U.S. History

SAMPLE

Alveary

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U.S. History: Grades 7-8

GRADE(S): 7-8

About the Course

Read about U.S. history from 1800-1900 through books that immerse students in the time period and allow them to see the world through the eyes of those who lived it. Through engaging narratives, history spines, primary source documents, and books that show different perspectives, students come to see history as more than dates and events and develop relationships with people from the past. Viewing images, looking at maps, and working on one's Book of Centuries are also part of developing this relationship.

This topic is included in the following course(s): History: Grades 7-8 (U.S.)

Placement & Combining Tips

U.S. history may be suitable for 9th graders as well if combining.

Scheduling

GRADE	SCHEDULE INFO.	BOOKS
7-8	U.S. History: Grades 7-8 2 times/week 30 min	A History of US: Liberty for All?: 1820-1860 Abraham Lincoln and Frederick Douglass: The Story Behind and American Friendship A Year in the South: 1865 Sacajawea Gold Mountain

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
History: Grades 7-8 (U.S.)				
	World History: Grades 7-8 U.S. History: Grades 7-8		Ancient History: Grades 7-9 U.S. History: Grades 7-8	

Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.

Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ View Book List Details

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U.S. History: Grades 7-8

A History of US: Liberty for All?: 1820-1860

Abraham Lincoln and Frederick Douglass: The Story Behind and American Friendship

A Year in the South: 1865

Sacajawea

Gold Mountain

Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ View Basic Supplies

(No Subject Supplies Assigned)

Quick Links

Click THIS text or scan the QR code for links.

Related Course Quick Links

- ∞ Extra Helpings
- ∞ History Charts & Timelines Scope & Sample
- ∞ Century Chart
- ∞ Grade 7 U.S. History Chart Prompts
- ∞ Grade 8 U.S. History Chart Prompts
- ∞ Foundations (See Section 15: History)

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How To Teach

Prepare

- Read through the lesson and gather any necessary links.
- If you have not read the book, you may want to read the selected pages in advance.
- Decide which lessons/books to read together and which to have students read independently.

Recap

- Connect back to the previous lesson. Have students give a summary of what they remember. (Full narration is not necessary.)
- If the previous passage is difficult to remember, teachers may ask a leading question: "What can you tell me about..." Or students may try looking back at any chapter/section headings or illustrations or reading the first paragraph to jog the memory.

Introduce

- Use a picture, map, or engaging question to pique the student's interest in the day's lesson (often included in lesson plans).
- If necessary, talk about a few unfamiliar words that will be crucial to understanding.

Read

- Read the day's passage out loud or have the student read independently. Sometimes reading for the specified time is a better guide.
- If a book is challenging, try stopping to narrate every now and then rather than waiting until the end. It can also help to read aloud. Or you might want to use an audiobook version of the text and have students read along with it.
- Have students keep an eye out for events or characters to add to their Citizenship Notebook, Book of Centuries, or Copywork Book.

Narrate

- Have students retell the passage orally or write a narration.
- Alternatively, students might analyze a character, trace cause to consequence, outline a passage, or use one of the other methods indicated by Charlotte Mason in School Education Chapter 16, especially p.180.
- Students who enjoy writing can experiment with different types of written narrations, but this is not required.

Discuss

- Give the student an opportunity to share thoughts on the lesson and any connections made (orally or in writing).

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- You could ask them what they thought about the passage or ask an open-ended question to stimulate discussion. Discussion questions are often included in the lesson plans.

Connect

- Optional: Add something to the Book of Centuries, Century Chart, Citizenship Notebook, or Commonplace book. If students would like to include pictures, these may be drawn or printed.

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U.S. History: Grades 7-8

Click THIS text or scan the QR code for links.

Term 1

WEEK 1

30m U.S. History: Grades 7-8 - Lesson 1
The War of 1812

Materials: PDF Link

→ INTRO
1. This year you are studying the time period 1800-1900. The books we are reading begin in 1820. Today's lesson will highlight some significant events that happened before 1820, and we will begin the book next week. The American Revolution ended in 1783 with the signing of the Treaty of Paris, where the U.S. was acknowledged as a sovereign nation. In 1800, the U.S. population totaled 5.3 million, including one million African Americans, of whom 900,000 were enslaved.

2. Imagine what life was like in the U.S. in the early 1800's. Describe what you know about transportation, communication, food production, and clothing. Many important inventions were created during this time, and people's way of life changed due to the Industrial Revolution. Watch this video to learn more about this.

→ VIEW
∞ Video Link: Industrial Revolution (8:00)

• What inventions do you think were the most impactful for people at that time? What are some of the inventions you are most grateful for?

→ READ, NARRATE, & DISCUSS
This is a chapter from Joy Hakim's book A History of US, Volume 4.
∞ PDF Link: The War of 1812

• IMPORTANT DATES
War of 1812 between America and Britain

WEEK 1

30m U.S. History: Grades 7-8 - Lesson 2
The Beginning of the Story

Materials: Sacajawea

→ INTRO
By the age of 16, Sacajawea had been kidnapped from her tribe, gambled away to be a man's second wife, and was pregnant with that man's baby. That's when she would join the journey of Meriwether Lewis and William Clark down the Mississippi River and to the Pacific Ocean. But, where did her story begin?

Joseph Bruchac will explore the early life of Sacajawea as well as recount her journey with Lewis and Clark, which became one of the most famous expeditions to take place in American History. While it is well researched and Joseph Bruchac uses primary sources like the journals of Lewis and Clark as support for the story, it remains a work of fiction. There is much that we don't know about Sacajawea's story.

→ READ, NARRATE, & DISCUSS
Begin with the "Author's Note" p.195-199.
Read the Prologue and Ch.1.

• How different would Sacajawea's life have been if she had stayed amongst her people?

• IMPORTANT DATES
Thomas Jefferson is voted in as the 3rd president of the United States in 1800

• TERMINOLOGY
The Minnatree tribe was also known as the Hidatsa tribe. Hidatsa is the more common name.

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Term 1

WEEK 2

30m U.S. History: Grades 7-8 - Lesson 3
Antebellum, The Long Way West

Materials: A History of US: Liberty for All?: 1820-1860

→ INTRO
Where can we find the words "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness"? (Declaration of Independence) What would you say is happiness? What did people in the 1800's think it was? For many people, it meant owning land. This year, you will read extensively about people exploring new lands, migrating to new places, and the formation of new states.

→ READ, NARRATE, & DISCUSS
1. Poem on p.5
2. Preface & Ch.1 p.9-15 (Read the narrative and then go back and read captions and sidebars.)

• How did Long describe his findings from the edge of the plains of the Mississippi woodlands to the Rocky Mountains?

• DEFINITIONS
yeoman farmer (p.10): a person who owns and cultivates a small farm

cash crop (p.10): a readily salable crop (such as cotton or tobacco) produced or gathered primarily for market

WEEK 2

30m U.S. History: Grades 7-8 - Lesson 4
The Corps of Discovery, Among the Minnetarees

Materials: Sacajawea

→ INTRO
In the election of 1800, Thomas Jefferson was announced as the third president of the United States. Arguably, one of his greatest actions as president came to be known as the Louisiana Purchase. Around the summer of 1803, after the Louisiana Purchase, Thomas Jefferson would choose a group of people, including William Clark and Meriwether Lewis, to explore the newly acquired land. They would be called the Corps of Discovery.

→ VIEW
∞ Link: Louisiana Purchase, 1803
Read through the page and view the map for more information about the Louisiana Purchase.

→ READ, NARRATE, & DISCUSS
Ch.2-3 p.8-23 "Where was I" - "up the river."

• How did Sacajawea describe her time with the Minnetaree people?

• IMPORTANT DATES
Thomas Jefferson completes the Louisiana Purchase in 1803
Thomas Jefferson sends Lewis and Clark on the expedition in 1804

• DEFINITIONS
ensign (p.9): a junior officer in the military

WEEK 3

30m U.S. History: Grades 7-8 - Lesson 5
Mountain Men, Riding the Trail to Santa Fe

Materials: A History of US: Liberty for All?: 1820-1860

→ RECAP
Think about where you've left off.

→ READ, NARRATE, & DISCUSS
Ch.2-3 p.16-25

• Why was the discovery of the South Pass so important?

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Click THIS text or scan the QR code for links.

Term 1

WEEK 3

30m U.S. History: Grades 7-8 - Lesson 6

York, Stories up the River, and Looking for Indians

Materials: Sacajawea

→ INTRO

One of the men who aided in the expedition was a man named York, who had grown up enslaved by the Clark family. He would be helpful on the expedition, but Lewis and Clark also knew that they needed someone who knew the lands they were sent to explore. These lands had been places no white man had ever entered before.

→ READ, NARRATE, & DISCUSS

p.23-33 "Bad as the" - "a Supr. quallity."

- What were some struggles that the expedition encountered early on?

★ STUDENT/TEACHER NOTE

Quallity is intentionally misspelled as this is how it's written in the journal.

★ TEACHER NOTE

Due to some of the content, skip p.20-22.

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