

| Unit  | Content   | Skills   | Assessment  | Standards  |
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| <b>Map Skills</b>                                   | <ul style="list-style-type: none"> <li>Location of major US and Illinois physical and political items</li> <li>Using a map (compass, inset map, distance, scale, directions, measurement)</li> </ul>  | Vocabulary<br>Relating text and visuals<br>Asking questions<br>Observing   | Map Skills Packet<br>50 States Pretest<br>50 States Posttest  | 17.A.3a Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).<br><br>17.A.3b Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images. |
| <b>Being a Historian and Early American History</b> | <ul style="list-style-type: none"> <li>Primary and Secondary Sources</li> <li>Perspectives of History</li> <li>Native American Tribe Research</li> <li>Columbus: Hero or villain?</li> </ul>  | Research<br>Compare and contrast<br>Vocabulary<br>Relating text and visuals<br>Summarizing<br>Predicting<br>Asking questions<br>Reading comprehension                                      | Columbus Debate<br>Young People’s History<br>Comprehension questions  | 16.A.3c Identify the differences between historical fact and interpretation.<br><br>16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).<br><br>16.C.3a (US) Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.         |
| <b>13 Colonies</b>                                  | <ul style="list-style-type: none"> <li>Jamestown and the Powhatan Tribe</li> <li>13 Colonies Map</li> <li>New England Colonies</li> <li>Salem Witch Trials</li> <li>Middle Colonies</li> <li>Southern Colonies</li> <li>Slavery and the Middle Passage</li> <li>Triangular Trade</li> </ul> | Research<br>Compare and contrast<br>Vocabulary<br>Relating text and visuals<br>Summarizing<br>Predicting<br>Asking questions<br>Reading comprehension<br>Map identification<br>Note taking | Mary Dyer Debate<br>Partner readings<br>Reflection writing<br>Stations Activities<br>Study Guide<br>Unit Test | 16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.<br><br>16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.  |

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| <p><b>Colonial Culture and Government</b></p>        | <ul style="list-style-type: none"> <li>• The Enlightenment</li> <li>• Great Awakening</li> <li>• Mercantilism</li> <li>• Revolutionary Political Cartoons</li> <li>• The Albany Conference</li> <li>• French and Indian War</li> </ul>  | <p>Research<br/>Compare and contrast<br/>Vocabulary<br/>Relating text and visuals<br/>Summarizing<br/>Predicting<br/>Asking questions<br/>Reading comprehension<br/>Note taking</p> | <p>Web-quest<br/>Mercantilism Activity<br/>Reflections<br/>Class Discussion</p>  | <p>16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.</p>   |
| <p><b>Independence, Protests, and Revolution</b></p> | <ul style="list-style-type: none"> <li>• Stamp Act</li> <li>• Protests of Colonists</li> <li>• Tyranny</li> <li>• Independence Timeline</li> <li>• Leaders of the Revolution</li> <li>• Worldwide revolutions</li> </ul>  | <p>Research<br/>Compare and contrast<br/>Vocabulary<br/>Relating text and visuals<br/>Summarizing<br/>Predicting<br/>Asking questions<br/>Reading comprehension<br/>Note taking</p> | <p>Group and class debates<br/>Judging Protests chart<br/>Comprehension questions<br/>Timeline<br/>Facebook Research Project<br/>Revolutionary War Test<br/>Worldwide Revolutions<br/>Research Project</p> | <p>16.B.3b (US) Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.</p>   |
| <p><b>US and Illinois Constitution</b></p>           | <ul style="list-style-type: none"> <li>• What led to the Constitution</li> <li>• Parts of Constitution</li> <li>• Preamble</li> <li>• 3 Branches of Government (Legislative, Executive, Judicial)</li> <li>• Amendments</li> <li>• Supreme Court Cases</li> <li>• Medal of Honor Video</li> </ul> | <p>Vocabulary<br/>Relating text and visuals<br/>Summarizing<br/>Reading comprehension<br/>Note taking<br/>Study and Reviewing<br/>Debating</p>                                      | <p>US Constitution Test<br/>Illinois Constitution Test<br/>Study Guide<br/>Review Sessions</p>   | <p>14.F.3a Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.</p> <p>14.F.3b Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.</p> <p>14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.</p> <p>16.B.3c (US) Describe the way the Constitution has changed over time as a result of</p> |

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|  |   |   |   | amendments and Supreme Court decisions  |
| <b>Post Revolution</b>                       | <ul style="list-style-type: none"> <li>• 2 Party System</li> <li>• Presidencies of Washington, Adams, and Jefferson</li> <li>• Hamilton v. Jefferson ideologies</li> <li>• Louisiana Purchase</li> </ul>  | <p>Research<br/>Debating<br/>Compare and contrast<br/>Vocabulary<br/>Relating text and visuals<br/>Summarizing<br/>Predicting<br/>Asking questions<br/>Reading comprehension<br/>Map identification<br/>Note taking</p>                                     | <p>Test<br/>Study Guide<br/>Class debate</p>  | <p>17.C.3a Explain how human activity is affected by geographic factors.</p> <p>18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</p> <p>6.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p>  |
| <b>Westward Expansion</b>                    | <ul style="list-style-type: none"> <li>• Lewis and Clark</li> <li>• War of 1812</li> <li>• Erie Canal</li> <li>• National Anthem</li> <li>• “Nacirema” Society</li> <li>• Sitting Bull</li> <li>• Manifest Destiny</li> <li>• Mexican American War</li> <li>• Historiography</li> </ul> | <p>Research<br/>Class discussion<br/>Compare and contrast<br/>Vocabulary<br/>Relating text and visuals<br/>Summarizing<br/>Predicting<br/>Asking questions<br/>Reading comprehension<br/>Map identification<br/>Note taking<br/>Historical Perspectives</p> | <p>Louisiana Purchase<br/>Research Postcard<br/>Young People’s History<br/>Reading Comprehension<br/>Test</p> | <p>16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).</p> <p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p> <p>16.E.3a (US) Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.</p> |
| <b>Abe Lincoln and the Legacy of Slavery</b> | <ul style="list-style-type: none"> <li>• Abe Lincoln: Saint or Sinner?</li> <li>• Lincoln Primary Source Analysis</li> <li>• Olaudah Equiano Reading</li> <li>• History and Conditions of Slavery</li> </ul>  | <p>Vocabulary<br/>Relating text and visuals<br/>Summarizing<br/>Predicting<br/>Asking questions<br/>Reading comprehension<br/>Note taking<br/>Historical Perspectives</p>   | <p>Lincoln Debate<br/>Stations<br/>Reading Comprehension<br/>Questions<br/>Springfield Fieldtrip</p>          | <p>18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military)</p> <p>18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.</p>  |