

SUMMER SCHOOL TEACHER GUIDE



Social Studies/ 8th Grade

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Summer School Teacher Guide

The Elementary and Middle Summer School Program will be for 20 days. Students will have a total of 18 daily lessons and day 19 and 20 will be for reviewing lessons/quizzes and post-test.

- Eighteen (18) days of daily lessons
- One (1) day post-test review and post-test
- One (1) day of reviewing lessons, retake daily post-tests, and makeup missed lessons.

All students and staff will use Grade Results for their summer curriculum. Each lesson will open daily, and students will not be able to work ahead; however, students can work on previously opened lessons. Students can retake a daily post-test 3 times before it locks. If a student needs to retake a daily lesson post-test for a 4th time, then the teacher will have to open the lesson post-test again. Teachers should not delete any prior lesson post-test. Grade Results will post the highest grade from each students' lesson post-test.

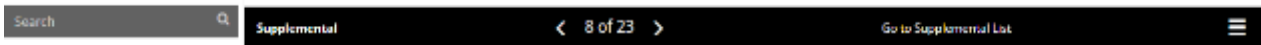
Classroom Schedule – Time below is an approximate breakdown of time.

- **Attendance in PowerSchool** – 5 minutes
- **Lesson Introduction (I Do)** – 5 minutes.
- **Lesson Activities (We Do)** – 20 minutes.
- **Supplemental** – 20 minutes (*BrainPOP, Flocabulary, Nearpod, Learn360, Others, etc.*)
- **Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)
- **Foundational or Practice Skills** – 30 minutes (Students will breakout for small group instruction.)
- **Teacher Lesson Review** – 5 minutes
- **Independent Work** – Student Lesson Review*/Post-Test (They Do) – 30 minutes.
- **Closing/Wrap Up**– 5 minutes.
- **Total Time: 2 hours 10 minutes**

***Lesson Review** – Students will review lesson for essential knowledge/information prior to the daily test.

The following will be used within **Grade Results**:

- **Lessons** with Content Area, Videos, and Activities
- **Supplemental** Teacher Resources:
 - Click on Supplemental
 - Click on Resource to view (Example: Flocabulary, BrainPOP, Others)
 - Teacher will review with the students the items that need to be completed.
 - Teachers can select additional Supplemental Resources as needed if time permits.
 - To view another resource once you are in a resource, use the Toggle Sidebar in the top right-hand corner. It has three dashes. An example is listed below.



- **Post-Test** – Each lesson will have a daily post-test.

Graded Work – The Post-Test will be the daily graded work. Graded work is automatically calculated by the Grade Results Software.

Anchor Charts – Some subjects may have Anchor Charts available with their lesson.

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 1

Topic/Lesson Title & Grade Results #: Lesson 1 The English Colonies

Objective(s): Students will be able to do the following:

- Explain how the English Colonies were established.
- Describe what daily life was like in Virginia in the early 17th century.
- Explain the significance of the Toleration Act of 1649.
- Explain how the Pilgrim's differed from the colonists in Virginia.
- Identify the reasons why the Great Migration took place.
- Discuss the economic status of the New England Colonies.
- Discuss the economic status of the Southern Colonies.
- Describe the significance of the English Bill of Rights.
- Explain the triangular trade system and the Middle Passage.
- Explain how the ideas of the Scientific Revolution and the Enlightenment greatly influenced colonial leaders.
- Describe how the French and Indian War affected life in the colonies.
- Discuss the impact that the Stamp Act had on the colonies.
- Describe the consequences of the Boston Massacre

Guiding Question(s): How were the English colonies established? What made each colony unique?

TN Curriculum Standard(s): 8.01-8.15

*Explain the founding and development of Jamestown as the first permanent English colony, its early struggles, the economic and political structure, and role of the Powhatan people.

*Explain the founding and development of the Massachusetts Bay Colony, including the significance of: Anne Hutchinson; Role of theocracy; Salem Witch Trials; Town meetings

Explain the motivation for and the founding of the Rhode Island and Connecticut Colonies, including the roles of Roger Williams and Thomas Hooker.

* Analyze the economic motivation for the Dutch founding New Netherlands, the diverse population of the colony, and the transition to the English colony of New York.

* Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including the significance of: William Penn; Philadelphia; Relationship with American Indians; Role of women

* Explain the reasons behind the settlement of the Georgia Colony, including: its designation as a "debtor" colony, its function as a "buffer" colony, and the role of James Oglethorpe in its founding.

* Locate and identify the Thirteen Colonies and describe how their location and geographic features influenced regional economic development.

* Compare and contrast the locations and goals of British, French, and Spanish settlements in North America.

* Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage.

* Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance.

* Explain the Navigation Acts and the policy of mercantilism.

* Explain the significance of the Ohio River Valley leading to the French and Indian War and the events and consequences of the conflict, including: the massacre at Fort Loudoun, the Treaty of Paris of 1763, war debt, and the Proclamation Line of 1763.

* Explain the political contributions of Benjamin Franklin to the U.S., including the "Join or Die" cartoon

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results' note taker.

Key Vocabulary/Terms: Lesson 1 Vocabulary Words

- **Declaratory Act:** Stated that Parliament had the power to make laws for the colonies "in all cases whatsoever."
- **English Bill of Rights:** An act of the Parliament of England declaring the rights and liberties of the people and reducing the powers of the monarch.
- **Great Awakening:** A religious movement that swept through the colonies in the 1730s and 1740s.
- **Indentured servants:** Servants that signed a contract to work four to seven years for those who paid for their journey to America.
- **Intolerable Acts:** Four punitive measures enacted by the British Parliament in retaliation for acts of colonial defiance.
- **Jamestown:** The first permanent settlement in North America.
- **Mayflower Compact:** The first written framework of government established in what is now the United States.
- **Mercantilism:** A system of creating and maintaining wealth through carefully controlled trade.
- **Middle Passage:** The voyage that brought enslaved Africans across Atlantic to North America and West Indies.
- **Navigation Acts:** A series of acts passed by Congress between 1650 and 1696. Meant to control trade with the colonies.
- **Pilgrims:** A group of extreme Protestants.
- **Proclamation of 1763:** Banned settlement west of the Appalachian Mountains.
- **Puritans:** A member of a group of English Protestants who, in the 16th and 17th centuries, advocated strict religious discipline.
- **Slave Codes:** Laws that controlled the lives of enslaved African Americans and denied them basic rights.
- **Treaty of Paris of 1783:** A treaty between Great Britain and America that made Britain recognize America as a country.
- **William Penn:** A Quaker and proprietor of the New Jersey colony, Penn established the colony of Pennsylvania in 1681.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for The English Colonies and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities: (We Do) 45 minutes:

- As a whole group **listen to or read section Slides (2-6):** The Southern Colonies; Other Southern Colonies; The New England Colonies and watch video- The Colonies Grow; Religion and Government in New England; The New England Colonies; Discuss the differences between the Southern Colonies
- As a whole group **listen to or read section Slides (7-9):** The Middle Colonies and watch the video- The Thirteen Colonies; Life in the English Colonies; Great Awakening and Enlightenment; Discuss the differences between the Middle Colonies
- As a whole group **listen to or read section Slides (10-13):** The French and Indian Wars; Conflict in the Colonies and watch the video- Road to Revolution: The French and Indian War; The Boston Massacre

Break 10 Minutes

Lesson Activities/ Supplemental (We Do) 15 minutes: Flocabulary Video: Colonial America and Read each of the Vocabulary cards. Flocabulary: Read the Passage about the Colonial America and play the Vocabulary Game. Flocabulary: Lyric Lab- Write a rhyme about the Colonial America using the vocabulary words. Try to write at least 4 lines using Grade Results' note taker or paper and pencils.

Lesson Review 5 Minutes: Read as a group Content 14- Lesson Review

Independent Work /Posttest (You Do) 40 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topic. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 2

Topic/Lesson Title & Grade Results #: Lesson 2 Causes of the American Revolution

Objective(s): Students will be able to do the following:

- Identify the social, political and economic causes of the American Revolution.
- Discuss the major battles, leaders, and events of the American Revolution.
- Identify actions the colonists took to protest British taxes.

Guiding Question(s): What were the causes of the American Revolution?

TN Curriculum Standard(s): 8.16, 8.17, 8.18, 8.19, 8.20

- * Explain the historical purposes and consequences of Thomas Paine's Common Sense.
- * Locate and explain the significance of the battles of the American Revolution prior to the signing of the Declaration of Independence, including Lexington and Concord and Bunker (Breed's) Hill.
- * Explain the historical and present-day significance of the Declaration of Independence. (T.C.A. § 49-6-1028)
- * Compare and contrast the points of view of Loyalists and Patriots.
- * Locate and explain the significance of the following during the American Revolution: Struggles of the Continental Army; Battle of Saratoga; Battles of Trenton and Princeton; Battle of Yorktown; Battle of Kings Mountain; Guerrilla warfare

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results' note taker.

Key Vocabulary/Terms: Lesson 2 Vocabulary Words

- **Boycott:** Refuse to cooperate with or participate in.
- **Committee:** A group of people appointed for a specific function.
- **Diplomat:** An official representing a country abroad.
- **Liberty:** A right or privilege
- **Mercantile:** Related to trade
- **Mob:** A large crowd of people.
- **Proclamation:** An official announcement.
- **Protest:** Objection of something.
- **Smuggling:** Move goods illegally into or out of a country.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for Causes of the American Revolution and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities: (We Do) 45 minutes:

- As a whole group watch Declaring Independence located in the supplemental tab (23 minutes)
- As a whole group **listen to or read section Slides (2-4):** Introduction and video- The American Revolutionary War; Causes of the American Revolution; Timeline Events

- As a whole group **listen to or read section Slides (5-10)**: People of the Revolution and video- Patrick Henry; Benjamin Franklin and his video clip; John Adams and Drag and Drop Activity; John Hancock and check question; Thomas Jefferson.

Break 10 Minutes

Lesson Activities/ Supplemental (We Do) 15 minutes: Flocabulary Video: Colonial America and Read each of the Vocabulary cards. Flocabulary: Read the Passage about the Colonial America and play the Vocabulary Game. Flocabulary: Lyric Lab- Write a rhyme about the Colonial America using the vocabulary words. Try to write at least 4 lines using Grade Results' note taker or paper and pencils.

Lesson Review 5 Minutes: (We Do) Read as a group Content 11- Lesson Review

Independent Work /Posttest (You Do) 40 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topic. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 3

Topic/Lesson Title & Grade Results #: Lesson 3 The American Revolution

Objective(s): Students will be able to do the following:

- Identify the reasons for the meeting of the First Continental Congress.
- Describe the details of occurrences during the meeting of the First Continental Congress.
- Describe the reasons for the meeting of the Second Continental Congress.
- Explain the reasons that Thomas Payne wrote the pamphlet, *Common Sense*

Guiding Question(s): What led to the 1st and 2nd Continental Congress?

TN Curriculum Standard(s): 8.16, 8.17, 8.18, 8.19, 8.20

- * Explain the historical purposes and consequences of Thomas Paine's *Common Sense*.
- * Locate and explain the significance of the battles of the American Revolution prior to the signing of the Declaration of Independence, including Lexington, Concord, and Bunker (Breed's) Hill.
- * Explain the historical and present-day significance of the Declaration of Independence. (T.C.A. § 49-6-1028)
- * Compare and contrast the points of view of Loyalists and Patriots.
- * Locate and explain the significance of the following during the American Revolution: Struggles of the Continental Army; Battle of Saratoga; Battles of Trenton and Princeton; Battle of Yorktown; Battle of Kings Mountain; Guerrilla warfare

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results' note taker.

Key Vocabulary/Terms: Lesson 3 Vocabulary Words

- **Abigail Adams:** The intelligent wife of John Adams who advised her husband on political matters.
- **Battle of Bunker Hill:** A battle in Boston where the colonial army tried to keep the British from taking Charlestown. The Americans ended up retreating when they ran out of ammunition, but the British suffered double as many casualties as the Colonists, and this battle showed that the colonists could hold their own against the British.
- **Battle of Saratoga:** A battle where General Burgoyne's troops suffered a terrible defeat because they were badly outnumbered by Patriots.
- **Battle of Trenton:** A battle fought on Christmas 1776 in which General Washington led a surprise attack against the Hessian mercenaries in Trenton. The Americans captured more than 900 Hessians, while suffering only 5 casualties.
- **Battle of Yorktown:** A battle where the Americans held Yorktown (where the British set up camp) under siege and won. This was the last major battle of the Revolution.
- **Continental Army:** A colonial army to defend the colonies and face the redcoats.
- **Declaration of Independence:** A document declaring independence from Britain to make the United States of America. It also declared that "all men are created equal" and talked about the unalienable rights of "life, liberty, and the pursuit of happiness" and how King George III had violated them.
- **Declaration of Rights:** A document drafted in 1774 to proclaim the inherent rights of men, including the right to "life, liberty, and property," as well as the right to rebel against "inadequate" government.
- **First Continental Congress:** A congress of 56 colonial delegates which met in September 1774 to talk about the best way to respond to the crisis in Boston.
- **Francis Marion:** A Patriot who organized a group of men called Marion's Brigade to hurt the British with guerrilla warfare.

- **Friedrich Von Steuben:** A Prussian army officer who helped make the Continental Army a well-trained group of soldiers during the winter at Valley Forge.
- **John Burgoyne:** A British general who led the recapture of Fort Ticonderoga.
- **Loyalists:** People who remained loyal to Great Britain.
- **Marquis de Lafayette:** A wealthy nobleman from France who believed in the Patriot cause and donated \$200,000 to the Patriot army.
- **Mercenaries:** Hired foreign soldiers.
- **Minutemen:** Militia members ready to fight at a minute's notice.
- **Molly Pitcher:** A name for a woman who helped the Revolution.
- **Patriots:** People who chose to fight for independence.
- **Redcoats:** The colonial name for British soldiers.
- **Ruse:** An action intended to deceive someone; a trick.
- **Second Continental Congress:** The follow-up congress to the First Continental Congress which met in May 1775 to talk about how to react to the fighting.
- **Thomas Paine:** Wrote "Common Sense" and "The Crisis," which were pamphlets that fueled the Revolution.
- **Treaty of Paris of 1783:** A treaty between Great Britain and America that made Britain recognize America as a country.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for The American Revolution and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities: (We Do) 30 minutes:

- As a whole group **listen to or read section Slides (2-5):** The First Continental Congress; Declaration of Rights- Read and Annotate the document, discuss vocabulary, and key concepts; Answer the document-based questions. **Some imbedded videos may be skipped if preferred.*
- As a whole group **listen to or read section Slides (6-10):** The Ride of Paul Revere and watch the video- Midnight Ride of Paul Revere; Battles at Lexington and Concord; Second Congress; Dorchester Heights; Declaring Independence and Video- Thomas Paine; Discussion and compare the 1st and 2nd Continental Congress.
- As a whole group **listen to or read section Slides (11-16):** Unfinished Business; Struggle for Liberty and document-based questions; Supporting the War Effort; Defeats and Victories; Winter at Valley Forge; War in the South.
- As time permits as a whole group watch America the Story of Us: Rebels on slide 5.

Break 10 Minutes

Lesson Activities/ Supplemental (I Do) 30 Minutes: Allow students 5 minutes to complete **Content- 17 sorting activity.**

*As time permits watch How the American revolution evolved and take notes.

Lesson Review 5 minutes: (We Do) Read as a group Content 18- Lesson Review

Independent Work /Posttest (You Do) 40 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topic. Ask: How does this relate to society today.

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 4

Topic/Lesson Title & Grade Results #: Lesson 4 The Article of Confederation - Forming a Government by the People of the United States

Objective(s): Students will be able to do the following:

- Discuss how the Magna Carta, the English Bill of Rights, and the European Enlightenment influenced the formation of the American government.
- Describe the forms of self-government that the United States used as a model for developing their government.
- Explain the importance of the Massachusetts Constitution of 1780.
- Describe the terms of the Articles of Confederation, the structure of the government set up under this.
- Explain why the Northwest Territories was created and which states were included in this new region.
- Discuss the United States' relations with other countries in the late eighteenth century.
- Identify the economic problems which plagued states following the Revolutionary War.
- Explain the issues that divided the delegates of the Constitutional Convention.
- Describe the role of each of the three branches of Government.
- Describe the debate between the Federalists and the Anti-federalists.
- Explain how the Federalists gained support for the Constitution.
- Describe the importance of the Bill of Rights to the citizens of the United States of America

Guiding Question(s): How did European ideas influence American government?

TN Curriculum Standard(s): 8.21, 8.22

*Analyze the strengths and weaknesses of the Articles of Confederation, and describe the Land Ordinance of 1785, the Northwest Ordinance of 1787, the Northwest Territory, the Lost State of Franklin, and Shays' Rebellion.

* Describe the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including the Great Compromise and the Three-Fifths Compromise. (T.C.A. § 49-6-1028)

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results' note taker.

Key Vocabulary/Terms: Lesson 4 Vocabulary Words

- **Anti-Federalists:** A person who opposed the adoption of the United States Constitution.
- **Bicameral:** A two-house legislature.
- **Bill of Rights:** A summary of fundamental rights and privileges guaranteed to a people against violation by the State.
- **Constitution:** A set of principles and laws that deal with the powers and duties of the government.
- **Declaration of Independence:** The proclamation made by the second American Continental Congress on July 4, 1776, which asserted the freedom and independence of the 13 Colonies from Great Britain.
- **English Bill of Rights:** Limited the power of the English sovereign and was written as an act of Parliament.
- **Enlightenment:** A philosophical movement of the late 17th and 18th centuries that emphasized the use of reason to examine old ideas and traditions.
- **Executive branch:** Responsible for enforcing the laws, negotiating treaties, and appointing judges and top officials. It also includes the president and vice president.
- **Federalism:** A system of government in which power is divided between a central government and smaller regional governments (states).
- **Federalists:** A supporter of a federal government and the United States Constitution.

- **Great Compromise:** Roger Sherman's idea in which the legislative branch would have two houses, and each State (no matter their size) would have two representatives in the Senate. In the House of Representatives, the number of representatives for each State would be determined by the State's population.
- **Inflation:** A general increase in prices and fall in the purchasing value of money.
- **Judicial branch:** Responsible for interpreting the laws, punishing criminals, and settling disputes between states. Made up of all the national courts.
- **Legislative branch:** Responsible for making the laws, supplying appropriate funds for laws and programs, approving treaties and executive appointments, and establishing the federal courts.
- **Magna Carta:** The first document forced onto King John of England by a group of his subjects, the feudal barons, in an attempt to limit his powers by law and protect their rights.
- **New Jersey Plan:** William Patterson's idea of having a one-house legislature (unicameral) in which all states had equal representation in government.
- **Suffrage:** The right to vote.
- **Three-Fifths Compromise:** Allowed a state to count three-fifths of each African American (slave) in determining political representation in the House.
- **Treaty of Paris (1783):** Ended the American Revolutionary War between Great Britain on one side and the United States of America and its allies on the other.
- **Virginia Plan:** James Madison's idea of having a two-house legislature (bicameral) in which representation in both houses was based on the population of each state.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for The Article of Confederation Forming a Government by the People of the United States and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities: (We Do) 30 minutes: **Some imbedded videos may be skipped, because they duplicate text.*

- As a whole group watch Creating a New Nation 1788-1791 located in the supplemental tab
- As a whole group **listen to or read section Slides (2-3):** Introduction and video- Magna Carta; American Models of Government- Read and Annotate the document and discuss vocabulary and key concepts.
- As a whole group **listen to or read section Slides (4-8):** Right to Vote; Articles of Confederation- Read and Annotate the document and discuss vocabulary and key concepts; Governmental Structure; The Critical Period
- As a whole group **listen to or read section Slides (9-10):** A Need for Stronger Government and video- Creating the Federal Government; Northwest Territory

Break 10 Minutes

Lesson Review 30 Minutes: (We Do) As a whole group **listen to or read section Slides (11-17):** Northwest Territory; Relations with other Countries; Economic Problems; The Constitutional Conventions; The Great Compromise; Federalist Government; Ratifying the Constitution; Bill of Rights; **Some imbedded videos may be skipped if preferred.*

Lesson Review 5 Minutes: (We Do) Read as a group Content 19- Lesson Review

Independent Work /Posttest (You Do) 40 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topic. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 5

Topic/Lesson Title & Grade Results #: Lesson 5 The New Nation

Objective(s): Students will be able to do the following:

- Summarize Washington's Presidency with a focus on his Farewell Address
- Summarize the importance of Thomas Jefferson in American history.
- Identify the impact Shay's Rebellion had on America.
- Describe the importance of the Great Compromise.
- Explain the importance of the Tennessee Constitution of 1796 with a focus on the establishment of voting rights.
- Summarize Adam's Presidency with a focus on the XYZ Affair and the Alien and Sedition Acts

Guiding Question(s): What makes up the Bill of Rights?

TN Curriculum Standard(s): 8.22, 8.23, 8.24, 8.28

* Describe the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including the Great Compromise and the Three-Fifths Compromise. (T.C.A. § 49-6-1028)

* Examine the principles and purposes of government articulated in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances. (T.C.A. § 49-6-1028)

* Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states' rights. (T.C.A. § 49-6-1028)

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results' note taker.

Key Vocabulary/Terms: The Bill of Rights

Anti-Federalists in New York finally agreed to ratify the Constitution as long as the new Congress would amend the Constitution to outline specific rights and liberties reserved for the people. Madison himself wrote these ten amendments, collectively known as the **Bill of Rights**. Congress ratified the bill as the first ten amendments to the Constitution, including:

The First Amendment, which protects freedom of religion, speech, and the press.

The Second Amendment, which guarantees the right to bear arms.

The Fifth Amendment, which guarantees due process of law in criminal cases.

The Sixth Amendment, which guarantees the right to a speedy trial by an impartial jury.

The Ninth Amendment, which stipulates that the people have other rights besides those specifically mentioned in the Constitution or Bill of Rights

The Tenth Amendment, which awards all powers not specifically given to Congress to the individual states.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for The Articles of Confederation and the Constitution and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities: (We Do) 45 minutes:

- As a whole group **listen to or read section Slides (2-4):** Introduction and video- Thomas Jefferson; Articles of Confederation; Shay's Rebellion and video- The Great Compromise

- As a whole group **listen to or read section Slides (5-8)**: The Presidency; The Federalist vs. Antifederalists; Read the Bill of Rights.
- As a whole group **listen to or read section Slides (9-11)**: Washington's Farewell Address, Tennessee State Constitution, John Adams Presidency

Break 10 Minutes

Lesson Activities/ Supplemental (We Do) 15 minutes: Flocabulary Video: A More Perfect Union and Read each of the Vocabulary cards. Flocabulary: Read the Passage about A More Perfect Union and play the Vocabulary Game.

Lesson Review 5 Minutes: Review Content slide 13 – Lesson Review

Independent Work /Posttest (You Do) 40 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topic. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 6

Topic/Lesson Title & Grade Results #: Lesson 6 The Jefferson Era

Objective(s): Students will be able to do the following:

- Describe the election of 1800 and explain the role of political parties.
- Identify Jefferson's achievements.
- Analyze the significance of *Marbury v. Madison*.
- Analyze the beginning of the War of 1812.
- Identify the reasons Napoleon wanted to sell Louisiana to the United States.

Guiding Question(s): Why was the election of 1800 significant?

TN Curriculum Standard(s): 8.29, 8.30

* Analyze the significance of the election of 1800 and Chief Justice John Marshall's opinion in *Marbury v. Madison*.

* Explain the major events of Thomas Jefferson's presidency, including Conflict with the Barbary pirates; Embargo Act; Lewis and Clark Expedition; Louisiana Purchase

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results' note taker.

Key Vocabulary/Terms: Lesson 6 Vocabulary Words

- **Alien and Sedition Acts:** These acts increased the residency requirement for American citizenship from five to fourteen years, authorized the president to imprison or deport aliens considered "dangerous to the peace and safety of the United States," and restricted speech critical of the government.
- **Deadlocked:** A situation, typically one involving opposing parties, in which no progress can be made.
- **Embargo Act (1807):** American ships could not enter the seas until England and France stopped their harassment of American shipping. The effect on the American economy was disastrous. Exports dropped dramatically, with Northeastern merchants, Southern plantation owners, and even farmers dramatically affected.
- **Impressment:** The act of forcing deserted British sailors and American citizens into the British navy.
- **Judiciary Act of 1801:** Created 16 new federal judgeships that President Adams filled with Federalists.
- **Lewis and Clark:** Explored the Louisiana Purchase.
- **Louisiana Purchase:** The Louisiana Purchase (1803), was a land deal between the United States and France, in which the U.S. acquired approximately 827,000 square miles of land west of the Mississippi River for \$15 million dollars.
- **Marbury vs. Madison:** The first time that the Supreme Court declared something "unconstitutional." It established the concept of judicial review in the United States.
- **Non-Intercourse Act (1809):** Replaced the unpopular Embargo Act of 1807 and banned trade only with Britain, France and their colonies.
- **Patriotism:** Pride in one's country.
- **Sacagawea:** A Native American from the Rocky Mountains, who accompanied the Corps of Discovery with her husband, who served as Lewis and Clark's interpreter.
- **Thomas Jefferson:** President during the time of the Louisiana Purchase. Believed that the government would best serve the people by remaining as limited as possible, granting most of the power to states and individuals.
- **Twelfth Amendment:** Created as a result of the election of 1800. Formed a separate ballot for president and vice president in all future elections.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the *objectives* for The Jefferson Era and *vocabulary words* from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities: (We Do) 45 minutes:

- As a whole group **listen to or read section Slides (2-6)**: Warm up activity- What would you do? Jefferson Becomes President and video-Election of 1800; Jefferson’s Policies; Activity- Read and discuss key vocabulary and ideas from Jefferson’s address; Jefferson in Office
- As a whole group **listen to or read section Slides (7-11)**: Madison vs. Marbury and video- Supreme Court; The Louisiana Purchase; Jefferson Buys Louisiana; Explorers Head West; Contact with Native Americans; Discuss the purchase and its impact.
- As a whole group **listen to or read section Slides (12-18)**: Coming of War; Conflict in War; The War of 1812; Great Britain on the Offensive; Drag and drop national group activity.

Break 10 Minutes

Lesson Activities/ Supplemental (We Do) 15 minutes: Flocabulary Video: Jefferson vs. Hamilton and Read each of the Vocabulary cards. Flocabulary: Read the Passage about the Jefferson vs. Hamilton and play the Vocabulary Game. Flocabulary: Lyric Lab- Write a rhyme about the Jefferson vs. Hamilton using the vocabulary words. Try to write at least 4 lines using Grade Results’ note taker or paper and pencils.

Lesson Review 5 Minutes: Read as a group Content 19- Lesson Review, 20- Vocabulary

Independent Work /Posttest (You Do) 40 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topic. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 7

Topic/Lesson Title & Grade Results #: Lesson 7 A New National Identity

Objective(s): Students will be able to do the following:

- Describe the effect that the War of 1812 had on the United States.
- Understand the importance of the Convention of 1818.
- Understand the importance of the Monroe Doctrine to U.S. foreign policy.
- Explain the concept of the American System, proposed by Henry Clay.
- Explain how breakthroughs in transportation played a vital role in unifying the nation.
- Describe the provisions of the Missouri Compromise.
- Understand how American history and landscape inspired writers and artists in the 1800s.
- Describe advancements made in religion, architecture, and education during the early 1800s.

Guiding Question(s): What were the causes and effects of the War of 1812?

TN Curriculum Standard(s): 8.31, 8.32, 8.33, 8.56

* Explain the causes, course, and consequences of the War of 1812, including Use of impressment and trade restrictions between the U.S. and Great Britain; Roles of Andrew Jackson and William Henry Harrison; Significance of the Treaty of Ghent; Rise in nationalism in the U.S.

* Identify and locate the changing boundaries of the U.S. as a result of the Convention of 1818 and the Adams-Onis Treaty.

* Analyze the purpose and effects of the Monroe Doctrine.

* Explain the reasons for and the impact of the Compromise of 1850 (including Henry Clay's role as "The Great Compromiser") and the Fugitive Slave Act (including Harriet Beecher Stowe's influence with Uncle Tom's Cabin).

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results' note taker.

Key Vocabulary/Terms: Lesson 7 Vocabulary Words

- **Adams-Onis Treaty:** In 1819, Spain and United States signed this treaty to settle the border dispute between the two countries. Under the treaty Spain gave East Florida to the US. US gave up its claims to what is now Texas.
- **American System:** A series of measures designed to make the United States economically self-sufficient.
- **Catharine Maria Sedgwick:** An American novelist of "domestic fiction". She promoted Republican motherhood.
- **Cumberland Road:** The first road built by the federal government.
- **Gibbons v. Ogden:** The decision that provided the federal government with the ability to regulate interstate commerce.
- **James Fennimore Cooper:** He placed fictional characters in a historical setting. Popularized a type of writing called historical fiction. Americans who lived on the frontier fascinated him. They became the focus of his best-known books.
- **James Monroe:** Elected in 1816, as President. Sent US troops to secure the US Florida border.
- **McCulloch v. Maryland:** The decision that allowed the federal government to create a national bank.
- **Missouri Compromise:** Agreement that settled the conflict that had arisen from Missouri's application for statehood. This agreement included 3 sections.
- **Monroe Doctrine:** Enabled the United States to defend Latin American countries from European colonialist powers. This drew the United States closer to Latin America.
- **Nationalism:** Feelings of pride and loyalty to a nation.
- **Satire:** The use of humor, irony, exaggeration, or ridicule to expose and criticize People's stupidity or vices.

- **Sectionalism:** Disagreements between different regions.
- **Simon Bolivar:** Revolutionary fighter. Called the Liberator. Led many struggles for independence.
- **The Rush-Bagot Agreement:** A treaty between the United States and Britain following the War of 1812 that limited naval armaments on the Great Lakes and Lake Champlain .
- **Treaty of 1818:** This treaty set the border between the United States and Canada at 49 degrees North latitude as far west as the Rocky Mountains.
- **Treaty of Ghent:** Peace treaty signed on December 24, 1814, that ended the war of 1812.
- **Washington Irving:** Born in 1783. One of first American writers to gain international fame. Often wrote about American history. Used satire in his writing. He warned Americans that they should learn from their past and be cautious about the future.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for A New National Identity and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities: (We Do) 45 minutes:

- As a whole group **listen to or read section Slides (2-6):** American Foreign Policy; The Convention of 1818; The United States Gains Florida; Monroe Doctrine- Read and discuss key vocabulary and ideas; video- Nationalism.
- As a whole group **listen to or read section Slides (7-11):** Nationalism and Sectionalism text and video; Era of Good Feelings; Election of 1812; A New Style of Art; Architecture and Education; Drag and drop national group activity.

Break 10 Minutes

Lesson Activities/ Supplemental (We Do) 15 minutes: Watch and take notes on the video about the Seminoles, Native Americans, in Florida.

Lesson Review 5 Minutes: Read as a group Content 12- Lesson Review

Independent Work /Posttest (You Do) 40 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topic. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 8

Topic/Lesson Title & Grade Results #: Lesson 8 The South - I

Objective(s): Students will be able to do the following:

- Explain why manufacturing in the South lagged behind that of the North in the 18th century.
- Describe the difference between short-staple cotton and long-staple cotton.
- Describe the reason Southerners worried about their reliance on cotton.
- Identify various food and cash crops of the South.
- Describe the role that religion played in the lives of white Southerners.
- Explain the four groups that made up Southern society in the early 1800s.

Guiding Question(s): What made cotton important in America?

TN Curriculum Standard(s): 8.31, 8.32, 8.33, 8.56

* Describe the development of the agrarian economy in the South, the locations of the cotton- producing states, the significance of cotton and the cotton gin, and the founding of Memphis as a center for cotton and the slave trade.

* Analyze the characteristics of Southern society and its influence on the social and political conditions prior to the Civil War.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results' note taker.

Key Vocabulary/Terms: Lesson 8 Vocabulary Words

- **Cotton Gin:** A machine used to separate cotton from its seeds.
- **Factors:** Brokers who managed the cotton trade in the major port cities of the South.
- **Planters:** Farmers who owned more than twenty slaves.
- **The Lowell System:** A labor and production model employed in the United States during the early years of the American textile industry (in the early 19th Century.) It was based on water-powered mills that employed young unmarried women from local farms.
- **Yeomen Farmers:** The largest group of whites in the South who owned small farms.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for The South-I and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities: (We Do) 45 minutes:

- As a whole group **listen to or read section Slides (2-9):** Growth of the Cotton Industry and The Slave South video; Cotton becomes profitable; The Cotton Boom; The Cotton Belt; Other Crops and Industries; compare the value and impact of the various crops to cotton; Southern Societies and video- Black Slaves; Religion and Society; Drag and drop activity.

Break 10 Minutes

Lesson Activities/ Supplemental (We Do) 15 minutes: Flocabulary Video: Slavery in America and Read each of the Vocabulary cards. Flocabulary: Read the Passage about the Slavery in America and play the Vocabulary Game.

Lesson Review 5 Minutes: Read as a group Content 10- Lesson Review

Independent Work /Posttest (You Do) 40 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topic. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 9

Topic/Lesson Title & Grade Results #: Lesson 9 The South - II

Objective(s): Students will be able to do the following:

- Describe what types of discrimination free African Americans faced in the South.
- Explain the gang labor system used by most Southern plantation owners.
- Describe the living conditions of slaves in the South.
- Explain some ways in which African Americans were able to keep their heritage alive, despite experiencing much oppression.
- Identify the role that religion played in the life of a Southern slave.

Guiding Question(s): What was lifelike for slaves and free African- Americans in the south?

TN Curriculum Standard(s): 8.36

- Identify the conditions of enslavement and explain how slaves adapted to and resisted bondage in their daily lives, including Nat Turner's revolt.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results' note taker.

Key Vocabulary/Terms: **Lesson Vocabulary Words**

- **Folktales:** Stories passed down by word of mouth that taught important life lessons (in this case, how to survive under slavery).
- **Gang Labor System:** All field hands worked on the same task at the same time.
- **Inferior:** Lower in rank, status, or quality.
- **Nat Turner's Rebellion:** The most violent slave revolt in the United States.
- **Slave Codes:** Laws that defined the status of slaves and the rights of masters in each U.S. state. These codes gave slave-owners absolute power over their slaves.
- **Spirituals:** Emotional Christian songs that blended African and Christian music to express religious beliefs.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for South II and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities: (We Do) 45 minutes:

- As a whole group **listen to or read section slides (2-9):** Free African Americans; Slave System; Working in the Planter's Home; Life Under Slavery; Living Conditions; Slav Country and video- The Slave World; Slave Uprising.

Break 10 Minutes

Lesson Activities/ Supplemental (We Do) 15 minutes: Watch and take video notes from 18th century USA.

Lesson Review 5 Minutes: Read as a group Content 10- Lesson Review

Independent Work /Posttest (You Do) 40 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topic. Ask: How does this relate to society today.

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 10

Topic/Lesson Title & Grade Results #: Lesson 10 The North - I

Objective(s): Students will be able to do the following:

- Discuss the societal changes that led to the start of the Industrial Revolution.
- Identify which American inventors impacted the growth of industry most.
- Compare manufacturing in Britain to manufacturing in the United States.
- Identify how the War of 1812 impacted the development of American industry.

Guiding Question(s): What led to the Industrial Revolution? How the Industrial Revolution impact America's economy?

TN Curriculum Standard(s): 8.37

* Explain the development of the American Industrial Revolution, including Eli Whitney and interchangeable parts; Role of the textile industry; Emergence of trade unions; Samuel Slater; Lowell System

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results' note taker.

Key Vocabulary/Terms: Lesson 10 Vocabulary Words

- **Eli Whitney:** U.S. inventor who popularized the concepts of mass production and interchangeable parts of machinery.
- **Industrial Revolution:** A period of rapid growth in using machines for manufacturing and production.
- **Invalidated:** To discredit due to error.
- **Samuel Slater:** U.S. inventor and industrialist who devised the Rhode Island System where factories workers were families, and work was divided into smaller tasks.
- **Spinning Jenny:** A machine that improved the production of thread.
- **Water Frame:** Invention that increased the speed of textile production.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for The North I and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities: (We Do) 40 minutes:

- As a whole group **listen to or read section Slides (2-7):** The Industrial Revolution in America and video; Textile Industry; Manufacturing Breakthrough and video Morse Code; Slow Start in Manufacturing; The War of 1812 and Drag and Drop Activity
- As a whole group **listen to or read section Slides (8-10):** The Lowell System, Trade Unions

Break 10 Minutes

Lesson Activities/Supplemental (We Do) 20 minutes: Flocabulary Video: Industrial Revolution and Read each of the Vocabulary cards. Flocabulary: Read the Passage about the Industrial Revolution and play the Vocabulary Game. Lyric Lab- Write a rhyme about the Industrial Revolution using the vocabulary words. Try to write at least 4 lines using Grade Results' note taker or paper and pencils.

Lesson Review 5 Minutes: Read as a group Content 12- Lesson Review

Independent Work /Posttest (You Do) 40 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topic. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 11

Topic/Lesson Title & Grade Results #: Lesson 11 Slavery in America

Objective(s): Students will be able to do the following:

- Discuss slavery in America.
- Describe abolitionist movement.
- Discuss the impact of the abolitionist movement.
- Discuss the leaders, events, and documents of the abolitionist movement.
- Discuss the Northward movement of slaves.

Guiding Question(s): What was slavery like in America? What happened during the abolitionist movement?

TN Curriculum Standard(s): 8.43, 8.58

*Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, Elihu Embree, and Harriet Tubman, and the methods they used to spread the movement.

*Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854, and analyze the effects of the compromise, including Rise of the Republican Party, "Bleeding Kansas", Preston Brooks' attack on Charles Sumner, John Brown's raid at Harper's Ferry

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results' note taker.

Key Vocabulary/Terms: Lesson 11 Vocabulary Words

- **Abolition:** The act of abolishing a system, practice, or institution.
- **Abolitionist:** A reformer who favors abolishing slavery.
- **Antebellum:** Belonging to a period before a war, especially the American Civil War.
- **Autobiography:** A biography of yourself.
- **Biographer:** Someone who writes an account of a person's life.
- **Bleeding Kansas Conflicts:** A series of violent political confrontations in the United States between 1854 and 1861 involving anti-slavery "Free-Staters" and pro-slavery "Border Ruffian", or "southern" elements in Kansas.
- **Colonization:** The act of colonizing; the establishment of colonies.
- **Confederacy:** A union of political organizations.
- **Convention:** The social act of assembling.
- **Cotton gin:** A machine that separates the seeds from raw cotton fibers.
- **Debt:** Money or goods or services owed by one person to another.
- **Disdain:** Lack of respect accompanied by a feeling of intense dislike.
- **Distortion:** A change for the worse.
- **Emancipation:** Freeing someone from the control of another.
- **Emancipator:** Someone who frees others from bondage.
- **Extremists:** A person who holds extreme views.
- **Feminist:** A supporter of feminism.
- **Foment:** Try to stir up public opinion.
- **Fugitive Slave Law:** A pair of federal laws that allowed for the capture and return of runaway slaves within the territory of the United States.
- **Indentured:** Bound by contract.
- **Martyr:** One who voluntarily suffers death as the penalty for refusing to renounce their religion.
- **Missouri Compromise:** An agreement in 1820 between pro-slavery and anti-slavery factions in the United States concerning the extension of slavery into new territories.
- **Proclamation:** A formal public statement.

- **Rebellion:** Organized opposition to authority.
- **Repository:** A facility where things can be deposited for storage or safekeeping.
- **Slave Revolt:** Periodic acts of violence by black slaves during more than two centuries of slavery.
- **Slave:** A person who is owned by someone.
- **Suffrage:** A legal right guaranteed by the 15th amendment to the US Constitution.
- **Underground railroad:** Secret aid to escaping slaves that was provided by abolitionists in the years before the American Civil War.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for Slavery in America and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities: (We Do) 30 minutes:

- As a whole group **listen to or read section Slides (2-6):** Introduction video clip- Origins of Slavery; Slavery in America; Allow 5 minutes for students to complete timeline activity and discuss; Listen to Slavery Audios and allow students 5 minutes to answer the questions and discuss.
- As a whole group **listen to or read section Slides (7-11):** Abolitionism text and video; and Underground Railroad and video; John Brown and Armed Resistance; Harriet Tubman and video.

Break 10 Minutes

Lesson Activities/ Supplemental 30 Minutes: As a whole group **listen to or read section Slides (12-21):** **Some of the imbedded videos may be skipped if preferred.* William Lloyd; Frederick Douglass; Harriet Beecher; Virginia Hill; The Emancipator; Northward Movement of Slaves

Lesson Review 5 minutes: Read as a group Content 22- Lesson Review

Independent Work /Posttest (You Do) 40 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topic. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 12

Topic/Lesson Title & Grade Results #: Lesson 12 The Age of Jackson

Objective(s): Students will be able to do the following:

- Explain the importance of the 1824 election.
- Evaluate Jackson's use of the spoils system.
- Analyze Jacksonian democracy and the expansion of voting rights.
- Explain why conflict erupted over the Second Bank of the United States.
- Evaluate Jackson's Indian removal policy.

Guiding Question(s): What was the importance of the 1824 election.

TN Curriculum Standard(s): 8.44, 8.45, 8.46, 8.47, 8.48

* Analyze the role played by Chief Justice John Marshall in strengthening the judicial branch, including the key decisions of the Supreme Court in *Gibbons v. Ogden* and *McCulloch v. Maryland*.

* Examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy.

* Examine President Andrew Jackson's actions regarding the Bank of the U.S. and the Nullification Crisis and analyze the effects of these events on the nation.

* Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of *Worcester v. Georgia* and the Trail of Tears.

* Describe the importance of the 1834 Tennessee State Constitution (the focus on the expansion of voting rights for non-property owners).

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results' note taker.

Key Vocabulary/Terms: **Lesson 12 Vocabulary Words**

- **Andrew Jackson:** Military hero and seventh president of the United States.
- **Indian Removal Act:** Law that authorized President Jackson to negotiate land-exchange treaties with the Native Americans.
- **Jacksonian Democracy:** Political philosophy that puts its faith in the common people. The period of expanding democracy between 1820-1830.
- **Nullification crisis:** Arose in the early 1830s when leaders of South Carolina advanced the idea that a state did not have to follow a federal law and could, in effect, "nullify" the law.
- **Panic of 1873:** A severe economic depression due to Jackson's bank policies and unsuccessful attempts to plan inflation.
- **Spoils System:** The practice of giving government jobs to political supporters.
- **States' right doctrine:** The idea that the rights of individual states superseded federal law.
- **Tariff of Abominations:** The name given to the Tariff of 1828 by outraged Southerners who felt the tax on imports was excessive and unfairly targeted their region of the country.
- **Trails of Tears:** Routes the Cherokees were forced to travel from Georgia to Indian Territory.
- **Whig Party:** Party formed by opponents of President Jackson.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for The Age of Jackson and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Attendance in PowerSchool – 5 minutes

Lesson Activities: (We Do) 45 minutes:

- As a whole group **listen to or read section Slides (2-10)**: Jacksonian Democracy; Tennessee State Constitution of 1834 Jackson’s Inauguration; Three Regions Emerge; Tariff of Abominations; Hayne – Webster Debate; Jackson Responds and video; Panic of 1837
- As a whole group **listen to or read section Slides (11-14)**: Indian Removal; Cherokee Resistance; Other Native American Resist; drag and drop activity.

Break 10 Minutes

Lesson Activities/ Supplemental (We Do) 15 minutes: Flocabulary Video: Indian Removal and Read each of the Vocabulary cards. Flocabulary: Read the Passage about the Indian Removal and play the Vocabulary Game.

Lesson Review 5 Minutes: Read as a group Content 15- Lesson Review

Independent Work /Posttest (You Do) 40 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topics. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 13

Topic/Lesson Title & Grade Results #: Lesson 13 Expanding West

Objective(s): Students will be able to do the following:

- Identify the reasons for western expansion during the early 1800's
- Discuss ways life in California and Texas changed under Mexican rule after wealthy Californian settlers were given huge grants of land where they created vast ranches.
- Discuss the effects of the discovery of gold in California in 1848.
- Identify the role of women in the mining camps.
- Identify the conflict that led to the Mexican/American War.
- Identify the reasons President Jackson refused to make Texas a U.S. state.

Guiding Question(s): What were the reasons for western expansion during the early 1800's

TN Curriculum Standard(s): 8.49, 8.50, 8.51, 8.52, 8.53, 8.54, 8.57

* Analyze the concept of Manifest Destiny and its impact on the development of the nation and describe the economic incentives for westward expansion.

* Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion

* Describe American settlements in Texas after 1821, the causes of the Texas War for Independence, the roles of David Crockett and Sam Houston, and the legacy of the Alamo.

* Analyze the reasons for and outcomes of groups moving west, including the significance of: Fur traders; Mormons; Oregon Trail; Santa Fe Trail

* Identify the major events and impact of James K. Polk's presidency, including the annexation of Texas and the settlement of the Oregon boundary.

* Describe the causes and consequences of the Mexican War, including the controversy over the Rio Grande boundary and the Mexican Cession.

* Describe the significance of the Gadsden Purchase of 1853.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results' note taker.

Key Vocabulary/Terms: Lesson 13 Vocabulary Words

- **American Fur Company:** American Fur Company, chartered by John Jacob Astor in 1808 to compete with the great fur-trading companies in Canada.
- **Battle of the Alamo:** The first battle in the Texas revolution against Mexico; General Santa Anna massacred every man and took no prisoners.
- **Forty-Niners:** A miner who took part in the California gold rush in 1849.
- **General Zachary Taylor:** Led American troops to the Nueces River, to defend should the Mexicans attack, over a border dispute.
- **John Sutter:** Owned the land where the first gold was found in California.
- **Manifest Destiny:** The 19th-century doctrine or belief that the expansion of the United States throughout the American continent was justified.
- **Mormon Church:** The American Christian sect that moved to the West for religious freedom in the 1800's.

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for Expanding West and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Attendance in PowerSchool – 5 minutes

Lesson Activities: (We Do) 45 minutes:

- As a whole group **listen to or read section Slides (2-4):** Westward Expansion and the Fur Trade- Read and discuss vocabulary and key ideas; Trails to the West
- As a whole group **listen to or read section Slides (5-8):** The Texas Revolution- Read and discuss vocabulary and key ideas.
- As a whole group **listen to or read section Slides (9-11):** James K. Polk
- As a whole group **listen to or read section Slides (12-16):** Texas Oregon, and California; The Mexican American War- Read and discuss vocabulary and key ideas.
- As a whole group **listen to or read section Slides (17-19):** The California Gold Rush- Read and discuss vocabulary and key ideas; Drag and Drop activity.

Break 10 Minutes

Lesson Activities/ Supplemental (We Do) 15 minutes: Flocabulary Video: Tecumseh and Read each of the Vocabulary cards. Flocabulary: Read the Passage about the Tecumseh and play the Vocabulary Game.

Lesson Review 5 Minutes: Read as a group Content 20- Lesson Review

Independent Work /Posttest (You Do) 40 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topic. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 14

Topic/Lesson Title & Grade Results #: Lesson 14 California Gold Rush

Objective(s): Students will be able to do the following:

- Learn the history of California Gold Rush.
- Understand and recognize the importance of the major characters and historical sites involved in the California Gold Rush.
- Understand the experience of people who traveled to California during the Gold Rush by land and sea.
- Explain how the expansion in California affected the Native Americans

Guiding Question(s): What is the history of the California Gold Rush? How did the expansion in California affect the Native Americans?

TN Curriculum Standard(s): 8.55 Analyze the discovery of gold in California, its social and economic impact on the U.S., and the major migratory movement (including the forty-niners and Asian immigrants).

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results' note taker.

Key Vocabulary/Terms: Lesson 14 Vocabulary Words

- **Equipment:** Instruments needed for performing a work.
- **Forty-Niners:** Miners who took part in the California gold rush in 1849.
- **Inventiveness:** Creative imagination.
- **Nick name:** Familiar name for a person.
- **Nuggets:** Solid lump of a precious metal.
- **Pickaxes:** A heavy iron tool with a wooden handle and a curved head that is pointed on both ends.
- **Prospectors:** Miners who explored the land for mineral deposits.
- **Transcontinental:** Spanning to a farther side of the continent; from west to east.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for California Gold Rush and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities: (We Do) 45 minutes:

- As a whole group **listen to or read section Slides (2-8):** History of California Gold Rush; The Beginning of the California Gold Rush and questions; The Forty Niners and questions; Gold Rush Impact and the Developments in California and questions.

Break 10 Minutes

Lesson Activities/ Supplemental (We Do) 15 minutes: Flocabulary Video: Gold Rush and Read each of the Vocabulary cards. Flocabulary: Read the Passage about the Gold Rush and play the Vocabulary Game. Flocabulary: Lyric Lab- Write a rhyme about the Gold Rush using the vocabulary words. Try to write at least 4 lines using Grade Results' note taker or paper and pencils.

Lesson Review 5 Minutes: Read as a group Content 9- Lesson Review

Independent Work /Posttest (You Do) 40 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topic. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 15

Topic/Lesson Title & Grade Results #: Lesson 15 The Union in Peril I-The Divisive Politics of Slavery

Objective(s): Students will be able to do the following:

- Describe the Wilmot Proviso.
- Compare the various Reconstruction Acts enforced in the South following the Civil War.
- Define the provisions of the Compromise of 1850.
- Discuss the details of the Underground Railroad.
- Describe why Uncle Tom's Cabin increased the sectional divide in the United States.
- Summarize the provisions of the Kansas-Nebraska Act and its consequences.
- Define the position taken by Stephen Douglas and Abraham Lincoln in the Lincoln/Douglas Debates.
- Explain how the election of 1860 concluded with the secession of most Southern States.
- Describe the formation of the Confederate States of America.

Guiding Question(s): What was the Wilmot Proviso? How did the Reconstruction Acts affect the south?

TN Curriculum Standard(s): 8.58, 8.59, 8.60, 8.61

* Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854, and analyze the effects of act, including: · Rise of the Republican Party · “Bleeding Kansas” · Preston Brooks’ attack on Charles Sumner · John Brown’s raid at Harper’s Ferry.

* Analyze the Dred Scott v. Sandford decision and the resulting split between the North and South.

* Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858.

* Describe the election of 1860 and its candidates (i.e., John Bell, Stephen Douglas, Abraham Lincoln, and John Breckinridge), and analyze how the campaigns reflected sectional turmoil in the country.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results’ note taker.

Key Vocabulary/Terms: Lesson 15 Vocabulary Words

- **Abolitionists:** People who were in favor of eliminating slavery.
- **Administration:** Name for the group of officials working for a particular President. For example, the *Lincoln Administration*.
- **Bleeding Kansas:** Nickname given to Kansas as pro-slavery and anti-slavery activists battled over whether the territory would become a free or slave state.
- **Compromise of 1850:** An agreement in Congress that temporarily calmed tensions between the North and South.
- **Confederacy:** The group of Southern states that seceded from the U.S. after Lincoln's election and formed their own government.
- **Dred Scott:** A U.S slave who sued for his freedom based on the fact that he had lived in free territories for 5 years.
- **Fugitive Slave Act:** Under this law, slaves were not entitled to a trial by jury. In addition, anyone helping fugitive slaves faced a fine of \$1000 and imprisonment for up to six months.
- **Harriet Beecher Stowe:** The author of the book, *Uncle Tom's Cabin*.
- **Harriet Tubman:** An escaped slave who eventually led hundreds of other slaves to freedom.
- **Jefferson Davis:** The president of the confederacy.
- **Kansas-Nebraska Act:** Repealed the Missouri Compromise, giving territories the ability to decide whether to be slave or free.
- **Legislature:** The law-making body of a territory, state, or country.

- **Missouri Compromise:** 1819 agreement to only allow slavery in new states that were located south of the northern border of Missouri.
- **Popular sovereignty:** The idea that government is subjected to the will of the people.
- **Referendum:** A direct vote in which an entire electorate is asked to either accept or reject a resolution passed by a legislative body.
- **Repeal:** To do away with.
- **Secession:** The formal withdrawal of a state from the Union.
- **Stephen A. Douglas:** Illinois Senator who authored the Kansas-Nebraska Act and famously debated Abraham Lincoln. The Supreme Court ruled against him in 1857 in a case that became the focus of much heated political controversy.
- **Uncle Tom's Cabin:** 1852 novel about the horrors of slavery.
- **Underground Railroad:** A secret network of people who would help fugitive slaves as they made their way North.
- **Union:** Another term for the United States.
- **Wilmot Proviso:** A proposed addition to a Congressional bill in 1846 that led to increased tensions between Northern and Southern states.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for The Union in Peril I and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities: (We Do) 45 minutes:

- As a whole group **listen to or read section Slides (2-5):** Slavery in the Territories; The Compromise in 1850s- read and discuss vocabulary and key ideas.
- As a whole group **listen to or read section Slides (6-7):** The Kansas- Nebraska Act- read and discuss vocabulary and key ideas; Bleeding Kansas- read and discuss vocabulary and key ideas.
- As a whole group **listen to or read section Slides (8-10):** Slavery and Session- read and discuss vocabulary and key ideas; Drag and Drop Activity

Break 10 Minutes

Lesson Activities/ Supplemental (We Do) 15 minutes: Watch and take notes from the video about 1861-65.

Lesson Review 5 Minutes: Read as a group Content 11- Lesson Review

Independent Work /Posttest (They Do) 40 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topic. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 16

Topic/Lesson Title & Grade Results #: Lesson 16 The Union in Peril II-The Civil War Begin

Objective(s): Students will be able to do the following:

- Describe the events of the beginning of the Civil War.
- Summarize the strengths and weaknesses of both the North and the South in the Civil War.
- Explain the steps taken by leaders of both the North and the South that led to the Union victory in the Civil War.

Guiding Question(s): What significant events happened at the beginning of the civil war?

TN Curriculum Standard(s): 8.62, 8.63

* Describe the outbreak of the Civil War and the resulting sectional differences, including Economic, geographic, and technological advances; Military strategies; Roles of President Abraham Lincoln and Jefferson Davis; Significance of Fort Sumter; Geographical divisions within states

* Explain the significance of the following battles, events, and leaders during the Civil War, including: First Battle of Bull Run; Surrender at Appomattox Court House; Battle of Shiloh; David Farragut; Battle of Antietam; Nathan Bedford Forrest; Battle of Gettysburg; Ulysses S. Grant; Battle of Vicksburg; Thomas "Stonewall" Jackson; Sherman's March to the Sea; Robert E. Lee

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results' note taker.

Key Vocabulary/Terms: Lesson 16 Vocabulary Words

- **Casualty:** A person who has been injured or killed through an act of violence such as war.
- **Conscription:** Involuntary military service.
- **Emancipate:** To set free from the power of another.
- **Fleet:** A group of vessels or vehicles.
- **Inauguration:** The formal beginning of a president's time in office.
- **Neutrality:** The condition of a government which refrains from taking part in a war between other powers.
- **Proclamation:** A formal public announcement.
- **Regiment:** An army unit, larger than a company, but smaller than a division, consisting of at least two battalions, normally commanded by a colonel.
- **Precedent:** An act in the past which may be used as an example to help decide the outcome of similar instances in the future.
- **Subversion:** A systematic attempt to overthrow a government by working from within.
- **Sympathizer:** A person who agrees with and even offers help to a political or social group.
- **Writ of habeas corpus:** A writ to bring a person before a court or a judge, usually used to ensure a person's detainment is legal.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for The Union in Peril II and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities: (We Do) 45 minutes:

- As a whole group **listen to or read section Slides (2-4):** Battles, Antietam, Vicksburg, and Gettysburg
- As a whole group **listen to or read section Slides (5-6):** Massachusetts 54th and the Battle at Fort Wagner, Battle of Nashville, and U.S. Colored Troop
- As a whole group **listen to or read section Slides (7-9):** Union and Confederate Forces Clash; watch video- Civil War; read Union and Confederate Forces Clash continued and discuss vocabulary and key ideas.
- As a whole group **listen to or read section Slides (11-12):** The Politics of War- read and discuss vocabulary and key ideas; watch- The Key in Lincoln's Pocket
- As a whole group **listen to or read section Slides (13-16):** Life During the Wartime- read and discuss vocabulary and key ideas; Drag and Drop Activity
- *Time permitting watch slide 10: America the Story of Us: Civil War

Break 10 Minutes

Lesson Activities/ Supplemental (We Do) 15 minutes: Flocabulary Video: Civil War and Read each of the Vocabulary cards. Flocabulary: Read the Passage about the Civil War and play the Vocabulary Game.

Lesson Review 5 Minutes: Read as a group Content 17- Lesson Review

Independent Work /Posttest (They Do) 40 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topic. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 17

Topic/Lesson Title & Grade Results #: Lesson 17 Abraham Lincoln's Presidency, Writings, and Speeches

Objective(s): Students will be able to do the following:

- Examine Lincoln's leadership through his speeches as President.
- Learn Abraham Lincoln's contribution to the country.
- Discuss the idea behind the speech "Emancipation Proclamation".
- Analyze Lincoln's personal and political positions regarding slavery explained in "The House Divided".
- Learn Lincoln's First and Second Inaugural Address and its significance.

Guiding Question(s): How did Lincoln's leadership impact America during his presidency?

TN Curriculum Standard(s): 8.64 Analyze the significance of the Emancipation Proclamation and the Gettysburg Address.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results' notetaker.

Key Vocabulary/Terms: Lesson Vocabulary Words

- **Abolition:** Act of removal a practice or institution.
- **Assassinate:** Murdering a prominent personality.
- **Conspiracy:** A plot to carry out an illegal act.
- **Emancipation:** Freeing someone from the control of another person.
- **Prosecution:** Legal proceedings against a defendant for criminal behavior
- **Rebellion:** Refusal to accept an authority or code.
- **Reconciliation:** Reestablishing cordial relationship.
- **Secession:** Formal separation from an alliance or federation.
- **Slavery:** A state of being controlled by another person.
- **Sovereignty:** The authority of a state to govern another state.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for Abraham Lincoln's Presidency, Writings, and Speeches and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities: (We Do) 45 minutes:

- As a whole group **listen to or read section Slides (2-8):** Abraham Lincoln's Presidency; Lincoln's Speeches and Their Importance and question; House Divided, The Gettysburg Address- read and discuss vocabulary and key ideas.
- As a whole group **listen to or read section Slides (9-12):** Abraham Lincoln's Emancipation Proclamation- read and discuss vocabulary and key ideas.
- As a whole group **listen to or read section Slides (13-16):** Abraham Lincoln's 1st and 2nd Inaugural Address- read and discuss vocabulary and key ideas; answer review questions; Abraham Lincoln Matching Activity

Break 10 Minutes

Lesson Activities/ Supplemental (We Do) 15 minutes: Supplemental: Floabulary Video: Frederick and Abraham and Read each of the Vocabulary cards. Floabulary: Read the Passage about Frederick and Abraham and play the Vocabulary Game.

Lesson Review 5 Minutes: Read as a group Content 17- Lesson Review

Independent Work /Posttest (You Do) 40 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topic. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 18

Topic/Lesson Title & Grade Results #: Lesson 18 HS-US History→ The Union in Peril IV-Reconstruction and its Effects

Objective(s): Students will be able to do the following:

- Explain the system of Reconstruction proposed by Abraham Lincoln.
- Explain the system of Reconstruction proposed by Congress.
- Explain the turmoil faced by the Presidents whose terms occurred during Reconstruction.
- Describe social, economic, and political changes that occurred in the South during Reconstruction.
- Explain the Reconstruction Amendments
- Explain the establishment of a poll tax in the 1870 Tennessee Constitution

Guiding Question(s): What were the differences between Lincoln's and Congress' Reconstruction proposals?

TN Curriculum Standard(s): 8.67, 8.68, 8.69, 8.71, 8.72, 8.73, 8.74, 8.70, 8.75

- * Analyze the immediate political impact of the assassination of President Abraham Lincoln and Andrew Johnson's ascension to the presidency.
- * Explain the significance of the 13th, 14th, and 15th Amendments to the U.S. Constitution.
- * Analyze President Abraham Lincoln's Ten Percent Plan, President Andrew Johnson's Plan, and the Radical Republican Plan for Reconstruction.
- * Analyze the conflict between President Andrew Johnson and the Radical Republicans, including Johnson's veto of the Tenure of Office Act and his impeachment.
- * Explain the restrictions placed on the rights and opportunities of freedmen, including racial segregation, black codes, and the efforts of the Freedmen's Bureau to address the problems confronting newly freed slaves.
- * Trace the rise of the Ku Klux Klan and vigilante justice in the South and in Tennessee, including the role of Governor William Brownlow.
- * Explain the significance of the 1870 Tennessee State Constitution
- * Explain the roles carpetbaggers and scalawags played during Reconstruction.
- * Explain the Compromise of 1877 and its role in ending Radical Reconstruction.

Technology/ Materials/Resources Needed: Teams, Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results' note taker.

Key Vocabulary/Terms: Lesson Vocabulary Words

- **Amnesty:** An act of any sovereign power granting a general pardon for a past offense to a person or group.
- **Carpetbaggers:** Northerners who moved to the South after the war and were accused of exploiting the South for their own personal gain.
- **Impeach:** The process and removal of an elected official from office.
- **Intimidate:** To invoke fear by threatening.
- **Moderate:** One who holds an intermediate position between the extremes relevant in a political context.
- **Naturalize:** To grant citizenship to someone born abroad.
- **Oath:** A statement of promise to something or someone.
- **Pardon:** An order that releases a convicted criminal without further punishment.
- **Radical:** Favoring fundamental change or change at the root cause of a matter.
- **Reprisal:** An act of retaliation.
- **Scalawag:** White Southerners who joined the Republican Party.
- **Sharecropping:** An economic system in which landowners divided their farms and gave each head of household a few acres along with seed and tools in exchange for a portion of the harvest.
- **Suffrage:** The right to vote.

- **Traitor:** One who violates his/her allegiance and betrays his/her country.
- **Vigilante:** A person who considers it their own responsibility to uphold the law or their view of the law in their area of influence.

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do) 5 minutes: Teacher shares the screen to review the **objectives** for The Union in Peril IV- Reconstruction and its Effects and **vocabulary words** from the Grade Results website. Afterwards, have students summarize the objectives and discuss any key vocabulary that may need clarifying.

Lesson Activities: (We Do) 45 minutes:

- As a whole group **listen to or read section Slides (2-6):** The Politics of Reconstruction, Reconstruction Amendments, Tennessee State Constitution 1870- watch the videos, read and discuss vocabulary and key ideas.
- As a whole group **listen to or read section Slides (7-10):** Reconstructing Society- watch the video, read and discuss vocabulary and key ideas.
- As a whole group **listen to or read section Slides (7-15):** Changes in the Southern Economy; The collapse of Reconstruction- read and discuss vocabulary and key ideas; Drag and Drop Activity

Break 10 Minutes

Lesson Activities/ Supplemental (We Do) 15 minutes: Flocabulary Video: Reconstruction and Read each of the Vocabulary cards. Flocabulary: Read the Passage about Frederick and Abraham and play the Vocabulary Game.

Lesson Review 5 Minutes: Read as a group Content 16- Lesson Review

Independent Work /Posttest (You Do) 40 minutes: Lesson Posttest- Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up 5 Minutes: Whole group discussions around each objective and topic. Ask: How does this relate to society today?

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 19

Topic/Lesson Title & Grade Results #: Final Post-Test Review & Post-Test

Objective(s):

- Students will review lessons to prepare for final post-Test.
- Final Post-test will open. All students must complete the final post-Test.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do):

Identify the purpose of the course.

Connect the course to missing or future coursework and Post-test.

Lesson Activities/Supplemental (We Do) – 30-60 minutes.

Lesson Activities and Review (We Do):

Check Grade Results and have students to review activities/lesson that they have not completed or need assistance with.

Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Independent Work – Posttest (You Do):

Students will review and complete any incomplete/missed/failed coursework.

Closing/Wrap Up: Review student final post-test.

Summer School Lesson Plan

Subject/Grade: 8th Grade/ Social Studies

Day: 20

Topic/Lesson Title & Grade Results #: Review Lessons & Quizzes

Objective(s):

- Students will review and complete all incomplete/missed/failed coursework.
- Students can retake daily post-tests up to three (3) times before tests lock. Teachers can unlock test so student can retake the test.
- Students can retake final post-test.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Attendance in PowerSchool – 5 minutes

Lesson Introduction (I Do):

Identify the purpose of the course.

Connect the course to missing or future coursework and Post-test.

Lesson Activities/Supplemental (We Do) – 30-60 minutes.

Lesson Activities and Review (We Do):

Check Grade Results and have students to review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Independent Work – Posttest (They Do):

Students will review and complete any incomplete/missed/failed coursework.

Closing/Wrap Up: Review student work and post-test.