

| <u>Month</u>                                 | <u>Essential Question</u>   | <u>Content</u>  | <u>Skills</u>  | <u>Activities</u>  | <u>Assessments</u>   | <u>Iowa Core Standard</u>   |
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| August-September (3 weeks)<br>Native America | <ol style="list-style-type: none"> <li>Why does history matter?</li> <li>What do artifacts tell us about culture?</li> <li>How did geography affect Native American Culture?</li> <li>How did Native Americans arrive in the Americas?</li> </ol> | <ol style="list-style-type: none"> <li><b>Archeologist</b></li> <li><b>Hunter-gatherers</b></li> <li><b>Maize</b></li> <li><b>Culture</b></li> <li><b>Artifacts</b></li> </ol> <p><b>Regions Where Native Americans Lived</b></p> <ol style="list-style-type: none"> <li><b>Arctic</b></li> <li><b>Northwest Coast</b></li> <li><b>California</b></li> <li><b>Plateau</b></li> <li><b>Great Basin</b></li> <li><b>Southwest</b></li> <li><b>Plains</b></li> <li><b>Northeast Woodlands</b></li> <li><b>Southeast</b></li> </ol> | <ul style="list-style-type: none"> <li>Understand the impact of geography on culture and the migration of people</li> <li>Primary Source Interpretation</li> <li>Interpreting Historical quotes</li> </ul> | <ul style="list-style-type: none"> <li>Clovis Video</li> <li>Bearing Land Bridge Article</li> <li>Primary Source Activity: Native Artifacts</li> <li>Why is History Important? Quotes Activity</li> <li>Thought Jots</li> <li>Native American Cultures Museum Project</li> </ul> | <ul style="list-style-type: none"> <li>Native American Cultures Museum Poster, Presentation, and Exhibit</li> <li>Unit Packet</li> <li>Study Guide</li> <li>Unit Quiz</li> </ul> | <p>Iowa CORE History</p> <ul style="list-style-type: none"> <li>1(c)</li> <li>1(d)</li> <li>2(b)</li> <li>2(c)</li> <li>3(b)</li> <li>4(a)</li> <li>4(b)</li> <li>4(f)</li> <li>5(a)</li> <li>5(b)</li> <li>6(a)</li> <li>6(c)</li> <li>7(a)</li> <li>7(b)</li> <li>7(c)</li> </ul> <p>WHIST</p> <ul style="list-style-type: none"> <li>6-8.1</li> <li>6-8.2</li> <li>6-8.3</li> <li>6-8.4</li> <li>6-8.8</li> <li>6-8.9</li> <li>6-8.10</li> </ul> <p>RH</p> <ul style="list-style-type: none"> <li>6-8.1</li> <li>6-8.2</li> <li>6-8.3</li> <li>6-8.7</li> <li>6-8.8</li> </ul> |
| September (3 Weeks)                          | <ol style="list-style-type: none"> <li>What was the</li> </ol>  | <ul style="list-style-type: none"> <li><b>Conquistador</b></li> </ul>   | <ul style="list-style-type: none"> <li>Compare/Contr</li> </ul>  | <ul style="list-style-type: none"> <li>Columbian</li> </ul>  | <ul style="list-style-type: none"> <li>Unit Packet</li> </ul>  | Iowa CORE History   |

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|----------------------------|--|--|---|--|--|--|
| Spanish America            | <p><b>Columbian Exchange?</b><br/>How did it effect the New and Old Worlds?</p> <p>2. What were the Native societies like that the Spanish conquered?</p> <p>3. How did the Spanish conquer these Native Societies?</p> <p>4. How did the Spanish control their <b>frontier</b>?</p> <p>5. How did Native Americans resist Spanish colonial rule?</p> <p>6. How did the <b>Horse Revolution</b> change Native American life?</p> | <ul style="list-style-type: none"> <li>• <b>Francisco Pizarro</b></li> <li>• <b>Hernando Cortes</b></li> <li>• <b>Inca Empire</b></li> <li>• <b>Aztec Empire</b></li> <li>• <b>Mexico City</b></li> <li>• <b>Tenochtitlan</b></li> <li>• <b>Columbian Exchange</b></li> <li>• <b>Old World</b></li> <li>• <b>New World</b></li> <li>• <b>Kiva</b></li> <li>• <b>The Requirement</b></li> <li>• <b>Kachina</b></li> <li>• <b>Spanish Frontier</b></li> <li>• <b>Presidio</b></li> <li>• <b>Spanish Pueblo</b></li> <li>• <b>Mission</b></li> <li>• <b>Pueblo Uprising of 1680</b></li> <li>• <b>Popay</b></li> <li>• <b>Horse Revolution</b></li> </ul> | <p>ast Conquistador Biographies</p> <ul style="list-style-type: none"> <li>• Compare/Contrast Pre-Columbian Empires</li> <li>• Determine the effects of the Columbian Exchange on the present day</li> <li>• Evaluate the impact of the Spanish Conquest on Native Culture</li> <li>• Cause and Effect Relationship of the Horse Revolution on Native cultures</li> </ul> | <p>Exchange Chocolate Activity</p> <ul style="list-style-type: none"> <li>• Conquistador Videos</li> <li>• Reading the Requirement</li> <li>• Conquistador s Skits</li> <li>• Horse Revolution Web Research</li> <li>• Pueblo Uprising Video</li> <li>• Conquistador s Skit</li> <li>• Jeopardy Review Game</li> </ul> | <ul style="list-style-type: none"> <li>• Unit Study Guide</li> <li>• Horse Revolution Research</li> <li>• Unit Test</li> </ul> | <ul style="list-style-type: none"> <li>• 1(a)</li> <li>• 1(d)</li> <li>• 2(a)</li> <li>• 2(c)</li> <li>• 3(a)</li> <li>• 3(b)</li> <li>• 4(a)</li> <li>• 4(b)</li> <li>• 4(c)</li> <li>• 4(e)</li> <li>• 4(f)</li> <li>• 4(g)</li> <li>• 5(a)</li> <li>• 5(b)</li> <li>• 5(c)</li> <li>• 7(a)</li> <li>• 7(c)</li> </ul> <p>WHIST</p> <ul style="list-style-type: none"> <li>• 6-8.1</li> <li>• 6-8.2</li> <li>• 6-8.4</li> <li>• 6-8.5</li> <li>• 6-8.6</li> <li>• 6-8.7</li> <li>• 6-8.8</li> <li>• 6-8.9</li> <li>• 6-8.10</li> </ul> <p>RH</p> <ul style="list-style-type: none"> <li>• 6-8.1</li> <li>• 6-8.2</li> <li>• 6-8.4</li> <li>• 6-8.6</li> <li>• 6-8.7</li> <li>• 6-8.8</li> <li>• 6-8.9</li> </ul> |
| October (3 Weeks) Atlantic | 1. What is the <b>Age of Exploration</b> ?   | <ul style="list-style-type: none"> <li>• <b>Silk Road</b></li> <li>• <b>Age of Exploration</b></li> <li>• <b>Northwest</b></li> </ul>  | <ul style="list-style-type: none"> <li>• Understand Cause and Effect</li> </ul>   | <ul style="list-style-type: none"> <li>• Tight Packing Simulation</li> </ul>   | <ul style="list-style-type: none"> <li>• Slave Story</li> <li>• Unit Packet</li> <li>• Unit Study</li> </ul>                   | Iowa CORE History <ul style="list-style-type: none"> <li>• 1(c)</li> </ul>   |

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| Trade  | <p>2. Why Europeans start exploring the New World?</p> <p>3. What is the <b>Middle Passage</b>? How did African slaves experience it?</p> <p>4. What was the <b>Triangle Trade</b>? How did it create a <b>Trans-Atlantic Economy</b>?</p> <p>5. What is <b>Mercantilism</b>? How did it effect the Old and New World?</p> | <p><b>Passage</b></p> <ul style="list-style-type: none"> <li>• <b>Songhai</b></li> <li>• <b>Benin</b></li> <li>• <b>Kongo</b></li> <li>• <b>Chattel Slavery</b></li> <li>• <b>Raw Materials</b></li> <li>• <b>Manufactured Goods</b></li> <li>• <b>Middle Passage</b></li> <li>• <b>Tight Packing</b></li> <li>• <b>Triangle Trade</b></li> <li>• <b>Trans-Atlantic Economy</b></li> <li>• <b>Motherland</b></li> <li>• <b>Colony</b></li> </ul> | <p>Relationships</p> <ul style="list-style-type: none"> <li>• Understand how geography affected trade in the Atlantic World</li> <li>• Perspective-taking: Experiencing the Middle Passage</li> <li>• Understand economic relationships</li> </ul> | <ul style="list-style-type: none"> <li>• Middle Passage Primary Source Activity</li> <li>• <i>Equiano</i> Reading</li> <li>• Triangle Trade Game Show</li> <li>• Triangle Trade Simulation</li> <li>• Slave Story</li> <li>• Jeopardy Review Game</li> </ul> | <p>Guide</p> <ul style="list-style-type: none"> <li>• Unit Test</li> </ul>  | <ul style="list-style-type: none"> <li>• 1(d)</li> <li>• 2(a)</li> <li>• 2(c)</li> <li>• 3(a)</li> <li>• 4(a)</li> <li>• 4(b)</li> <li>• 5(a)</li> <li>• 5(b)</li> <li>• 5(c)</li> <li>• 7(a)</li> <li>• 7(b)</li> <li>• 7(c)</li> </ul> <p>WHIST</p> <ul style="list-style-type: none"> <li>• 6-8.1</li> <li>• 6-8.2</li> <li>• 6-8.3</li> <li>• 6-8.4</li> <li>• 6-8.5</li> <li>• 6-8.8</li> <li>• 6-8.9</li> </ul> <p>RH</p> <ul style="list-style-type: none"> <li>• 6-8.1</li> <li>• 6-8.2</li> <li>• 6-8.3</li> <li>• 6-8.4</li> <li>• 6-8.7</li> </ul> |
| October-November (3 Weeks) Trade in the New Colonies | <p>1. Why did the earliest English colonies in the New World struggle to survive?</p> <p>2. How did Jamestown success where English colonies failed?</p> <p>3. Who was Pocahontas? How</p>   | <ul style="list-style-type: none"> <li>• <b>Starving Time</b></li> <li>• <b>Iroquois Confederacy</b></li> <li>• <b>Fur Trade</b></li> <li>• <b>Beaver Wars</b></li> <li>• <b>Roanoke Island</b></li> <li>• <b>Joint-Stock Company</b></li> <li>• <b>Charter</b></li> <li>• <b>Jamestown</b></li> <li>• <b>John Smith</b></li> <li>• <b>Pocahontas</b></li> </ul>   | <ul style="list-style-type: none"> <li>• Map Skills</li> <li>• Discerning historical veracity from legend</li> <li>• Democratic Reasoning</li> <li>• Historical Interpretation of Events</li> </ul>  | <ul style="list-style-type: none"> <li>• Starving Time Café</li> <li>• Roots of Democracy Essays</li> <li>• Beaver Wars Map Activity</li> <li>• Pocahontas <i>Reality vs. Fiction</i></li> <li>• Trashketball Review Game</li> </ul>                         | <ul style="list-style-type: none"> <li>• Unit Packet</li> <li>• Unit Study Guide</li> <li>• Unit Test</li> <li>• Roots of Democracy Essays</li> </ul> | <p>Iowa CORE History</p> <ul style="list-style-type: none"> <li>• 1(a)</li> <li>• 1(d)</li> <li>• 2(a)</li> <li>• 2(c)</li> <li>• 3(a)</li> <li>• 3(b)</li> <li>• 4(a)</li> <li>• 4(b)</li> <li>• 4(c)</li> <li>• 4(e)</li> </ul>   |

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|  | <p>can we determine legend from history?</p> <p>4. What were the Middle Colonies? How were they similar? Different?</p> <p>5. Who were the Iroquois? What impact did they have on early U.S. history?</p> <p>6. How did the Beaver Wars destroy Native American power in the Great Lakes?</p> | <ul style="list-style-type: none"> <li>• Chief Powhatan</li> <li>• Powhatan Nation</li> <li>• John Rolfe</li> <li>• Middle Colonies</li> <li>• New Amsterdam/New York</li> <li>• Patroon</li> <li>• William Penn</li> <li>• Quakers</li> <li>• Democracy</li> </ul>  |  |   |   | <ul style="list-style-type: none"> <li>• 4(f)</li> <li>• 4(g)</li> <li>• 5(a)</li> <li>• 5(b)</li> <li>• 5(c)</li> <li>• 7(a)</li> <li>• 7(c)</li> </ul> <p>WHIST</p> <ul style="list-style-type: none"> <li>• 6-8.1</li> <li>• 6-8.2</li> <li>• 6-8.4</li> <li>• 6-8.5</li> <li>• 6-8.6</li> <li>• 6-8.7</li> <li>• 6-8.8</li> <li>• 6-8.9</li> <li>• 6-8.10</li> </ul> <p>RH</p> <ul style="list-style-type: none"> <li>• 6-8.1</li> <li>• 6-8.2</li> <li>• 6-8.4</li> <li>• 6-8.6</li> <li>• 6-8.7</li> <li>• 6-8.8</li> <li>• 6-8.9</li> </ul> |
| <p>November-December (4 Weeks)<br/>Puritan New England</p> | <p>1. How did political and religious developments in England determine who settled in the New World?</p> <p>2. How do we separate the <b>history</b> from the <b>legend</b> of Thanksgiving?</p> <p>3. What lessons did the Puritan settlers</p>   | <ul style="list-style-type: none"> <li>• Puritans</li> <li>• Separatists</li> <li>• Pilgrims</li> <li>• Mayflower Compact</li> <li>• Plymouth Colony</li> <li>• William Bradford</li> <li>• Thanksgiving</li> <li>• New England</li> <li>• Roger Williams</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluate religious tolerance in Puritan New England</li> <li>• Map Skills</li> <li>• Discerning historical veracity from legend (Thanksgiving Myths)</li> <li>• Democratic Reasoning</li> </ul> | <ul style="list-style-type: none"> <li>• Thanksgiving Myth Busters Project</li> <li>• Puritan School Activity</li> <li>• Salem Witch Trials Video</li> <li>• Roots of Democracy Essays</li> <li>• Jeopardy Review Game</li> </ul> | <ul style="list-style-type: none"> <li>• Unit Packet</li> <li>• Unit Study Guide</li> <li>• Unit Test</li> <li>• Thanksgiving Myth Busters Presentation, PowerPoint, and Research Packet</li> <li>• Colonists Wanted! Poster</li> </ul> | <p>Iowa CORE History</p> <ul style="list-style-type: none"> <li>• 1(c)</li> <li>• 1(d)</li> <li>• 2(b)</li> <li>• 2(c)</li> <li>• 3(b)</li> <li>• 4(a)</li> <li>• 4(b)</li> <li>• 4(f)</li> <li>• 5(a)</li> <li>• 5(b)</li> <li>• 6(a)</li> </ul>  |

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|  | <p>learn from Jamestown?</p> <p>4. What is the <b>Mayflower Compact</b>? How is it a root of U.S. democracy?</p> <p>5. What is <b>religious dissent</b>? How did it develop in New England?</p> <p>6. What were the <b>Salem Witch Trials</b>? How did they lead to the development of <b>religious tolerance</b> in New England?</p> | <ul style="list-style-type: none"> <li>• <b>“Separation of Church and State”</b></li> <li>• <b>Anne Hutchinson</b></li> <li>• <b>Salem Witch Trials</b></li> <li>• <b>Covenant</b></li> <li>• <b>Wampanoag Treaty Dissenter</b></li> <li>• <b>Spectral Evidence</b></li> <li>• <b>Democracy</b></li> </ul> | <p>(Roots of Democracy Essays)</p> <ul style="list-style-type: none"> <li>• Historical Interpretation of Events</li> <li>• Perspective-taking (Puritan School Children and Dissenters)</li> <li>• Examine the reasons why colonists settled in each colony</li> </ul> | <ul style="list-style-type: none"> <li>• Colonists Wanted! Poster Activity</li> </ul> |  | <ul style="list-style-type: none"> <li>• 6(c)</li> <li>• 7(a)</li> <li>• 7(b)</li> <li>• 7(c)</li> </ul> <p>WHIST</p> <ul style="list-style-type: none"> <li>• 6-8.1</li> <li>• 6-8.2</li> <li>• 6-8.3</li> <li>• 6-8.4</li> <li>• 6-8.8</li> <li>• 6-8.9</li> <li>• 6-8.10</li> </ul> <p>RH</p> <ul style="list-style-type: none"> <li>• 6-8.1</li> <li>• 6-8.2</li> <li>• 6-8.3</li> <li>• 6-8.7</li> <li>• 6-8.8</li> <li>• 6-8.9</li> </ul> |
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