/>-Article: Roger Williams: An Example of a New Political Type</p>                                  | EQ # 5<br><br>EQ # 2                | -Quiz<br>-Cause and Effect Map<br>-Poster board: “Enlightened Government”<br>-Primary source questions      |
| <u>Standard 3</u><br>How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European | <ul style="list-style-type: none"> <li>Analyze cause and effect relationships and multiple causation, including the importance of the individual, the</li> </ul>   | <ul style="list-style-type: none"> <li>Explain mercantilism and evaluate how it influenced patterns of economic activity.</li> <li>Identify the major economic regions in the Americas and explain how labor systems shaped them.</li> </ul>  | <p>-Mercantilism: why do nations compete?<br/>-Lecture: notes, flowchart<br/>-Map<br/>-Readings<br/>-Chart: diversity in northern colonies<br/>-Chart: daily life in the south</p>   | EQ # 6<br><br>EQ # 5                | -Mercantilism: why do nations compete? (V.T.)<br>-Quiz<br>-Economics Posters<br>-Chart<br>-Chart            |

GRADE 9

U.S. ERA 2: COLONIZATION AND SETTLEMENT (1585 – 1763)

| Content Standards  | Performance Standards   | Benchmarks  | Instructional Strategies  | Essential Questions<br>See Appendix                                   | Evidence of Learning  |
|--|---|---|---|---|---|
| and African life in the Americas.<br><br>3A The student understands colonial economic life and labor systems in the Americas.<br><br>3B_ The student understands economic life and the development of labor systems in the English colonies.<br><br>3C The student understands African life under slavery. | <p>influence of ideas, and the role of chance.</p> <ul style="list-style-type: none"> <li>Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.</li> <li>Challenge arguments of historical inevitability.</li> <li>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</li> <li>Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical perspective.</li> </ul> | <ul style="list-style-type: none"> <li>Explain how environmental and human factors accounted for differences in the economies that developed in the colonies of New England, mid-Atlantic, Chesapeake, and lower South.</li> <li>Explain the shift from indentured servitude to chattel slavery in the southern colonies.</li> <li>Explain how varieties of slavery in African societies differed from the chattel racial slavery that developed in the English colonies.</li> <li>Analyze how Africans in N. America drew upon their African past and upon selected European (and sometimes Indian) customs and values to develop a distinctive African American culture.</li> <li>Analyze overt and passive resistance to enslavement.</li> </ul> | <p>-Charts: diversity of northern colonies, daily life in the south<br/>-Graphs<br/>-Notes</p> <p>-Economic chart on imports and exports, supply and demand for raw materials</p> <p>-Compare/contrast chart<br/>-Primary Source Readings<br/>-Critical thinking questions for “African Kingdoms”</p> <p>-Analyze and interpret slave songs/negro spirituals</p> <p>- Uncle Tom’s Cabin excerpts<br/>-Video</p> | <p>EQ # 2</p> <p>EQ # 5</p> <p>EQ # 2</p> <p>EQ # 2</p> <p>EQ # 1</p> | <p>-Completed charts</p> <p>-Charts<br/>-Critical Thinking Questions</p> <p>- Student interpretation of songs</p> <p>-Daily/journal entry</p> |

GRADE 9

U.S. ERA 3: REVOLUTION AND THE NEW NATION (1754 – 1820s)

| Content Standards   | Performance Standards   | Benchmarks   | Instructional Strategies   | Essential Questions<br>See Appendix   | Evidence of Learning  |
|---|---|--|--|---|---|
| <p><u>Standard 1</u><br/>The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.</p> <p>1A The student understands the causes of the American Revolution.</p> <p>1B The student understands the principles articulated in the Declaration of Independence.</p> | <ul style="list-style-type: none"> <li>Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.</li> <li>Consider multiple perspectives.</li> <li>Establish temporal order in constructing historical narratives of their own.</li> <li>Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.</li> <li>Interrogate historical data.</li> <li>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</li> </ul> | <ul style="list-style-type: none"> <li>Explain the consequences of the Seven Years War and the overhaul of English imperial policy following the Treaty of Paris in 1763.</li> <li>Compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire.</li> <li>Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England.</li> <li>Analyze political, ideological, religious, and economic origins of the Revolution.</li> <li>Reconstruct the arguments among patriots and loyalists about independence and draw conclusions about how the decision to declare independence was reached.</li> <li>Explain the major ideas expressed in the Declaration of Independence and their intellectual origins.</li> <li>Demonstrate the fundamental contradictions between the ideals expressed in the Declaration of Independence and the realities of chattel slavery. Explain how the ideals became unifying ideas of American Democracy.</li> <li>Draw upon the principles of the Declaration of Independence to construct a sound historical argument whether it justified American independence.</li> <li>Compare the Declaration of Independence with the French Declaration of the Rights of Man and Citizen to construct an argument evaluating the importance to the spread of constitutional democracies in the 19<sup>th</sup>-20<sup>th</sup> centuries.</li> </ul> | <p>Primary resource – Proclamation of 1763</p> <ul style="list-style-type: none"> <li>-Notes</li> <li>-Chart: planting the seeds of-----</li> <li>-Role play: colonists vs English</li> </ul> <p>-Power Point presentation-causes of the American Revolution</p> <ul style="list-style-type: none"> <li>-Web: causes of revolution</li> <li>-Primary source readings: Henry Protests the Stamp Act; Trouble in Boston; Boston Massacre</li> </ul> <ul style="list-style-type: none"> <li>-Notes and primary source: common sense, changing minds</li> <li>-Primary source – John Locke</li> <li>-Flow chart: The Declaration of Independence</li> </ul> <ul style="list-style-type: none"> <li>-Notes</li> <li>-Group work – excerpts from the Declaration of Independence</li> <li>-Discussion and analysis of the introduction to the Declaration of Independence</li> <li>-Compare and contrast chart</li> <li>-Primary source; Declaration of Human Rights class discussion</li> </ul> | <p>EQ # 2</p> <p>EQ # 3</p> <p>EQ # 1</p> <p>EQ # 2</p> | <p>-Quiz</p> <p>-Causes of the American Revolution D.B.Q. (V.T.)</p> <p>- Causes of the American Revolution flowchart</p> <p>-Primary source questions</p> <p>- common sense political pamphlet</p> <p>-Flow chart quiz</p> <p>-Matrix of the Declaration of Independence</p> <p>-“The New Declaration of Independence Intro” – students will rewrite the introduction in their own words</p> <p>-Essay: What importance will constitutional democracies play in the 19<sup>th</sup> and 20<sup>th</sup> centuries?</p> |

GRADE 9  
U.S. ERA 3: REVOLUTION AND THE NEW NATION (1754 – 1820s)

| Content Standards  | Performance Standards   | Benchmarks  | Instructional Strategies   | Essential Questions<br>See Appendix                            | Evidence of Learning   |
|--|---|---|--|--|--|
| 1C The student understands the factors affecting the course of the war and contributing to the American victory.   | <ul style="list-style-type: none"> <li>Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.</li> <li>Hypothesize the influence of the past.</li> </ul>  | <ul style="list-style-type: none"> <li>Appraise George Washington’s military and political leadership in conducting the Revolutionary War.</li> <li>Compare and explain the different roles and perspectives in the war of men and women, including white settlers, free and enslaved African Americans, and Native Americans.</li> <li>Analyze the problems of financing the war and dealing with wartime inflation, hoarding, and profiteering.</li> <li>Explain how the Americans won the war against superior British resources, including relationships with France, Holland, and Spain.</li> <li>Analyze the terms of the Treaty of Paris and how they affected U.S. relations with Native Americans and with European powers that held territories in N. America.</li> </ul> | <ul style="list-style-type: none"> <li>Primary source readings: George Washington: Military Leader</li> <li>Chart of roles</li> <li>Role play discussion between groups</li> <li>Teacher centered instruction and presentation</li> <li>Primary source: weighing the odds</li> <li>Power Point on American Revolution</li> <li>Timeline of American Revolution</li> <li>Notes</li> <li>Maps of revolution battles</li> <li>Graphic organizer: strengths and weaknesses</li> <li>Primary readings: Valley Force, The Battle of Saratoga and questions chart and notes, The Treaty of Paris</li> </ul> | EQ # 1<br><br>EQ # 1<br><br>EQ # 1<br><br>EQ # 1<br><br>EQ # 1 | <ul style="list-style-type: none"> <li>Write a book jacket for the biography of George Washington’s leadership during the revolution</li> <li>Skits: roles and perspectives of groups during war</li> <li>Debating the Revolutionary War newspaper battle accounts project</li> <li>Primary source questions</li> <li>Test: American Revolution</li> </ul> |
| <p><u>Standard 2</u><br/>The impact of the American Revolution on politics, economy, and society.</p> <p>2A The student understands revolutionary government-making at national and state levels.</p> <p>2B The student understands the economic issues arising out of the Revolution.</p> | <ul style="list-style-type: none"> <li>Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.</li> <li>Interrogate historical data.</li> <li>Formulate a position or course of action on an issue.</li> </ul> | <ul style="list-style-type: none"> <li>Analyze the arguments over the Articles of Confederation.</li> <li>Assess the importance of the Northwest Ordinance.</li> <li>Analyze the factors that led to Shay’s Rebellion.</li> <li>Explain how the Continental Congress and the states attempted to rebuild the</li> </ul>   | <ul style="list-style-type: none"> <li>Treaty (primary source)</li> <li>Graphic organizer: Analyzing Weaknesses of the Articles of Confederation</li> <li>Teacher centered instruction/notes</li> <li>Primary accounts: Shay’s Rebellion</li> <li>Notes &amp; Presentation</li> <li>Read Text</li> <li>Map of geographical areas and their economic developments</li> </ul>  | EQ # 2<br><br>EQ # 2   | <ul style="list-style-type: none"> <li>Political cartoon activity</li> <li>Primary source questions</li> <li>Critical thinking questions</li> <li>Map questions</li> </ul>   |

GRADE 9

U.S. ERA 3: REVOLUTION AND THE NEW NATION (1754 – 1820s)

| Content Standards  | Performance Standards  | Benchmarks   | Instructional Strategies  | Essential Questions<br>See Appendix                                   | Evidence of Learning   |
|--|--|--|---|---|--|
| <p>2C The student understands the Revolution's effects on different social groups.</p> <p><u>Standard 3</u><br/>The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.</p> <p>3A The student understands the issues involved in the creation and ratification of the United States Constitution and the new government.</p> | <ul style="list-style-type: none"> <li>• Consider multiple perspectives.</li> <li>• Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</li> <li>• Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.</li> </ul> | <p>economy by addressing issues of foreign and international trade, banking, and taxation.</p> <ul style="list-style-type: none"> <li>• Compare the reasons why many white men and women and most African Americans and Native Americans remained loyal to the British.</li> <li>• Compare the revolutionary goals of different groups - for example, rural farmers, and urban craftsmen, northern merchants and southern planters – and how the Revolution altered social, political, and economic relations among them.</li> <li>• Analyze the contributions of African Americans and women during the Revolution.</li> <li>• Analyze the factors involved in calling the Constitutional Convention.</li> <li>• Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution.</li> </ul> | <p>-Primary source readings: “Are You Loyal?” activity<br/>-Chart each group and why they want to rebel or remain loyal</p> <p>-Primary readings<br/>-Power Point: American Revolution<br/>-Biographical Readings</p> <p>-Article: “Women of the Revolution” and “An Incomplete Revolution”</p> <p>-Editorial/Cartoon<br/>-Notes<br/>-Graphic organizer: analyzing weakness of Articles of Confederation<br/>-Compare and contrast chart Articles to Constitution<br/>-Primary source readings: “Two Days at the Constitutional Convention”</p> | <p>EQ # 1</p> <p>EQ # 1</p> <p>EQ # 4</p> <p>EQ # 3</p> <p>EQ # 3</p> | <p>-Journal from each perspective<br/>-Chart Completion</p> <p>-Hero poster</p> <p>-Editorial/cartoon<br/>-Articles of Confederation D.B.Q.<br/>-Primary source questions<br/>-Completed chart</p> |

GRADE 9

WORLD ERA 7: AN AGE OF REVOLUTIONS 1750 - 1914

| Content Standards  | Performance Standards  | Benchmarks   | Instructional Strategies  | Essential Questions<br>See Appendix   | Evidence of Learning   |
|--|--|--|---|---|--|
| <p><u>Standard 1</u><br/>The causes and consequences of political revolutions in the late 18th and early 19th centuries.</p> <p>1A The student understands how the French Revolution contributed to transformations in Europe and the world.</p> | <ul style="list-style-type: none"> <li>Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.</li> <li>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</li> <li>Reconstruct patterns of historical succession and duration.</li> <li>Interrogate historical data.</li> </ul> | <ul style="list-style-type: none"> <li>Analyze how the Seven Years War, Enlightenment thought, the American Revolution, and growing internal economic crisis affected social and political conditions in Old Regime France.</li> <li>Compare the causes, character, and consequences of the American and French revolutions.</li> <li>Explain how the French Revolution developed from constitutional monarchy to democratic despotism.</li> <li>Analyze leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and assess the importance of these ideas for democratic thought and institutions in the 20<sup>th</sup> century.</li> </ul> | <ul style="list-style-type: none"> <li>-Flow chart: seven years later</li> <li>-Timeline: American Revolution</li> <li>-Primary source materials</li> <li>-Chart: causes of French Revolution</li> <li>-Role play first, second, and third estate</li> <li>-Primary source Declaration of the Rights of Man</li> <li>-Chart National Assembly changes in French Revolution</li> <li>-Tale of Two Cities: excerpts from</li> </ul> | <p>EQ # 2 &amp; 4</p> <p>EQ # 1</p> <p>EQ # 1</p> <p>EQ # 1 &amp; 4</p> <p>EQ # 1</p> <p>EQ # 6</p> | <ul style="list-style-type: none"> <li>-Timeline</li> <li>-Primary DBQ's</li> <li>-Role Play Rubric</li> <li>-Completed chart</li> <li>-Questions on Declaration of the Rights of Man</li> <li>-Critical thinking questions</li> <li>-Compare and contrast essay US + FR</li> <li>-Chart</li> <li>-Timeline</li> </ul> |
| <p><u>Standard 2</u><br/>The causes and consequences of the agricultural and industrial revolutions, 1700-1850.</p> <p>2A The student understands the early industrialization and the importance of developments in England.</p>                 | <ul style="list-style-type: none"> <li>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</li> </ul> <p>Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.</p>  | <ul style="list-style-type: none"> <li>Identify the major characteristics of the industrial revolution and compare industrial economies with other forms of economic organization.</li> <li>Assess relationships between the expanding world market economy of the 16<sup>th</sup>-18<sup>th</sup> centuries and the development of industrialization.</li> </ul>  | <ul style="list-style-type: none"> <li>-Compare agricultural and industrial economics</li> <li>-Illustrated timeline of technology</li> </ul>   | <p>EQ # 1</p> <p>EQ # 6</p>   | <ul style="list-style-type: none"> <li>-Critical thinking questions</li> <li>-Compare and contrast essay US + FR</li> <li>-Chart</li> <li>-Timeline</li> </ul>   |

GRADE 9

UNITED STATES ERA 3: REVOLUTIONS AND THE NEW NATION 1754 – 1820’s

| Content Standards   | Performance Standards   | Benchmarks   | Instructional Strategies   | Essential Questions<br>See Appendix   | Evidence of Learning  |
|---|---|--|--|---|---|
| <p><u>Standard 3</u><br/>The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.</p> <p>3A The student understands the issues involved in the creation and ratification of the United States Constitution and the new government it established.</p> <p>3B The student understands the guarantees of the Bill of Rights and its continuing significance.</p> <p>3C The student understands the development of the Supreme Court’s power and its significance from 1789 to 1820.</p> <p>3D The student understands the development of the first American party system.</p> <p>Revised 7-06</p> | <ul style="list-style-type: none"> <li>• Assess the importance of the individual.</li> <li>• Reconstruct patterns of historical succession.</li> <li>• Analyze multiple causation.</li> <li>• Compare and contrast differing sets of ideas.</li> <li>• Analyze cause-and-effect relationships.</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution.</li> <li>• Analyze the fundamental ideas behind the distribution of powers and the system of checks and balances established by the constitution.</li> <li>• Compare the arguments of Federalists and Anti-Federalists during the ratification debates and assess their relevance.</li> <li>• Evaluate the arguments over the necessity of the Bill of Rights and explain Madison’s role in securing its adoption by the First Congress.</li> <li>• Analyze the significance on the Bill of Rights and its specific guarantees.</li> <li>• Discuss whether the Alien and Sedition Acts of 1798 threatened First Amendment rights.</li> <li>• Appraise how John Marshall’s precedent-setting decisions interpreted the Constitution and established the Supreme Court as an independent and equal branch of the government.</li> </ul> | <p>-Primary source: “Two Days at the Constitutional Convention”<br/>-Notes: VA &amp; NJ Plan, 3/5 compromise, compare &amp; contrast chart: VA vs NJ Plan<br/>-“Understanding Our Constitution Questions?”</p> <p>-Venn diagram: checks and balances: Number one branch can be too powerful<br/>-“We the People” articles and questions<br/>-Notes: Bill of Rights</p> <p>-Primary sources: “The Federalist Papers #1”</p> <p>-Patrick Henry’s speech against ratification</p> <p>-Bill of Rights children’s book<br/>-Primary sources: Alien and Sedition Acts of 1798 – class discussion</p> <p>-Marbury vs Madison, reading and questions</p> | <p>-Federalist - Papers</p> <p>-Constitution</p> <p>-The papers of Thomas Jefferson<br/>(<a href="http://www.memory.loc.gov/ammen">www.memoryloc.gov/ammen</a>)</p> <p>-Bill of Rights</p> <p>- “Thomas Jefferson Slavery” (library of congress web page)</p> | <p>-Essay: Compare and Contrast<br/>-Test<br/>-Reflection essay on 3/5 compromise<br/>- Completed Venn diagram<br/>-“We the People” questions<br/>-Debate” Federalists vs Anti-Federalists</p> <p>-Children’s book (V.T.)</p> <p>-On demand common task, RI Skills Commission, “Freedom of Speech: Tee Shirts in School”<br/>-Mock trial: Fire in a Theatre</p> |

