

UNIT	SKILLS	TYPE OF ASSESSMENT USED
<p><i>The Global Heritage of the American People</i></p> <p>Unit 1: Chapters 1, 2 and part 3 (unit on the Iroquois)</p>	<p>See relationship between people and the environment; understand events of history, e.g. the Crusades had an effect on the growth of trade; explain how the religious foundations of a culture; explain the origin of several cultural practices; show how these practices have influenced the cultures development.</p>	<p>Test</p> <p>Background Reading: (All students must complete one of the following:) <u>Morning Girl</u>, <u>The Seekers</u>, <u>Constance</u>, <u>Julie of the Wolves</u>.</p> <p><i>Extra credit: personal field trip to examine one of the effects of glaciation on Williamson, field trip to examine several geologic features of Wayne County, watch video material that will help them see and understand some of the environments that are discussed in unit (e.g. Never Cry Wolf and/or The Ice Man).</i></p>
<p><i>European Exploration and Colonization of the Americas</i></p> <p>Unit 2: part of Chapter 3, all of Chapter 4, and part of Chapter 5 (supplementary material on the French and Spanish in N.A.</p>	<p>Look at roles of individuals (e.g. Jean Talon, Hernando Cortez); discuss why people and places are located where they are and what patterns can be seen; discuss effects of European settlement on the Native Peoples; assess the positive and negative effects of the meshing of the various native and European cultures.</p>	<p>Test.</p> <p>Background reading: <u>The Witch of Blackbird Pond</u>, <u>The Matchlock Gun</u>, <u>Fawn</u>, <u>Calico Captive</u>, <u>Night Journeys</u>, <u>I Am Regina</u>.</p> <p><i>Extra Credit: Watch video material. Take field trip to visit Saint Marie Among the Iroquois; or the Clyde Blockhouse; connect this area with Native Peoples by doing a “rubbing”; make models of an Inukshuk, travois, or an item of colonial attire.</i></p>
<p><i>A Nation is Created</i></p> <p>Unit 3 : part of Chapter 5, all of Chapter 6, part of Chapter 7 (supplementary material on the French and Indian War and the Revolution</p>	<p>Examine events of French & Indian War; compare colonial life to theirs; reasons for revolution; problems between French and English Canada; events of Revolution; Declaration of Independence.</p>	<p>Test.</p> <p>Variety of background reading: <u>Loyalist Runaway</u>, <u>War Comes to Willie Freeman</u>, <u>My Brother Sam is Dead</u>, <u>Rachel’s Revolution</u>, <u>The Fighting Ground</u>, <u>April Morning</u>, <u>Riddle of Penncroft Farm</u>, <u>Away to Fundy Bay</u>, <u>The Cabin Faced West</u>.</p> <p><i>Extra credit: watch video material, visit graves of Revolutionary war soldiers, four-generation ancestor chart, examine music of the time</i></p>

<p><i>Experiments in Government</i></p> <p>Unit 4 : part of Chapter 7, all of Chapter 8 (supplementary material on the French and Spanish in North America)</p>	<p>Articles of Confederation; the Constitution and the struggle for ratification; Constitution and the Bill of Rights; the branches of governments, the division of power, and the check and balance system.</p>	<p>Test.</p> <p>Variety of background reading: <u>Path of the Pale Horse</u>, <u>The Winter Hero</u>, <u>The Sign of the Beaver</u>, <u>Something Upstairs</u>, <u>The Rifle</u>.</p> <p><i>Extra credit:</i> Watch video material or take a field trip to visit several of the one-room school houses in Williamson; build models of river flatboats; a 4-generation picture family tree.</p>
<p><i>Life in the New</i></p> <p>Unit 5 : all of Chapters 9 thru 13, and part of Chapter 14</p> <p>(supplementary material on Shay's Rebellion)</p>	<p>Students will look at roles of individuals (e.g. Tecumseh, Andrew Jackson, Sacajawea, Lewis and Clark).</p>	<p>Test.</p> <p>Background reading: <u>A Question of Loyalty</u>; <u>Remember My Name</u>; <u>Hugh Glass, Mountain Man</u>; <u>Who Rides in the Dark</u>; <u>Once Upon This Island</u>; <u>The Gift of Sarah Barker</u>, <u>Lyddie</u>; <u>Moccasin Trail</u>; <u>A Gathering of Days</u>; <u>Jenny of the Tetons</u>; <u>Caddie Woodlawn</u>; <u>Owls in the Family</u>; <u>Brady</u>; <u>Steal Away</u>; <u>The Slave Slip</u>; <u>Freedom Crossing</u>; <u>The Slave Dance</u>; <u>Borning Room</u>; <u>Weasel</u>.</p> <p><i>Extra credit:</i> watch video material (e.g. Lewis and Clark Expedition); locate site of first tavern in Williamson; examine some of the music from this time period; experience history by playing computer games (<u>Oregon Trail</u>, <u>Yukon Trail</u>); develop poster showing trolley station and our two movie theaters; locate and rub gravestone of Captain Horatio Nelson Throop; visit Wayne County Museum on a scavenger hunt and produce poster of findings; tour site of religious reform in Wayne County; locate and rub gravestone of Griffith Cooper and produce poster; visit sites of Women's Rights movement in Seneca Falls and Auburn.</p>

<i>Division and Reunion</i> Unit 6 : part of Chapter 14, all of Chapters 15 and 16 (supplementary material)	Students will look at roles of individuals (e.g. John Brown).	Test. Background Reading: <u>Bull Run</u> . <i>Extra credit: watch video material, evaluated by test (e.g. Gettysburg); take field trip.</i>
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Italicized items are extra credit.