

High School US History Long-Term Sub Plans, 4 Weeks

Four complete week binders of high school US history, grades 9 to 12. One topic a day on paper, solo work and a team task, a "say this" script for every task.

PREVIEW

What is included

- Four week binders (68, 69, 65, 66 pages): 268 pages
- 52 front pages: binder cover, important information, note to the sub, the week plan filled in, schedule, set index, class list, how it went, Monday opener
- 40 solo blocks (20 US history sets, 20 calm blocks) and 20 team tasks for groups of four
- A "say this to the class" script for all 84 tasks: 2 or 3 sentences the sub reads out
- A core task and a ★ challenge in every US history set and team task
- Every US history set lists the C3 Framework or Common Core standards it practices
- 20 optional games, each on that day's lessons
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave the four binders out. Each has its own filled-in plan with page numbers.
2. The sub reads the "say this" box out, then runs the day's US history set in every period. Everyone does the core task, early finishers go on to the ★ challenge.
3. The calm block fits any gap, the team task fills a block period or extra time, the game the last 15 minutes.
4. No prep and no tech: paper and pencil, print and go.

The 20 days: a US history set, a team task and a game

- **Week 1, days 1 to 5. US history:** Colonies to Revolution; Constitution and the Early Republic; Expansion, Sectionalism and the Civil War; Industrialization, Immigration and the Progressive Era; The World Wars, Cold War and Civil Rights. **Team:** The Print Shop Pamphlets, The Amendment Order, Seward's Bargain, The Settlement House Budget, The Sputnik Edition.
- **Week 2, days 6 to 10. US history:** Native Nations and European Contact; The 13 Colonies by Region; The Declaration of Independence; Revolutionary War Turning Points; Primary and Secondary Sources. **Team:** The Exchange Chains, Which Colony Fits?, Now or Wait? June 1776, The Envoys' Case, Paris 1777, The Historian's Desk: Dorchester Heights.
- **Week 3, days 11 to 15. US history:** Washington, Hamilton and the First Parties; The War of 1812 and the Monroe Doctrine; The Jackson Era and Indian Removal; The Market Revolution; Reading Historical Maps: Territorial Growth. **Team:** Rule Book or Habit?, Who Won the War of 1812?, The Cartoon Desk, Ship It West, Survey Day.
- **Week 4, days 16 to 20. US history:** Slavery and the Abolition Movement; The Road to War, 1820 to 1857; Civil War Turning Points; Reconstruction and Its End; Settling the West. **Team:** The Museum Wall, The Compromise on Trial, The Telegraph Office, The Reconstruction Report Card, The Township Grid.

Optional game every day, on that day's lessons: Mon **Whiteboard Quiz Game** Tue **Paper Password** Wed **Class Feud** Thu **Classroom Millionaire** Fri **Mystery Box**

What this preview shows: the note to the substitute, the Week 1 plan, more front pages, one page of every daily part, a full US history set with its key, a calm block, a team task, the game types and one ink-saver page. Every product page is watermarked. The full product has 268 pages.
What the sub gets: a note that explains the routine, a "say this" script for every task (84 in all), a sub script for every Monday opener, a "Read this out" box on most games, and every answer in the key.



Note to the Substitute

Grades 9 to 12 · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The weekly plan is filled in for you. I fill in the important information page and the class list before you arrive; if anything there is still blank, please fill in what you can. After the binder pages come the five days in order, Monday to Friday. Monday starts with a short opener (about 15 minutes), then each day has its work sets: **US History 1** is Monday's set, **US History 2** is Tuesday's, and so on to **US History 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. Every task starts with a short **Say this to the class** box under its title: read it out, and the class knows what to do and how to start.

Every US history and team page has a core task first, then a ☆ challenge. Every student does the core task. Students who finish early go on to the ☆ challenge; it fills a few extra minutes, and nobody has to finish it.

Each day's work set is followed by that day's calm block, team task and game. The **calm block** is always allowed: for time left at the end, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script; items marked (calm) or (team) can be skipped if the class did not do that part.

Every US history set lists the standards it practices on a small line under its title (for you, not the students): the grades 9 to 12 indicators of the C3 Framework for Social Studies State Standards, and for work that is mainly reading sources, the Common Core Literacy in History/Social Studies standards (RH.9-10 and RH.11-12). A sub plan set practices part of a standard; it is review and practice, not a full assessment of it.

Each day has

- One US History set (one period, core task + ☆ challenge on every page)
- A calm and quiet block: learn 8 terms from the day's topic, then a quiet self-test
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

For the teacher who bought this kit: if it worked well for your class, leaving a review on TpT helps other teachers find it and gives you credits toward future purchases. Thank you!

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This Week's Plan

Filled in for you: run the day's set in every period you teach. Keep it as it is, or use the blank schedule on the next page for your own order.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Start of class	**Meet Your Sub** p. 11 · 15 min, every period	Attendance, voice level	Attendance, voice level	Attendance, voice level	Attendance, voice level
Main work, every period	**US History 1** Colonies to Revolution p. 14	**US History 2** Constitution and the Early Republic p. 23	**US History 3** Expansion, Sectionalism and the Civil War p. 33	**US History 4** Industrialization, Immigration and the Progressive Era p. 42	**US History 5** The World Wars, Cold War and Civil Rights p. 51
Early finishers or a loud moment	**Learn and Test: Revolution Era Terms** p. 17	**Learn and Test: Government Terms** p. 27	**Learn and Test: Civil War Era Terms** p. 36	**Learn and Test: Industrial Age Terms** p. 45	**Learn and Test: War and Rights Terms** p. 54
Block period or extra time	**The Print Shop Pamphlets** p. 19	**The Amendment Order** p. 29	**Seward's Bargain** p. 38	**The Settlement House Budget** p. 47	**The Sputnik Edition** p. 56
Last 15 minutes (optional): a fun way to end the class, or for extra time	**Whiteboard Quiz Game** p. 21	**Paper Password** p. 31	**Class Feud** p. 40	**Classroom Millionaire** p. 49	**Mystery Box** p. 58

How to use this plan

- Page numbers point to the first page of each set. Copy work sets and calm blocks one per student. Team tasks: one copy per group, plus any extra copies, cards or sheets the pages ask for. Copy any page that gets torn apart (role cards, game cards) one-sided, on its own sheet, so the page on its back stays whole. Game scripts are for you only (do not copy them). Game boards: copy the board page one-sided and tape up the copy, never the binder page (the page on its back is still needed).
- The calm block is always allowed: time left at the end, a loud class, or anyone who finishes early.
- On Monday the opener takes the first 15 minutes, so stop the set where the bell falls; finish page 3 as early-finisher work on Tuesday or leave it for another day.
- The game is optional: a fun way to end the class, or something for extra time.

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HS US HISTORY SUB PLANS WEEK 1

High School US History, 5 Days of Print and Go Work

Teacher _____

Room _____

Grade and classes _____

Week of _____

Everything a sub needs for five days is in this binder: a filled-in weekly plan, a blank schedule, the class list, and for every day one US History set, a calm block, a team task and a paper game. Each set is one period, stands alone, and has its own answer key. Nothing needs subject knowledge, a login or a projector.



Important Information

The page the sub reads first. Fill it in once and keep it current.

People to call

Office _____

Teacher next door _____

Nurse _____

Principal / admin _____

Tech help _____

Emergency procedures

Fire: exit and meeting point _____

Lockdown _____

Severe weather _____

Medical _____

Where the first aid kit is _____

Helpful students

_____

_____

_____

Students who need extra support

_____

_____

_____

Where things are

Attendance / how to take it _____

Paper, pencils, supplies _____

Hall passes _____

Copier, if the sub may use it _____

Class routines

Start of class _____

Bathroom _____

Phones _____

End of class _____

Weekly Schedule (Blank)

Your own order: write the set for each period (Monday: US History 1, Tuesday: US History 2, and so on) and the class next to each period. Cross out or rename periods to match the school day.

PERIOD / CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1 ___ – ___ Class: _____					
Period 2 ___ – ___ Class: _____					
Period 3 ___ – ___ Class: _____					
Period 4 ___ – ___ Class: _____					
Period 5 ___ – ___ Class: _____					
Period 6 ___ – ___ Class: _____					
Period 7 ___ – ___ Class: _____					

How to fill it in

- One set per period. Each set runs 45 to 55 minutes; if a period runs longer, the ☆ challenges fill a few minutes, or add that day's team task.
- Same subject all day? Write the day's set in every period you teach. Planning, lunch and duty periods: cross them out.
- On Monday the opener (15 minutes) comes first in every period, then the set.
- The game is optional: put it in the last 15 minutes of any period as a fun way to end the class, or use it for extra time. The calm block goes in any gap.

Set naming

Sets are named by subject and day: **US History 1** is Monday's set, **US History 2** is Tuesday's, and so on to **US History 5** on Friday. The set index lists every set with its minutes and page.

Set Index (1 of 3)

Every set in the binder with its length and page. Day = the weekday it is written for. Any US history set works on any day, each game reviews its own day's set.

DAY	SET	WHAT IT IS	MINUTES	PAGE
US HISTORY, DAYS 1 TO 5				
1	**US History 1: Colonies to Revolution**	**Reviews:** causes and effects of the Revolution, British actions and colonial responses, the 1754 to 1783 timeline, sourcing two documents. Reading, a British action or colonial response sort, a printed 1754 to 1783 timeline and an invented broadside and ledger. Key included.	50	p. 14
2	**US History 2: Constitution and the Early Republic**	**Reviews:** the Articles of Confederation, the compromises of 1787, the ratification debate, six principles of the Constitution and the early republic. Articles versus Constitution, a Federalist or Anti-Federalist sort, a compromises match, 12 principle scenarios and a star challenge on every page. Key included.	50	p. 23
3	**US History 3: Expansion, Sectionalism and the Civil War**	**Reviews:** westward expansion 1803 to 1867, Manifest Destiny, sectional crises over slavery, causes of the Civil War, the 13th, 14th and 15th Amendments. Reading, a table of land gained 1803 to 1867 with computed questions, a cause and effect match, an ordering task and an amendment sort. Key included.	50	p. 33
4	**US History 4: Industrialization, Immigration and the Progressive Era**	**Reviews:** industrialization and trusts, the new immigration in census data, muckrakers and Progressive reforms, and reading a political cartoon. Reading, a reform match, an invented 1880 and 1910 census table with computed questions, a cartoon described in words, a star challenge on every page. Key included.	50	p. 42
5	**US History 5: The World Wars, Cold War and Civil Rights**	**Reviews:** World War I to World War II, the Depression and New Deal, the Cold War, civil rights and other equal rights movements, cause and effect. Reading 1917 to 1991, year questions, a 12 event ordering task, cause and effect chains and a movements sort, with a star challenge on every page. Key included.	50	p. 51
MONDAY OPENER				
1	**Meet Your Sub**	Fifteen minutes at the start of every period on Monday: sub sheet, three questions, the agreement and voice levels. Spare: a keyed Which Came First.	15	p. 11

Class List and Dismissal

Names, what a sub must know, and how every student goes home. Copy one per class.

(B) bus (write the number) (W) walks (P) picked up (write who) (A) after-school program (O) other

☆ in the notes: a student who finds the core task easy may start with the challenge

#	STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
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20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

How It Went

For the substitute. One line per day, two minutes at the end of each day. Check the boxes and go.

Monday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Tuesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Wednesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Thursday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

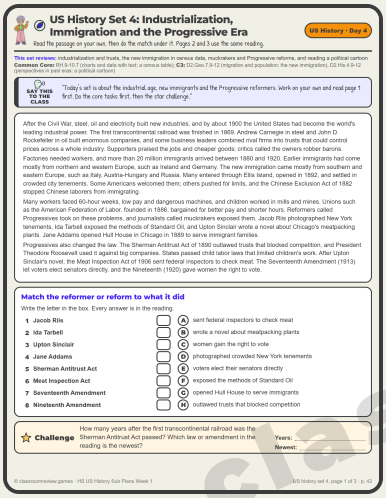
Friday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

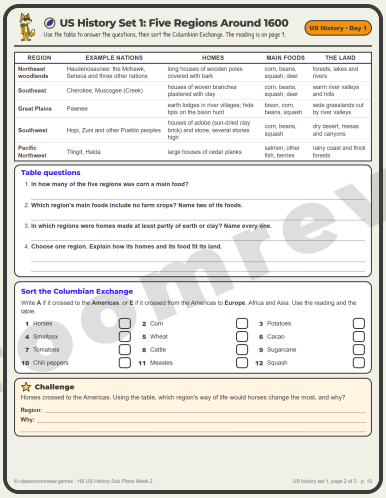
Notes / stars of the day: _____

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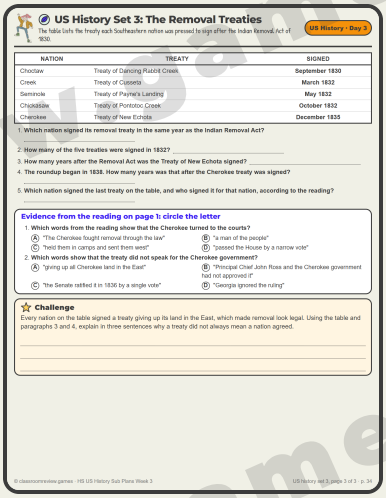
ONE PAGE OF EVERY DAILY PART



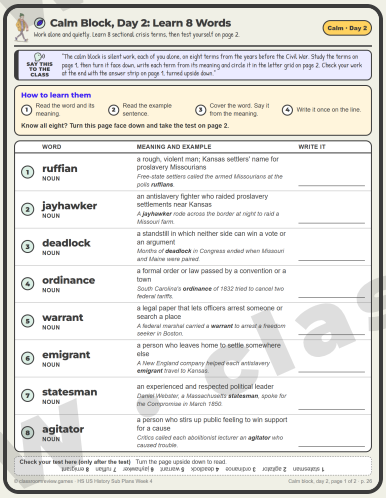
US history set: the lesson, Week 1 (solo)



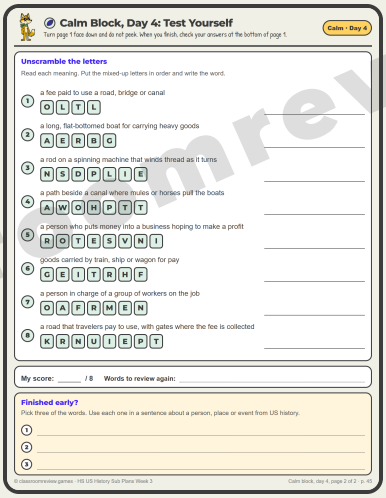
US history set: practice, Week 2 (solo)



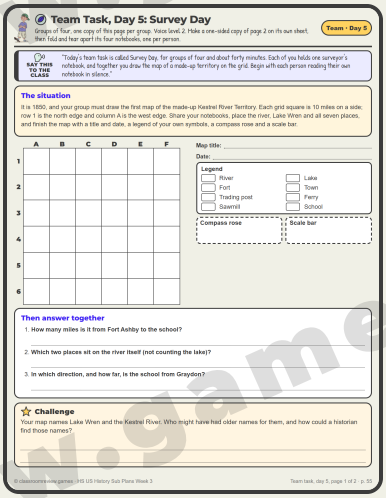
US history set: the third page (solo)



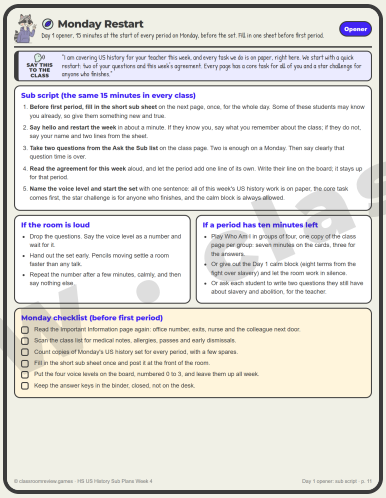
Calm block: learn 8 words (solo)



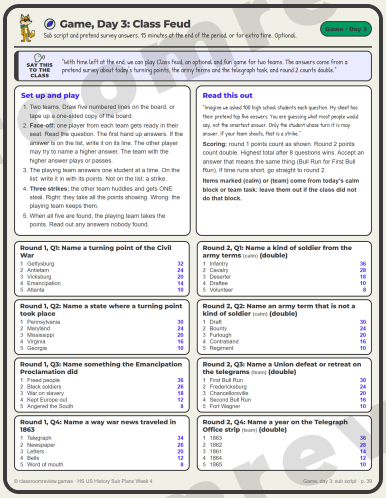
Calm block: test yourself (solo)



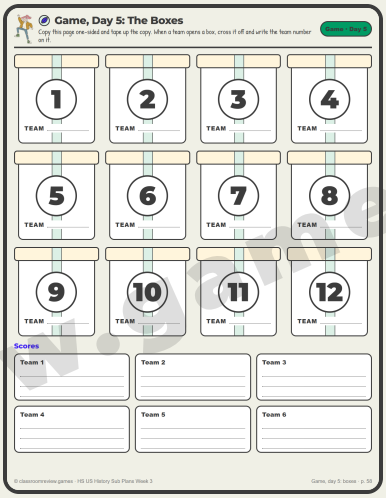
Team task (groups of four)



Monday opener (whole class)



Game: Class Feud (whole class)



Game: Mystery Box (whole class)

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Every day: a US history set, a calm block, a team task and an optional game



US History Set 1: Slavery and the Abolition Movement

US History · Day 1

Read the passage on your own, then fill in the table under it. Pages 2 and 3 use the same reading.

This set reviews: slavery's growth from 1790 to 1860, how enslaved people resisted, and the abolition movement's means of change
C3: D2.His.1.9-12 (events in broader context: slavery's growth after 1808), D2.Civ.14.9-12 (changing societies, common good: petitions and narratives);
Common Core: RH.9-10.1 (citing evidence, date and origin)

SAY THIS TO THE CLASS

"Today we study slavery in the United States from 1790 to 1860 and the people who fought to end it. Read page 1 first; pages 2 and 3 use the same reading and two documents. Do the core task on each page, then the star challenge."

The first federal census, taken in 1790, counted about 700,000 enslaved people in the United States, most of them in the Southern states. The Constitution did not let Congress ban the import of enslaved people from abroad before 1808, and Congress closed that trade as soon as it could: from January 1, 1808, the legal Atlantic slave trade into the United States was over. Slavery still grew, because children born to enslaved mothers were enslaved for life. The cotton gin, invented by Eli Whitney in 1793 and patented in 1794, made cotton far more profitable, and cotton plantations spread west into Alabama, Mississippi and Louisiana. Enslaved people from the older states were sold to these new cotton lands, often away from their families. By 1860 the census counted nearly 4 million enslaved people.

Enslaved people resisted in many ways. Many worked slowly, broke tools, or held on to family ties, songs and faith that slaveholders could not control. Some learned to read in secret, even where state laws made it a crime to teach them. A few organized revolts; after Nat Turner led a revolt in Virginia in 1831, Southern states passed even stricter laws. Thousands escaped. Many were helped by the Underground Railroad, a secret network of free Black and white people, routes and safe houses that guided freedom seekers to free states or to Canada. Harriet Tubman escaped from slavery in Maryland in 1849 and went back about 13 times, guiding about 70 people to freedom.

In the North, a small but growing group of abolitionists demanded that slavery end everywhere. On January 1, 1831, William Lloyd Garrison began publishing The Liberator, a Boston newspaper that called for immediate emancipation. In 1833 abolitionists founded the American Anti-Slavery Society. Frederick Douglass, who escaped from slavery in Maryland in 1838, became one of the movement's best-known speakers and in 1845 published the story of his life. Two sisters raised in a slaveholding family in South Carolina, Sarah Grimke and Angelina Grimke, spoke against slavery to large audiences in the North and argued that women had the right to speak in public.

Many Americans, in the North as well as the South, opposed the abolitionists, and mobs broke up some of their meetings. Abolitionists kept working through newspapers, lectures and petitions. Women's antislavery societies collected thousands of signatures on petitions asking Congress to end slavery in the District of Columbia, where Congress made the laws. In 1836 the House of Representatives adopted a gag rule that tabled these petitions without debate. John Quincy Adams, a former president who was then a member of the House, fought the rule for years, and the House repealed it in 1844.

Who did what, and when? Fill each blank from the reading.

PERSON OR GROUP	WHAT THEY DID	YEAR
Eli Whitney	patented the cotton gin	
Nat Turner		1831
Harriet Tubman	escaped from slavery in Maryland	
William Lloyd Garrison		1831
Frederick Douglass	published the story of his life	
The House of Representatives		1836
	fought the gag rule until the House repealed it	1844

☆ Challenge

Paragraph 3 says the Grimke sisters spoke up for two causes. What were they?

Cause 1: .....

Cause 2: .....

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US History Set 1: Counting Slavery, 1790 to 1860

US History · Day 1

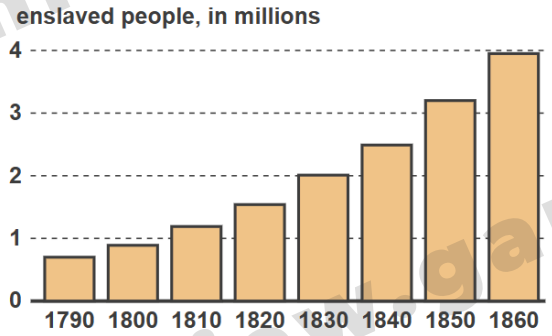
The federal census counted the people of the United States every ten years. Fill in the growth column first, then answer the questions.

Enslaved people counted by the census

CENSUS YEAR	ENSLAVED PEOPLE	GROWTH SINCE THE LAST CENSUS
1790	700,000	(first census)
1800	890,000	
1810	1,190,000	
1820	1,540,000	
1830	2,010,000	
1840	2,490,000	
1850	3,200,000	
1860	3,950,000	

Source: US Census Bureau counts, 1790 to 1860, rounded to the nearest 10,000.

The same counts as a bar chart



Census questions

1. **By how many did the count grow from 1790 to 1860?**

2. **About how many times larger was the 1860 count than the 1790 count? Round to one decimal place.**

3. **Between which two census years did the count grow the most, and by how many?**

4. **The legal Atlantic trade ended in 1808. By how many did the count grow from 1810 to 1860?**

5. **By what percent did the count grow from 1850 to 1860? Round to the nearest whole percent.**

6. **The import trade was closed, yet the count kept rising. Use paragraph 1 of the reading to explain how.**

Evidence from the page 1 reading: circle the letter

1. **Which words from the reading explain why slavery kept growing after 1808?**
   - (A) "the legal Atlantic slave trade into the United States was over"
   - (B) "children born to enslaved mothers were enslaved for life"
   - (C) "spoke against slavery to large audiences in the North"
   - (D) "mobs broke up some of their meetings"
2. **Which words from the reading show that the House refused to hear the antislavery petitions?**
   - (A) "collected thousands of signatures on petitions"
   - (B) "a secret network of free Black and white people"
   - (C) "tabled these petitions without debate"
   - (D) "called for immediate emancipation"

Challenge In which census year did the count first pass 2 million, and how many years was that after the import ban took effect?

Year: .....

Years after: .....

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US History Set 1: A Petition to Congress

Document A is real (1845); Document B is invented. Fill in the tally before question 3.

US History · Day 1

Document A: a line from a famous autobiography

"From that moment, I understood the pathway from slavery to freedom."

Frederick Douglass, Narrative of the Life of Frederick Douglass, an American Slave, 1845, Chapter VI. Context: as a boy in Baltimore, Douglass was learning to read. He heard the slaveholder he lived with forbade his wife to go on teaching him, saying reading would make him unfit to be enslaved.

1. **What kind of source is Document A, and what was the pathway Douglass means? Use the context line and paragraph 2 of the reading.**

Document B: a petition (invented)

TO THE HOUSE OF REPRESENTATIVES OF THE UNITED STATES

We, the undersigned women of Kellsport, Massachusetts, ask Congress to end slavery and the buying and selling of enslaved people in the District of Columbia.

Congress alone makes the laws for the District, so Congress alone can end this wrong there. We cannot vote, but we can sign our names, and we ask you to hear us.

The Kellsport Female Antislavery Society, January 1837

Source: a petition and tally sheet from Kellsport, a made-up Massachusetts town (both invented, in modern words).

COLLECTOR	PART OF TOWN	WOMEN ASKED	SIGNED	PERCENT SIGNED
Jerusha	Harbor Street	60	39	
Lavinia	Mill Road	50	35	
Martha	Common Road	80	48	
Keturah	the upper village	40	30	
Total				

2. **Document B: who made it and when? What does it ask Congress to do, and why only Congress?**

3. **Which collector had the highest percent of signers, and which collected the most signatures?**

4. **Use paragraph 4 of the reading: what most likely happened to this petition in the House in 1837, and why?**

5. **The petition says "We cannot vote, but we can sign our names." What does this show about women in 1837, and why did petitions matter to them?**

6. **Documents A and B both tried to change society. Which audience did each try to reach, and how?**

☆ Challenge — Weigh the two means of change

Which did more to change the country before 1860: life stories like Douglass's or petitions like Kellsport's? Defend your choice in four sentences, using both documents and one fact from the reading.

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Answer Keys (1 of 8)

Day 1. Teacher copy. Keep these pages out of the student sets.

Day 1 opener: Who Am I, answers

1. John Muir; **2.** Sacagawea; **3.** Nellie Bly; **4.** Helen Keller; **5.** Mark Twain; **6.** Alexander Graham Bell; **7.** Amelia Earhart; **8.** Juliette Gordon Low.

3 points for a right name after clue 1, 2 after clue 2, 1 after clue 3. Score: 24 points at most.

US History Set 1: Slavery and the Abolition Movement

Who did what: 1. 1794; 2. led a revolt in Virginia; 3. 1849; 4. began publishing The Liberator, a Boston newspaper; 5. 1845; 6. adopted a gag rule that tabled antislavery petitions; 7. John Quincy Adams. Accept the same meaning in other words for the "what" cells.

Evidence: 1. B ("children born to enslaved mothers were enslaved for life"); 2. C ("tabled these petitions without debate"). **Page 1 star challenge:** ending slavery; women's right to speak in public.

Growth column: 1790 to 1800: 190,000; 1800 to 1810: 300,000; 1810 to 1820: 350,000; 1820 to 1830: 470,000; 1830 to 1840: 480,000; 1840 to 1850: 710,000; 1850 to 1860: 750,000. **Census questions:** 1. 3,250,000; 2. about 5.6 times (3,950,000 divided by 700,000; accept 5.6 or 5.7 if rounded from the bars); 3. 1850 to 1860, by 750,000; 4. 2,760,000; 5. 23 percent (750,000 divided by 3,200,000); 6. children born to enslaved mothers were enslaved for life, so the number grew by births (and people were sold within the country to the cotton lands). **Page 2 star challenge:** 1830 (2,010,000), 22 years after 1808.

Document A question: 1. A primary source, Douglass's own account of his life (an autobiography). The pathway is learning to read: if slaveholders feared reading so much that some state laws made teaching enslaved people a crime, reading must be a way toward freedom. Accept any answer that names reading or education and links it to the context line or to paragraph 2.

Tally: Jerusha 65 percent; Lavinia 70 percent; Martha 60 percent; Keturah 75 percent; total 230 asked, 152 signed, 66 percent. **Document B questions:** 2. The Kellsport Female Antislavery Society (women of Kellsport), January 1837, for the House of Representatives. It asks Congress to end slavery and the buying and selling of enslaved people in the District of Columbia, because Congress alone makes the laws for the District; 3. Keturah, 75 percent; Martha, 48 signatures; 4. It was tabled without debate, because the House had adopted the gag rule in 1836 (repealed only in 1844); 5. Women could not vote, so a petition was one of the few legal ways they could take part in politics and ask the government for change; 6. A: readers of the book, the public, especially in the North, to change minds with a true personal story. B: Congress, to change a law, with the weight of many signatures. Accept other well-supported audiences.

Page 3 star challenge: answers vary. Accept either choice defended in four sentences that use both documents (for example, a narrative reached many readers and changed minds; a petition put pressure on Congress, even if the gag rule blocked it) and one correct fact from the reading.

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Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 early republic terms, then test yourself on page 2.

Calm · Day 1

SAY THIS TO THE CLASS "The calm block is silent work on early republic terms, each of you on your own. Study the eight terms on page 1, turn that page over, then pair every term with its meaning on page 2. When you finish, turn page 1 upside down and mark your answers against the key strip."

How to learn them

1. Read the word and its meaning.
2. Read the example sentence.
3. Cover the word. Say it from the meaning.
4. Write it once on the line.

Know all eight? Turn this page face down and take the test on page 2.

	WORD	MEANING AND EXAMPLE	WRITE IT
1	**inauguration** NOUN	the ceremony that begins a president's term of office *Crowds filled Wall Street to watch Washington's **inauguration** in 1789.*	
2	**faction** NOUN	a small group inside a larger one that pushes hard for its own interests *Madison warned that a **faction** could put its own interests ahead of the public good.*	
3	**mint** NOUN	a place where a government makes its coins *Congress set up a national **mint** in Philadelphia in 1792 to make American coins.*	
4	**excise** NOUN	a tax on goods made or sold inside the country *In 1791 Congress passed its first **excise**, a tax on a product made in the United States.*	
5	**bond** NOUN	a paper promise by a government to pay back borrowed money with interest *Buying a government **bond** meant lending money to the new nation.*	
6	**revenue** NOUN	the money a government takes in, mostly from taxes *Most federal **revenue** in the 1790s came from taxes on imported goods.*	
7	**partisan** ADJECTIVE	strongly loyal to one party or side *Many newspapers of the 1790s were openly **partisan** and attacked the other side's leaders.*	
8	**census** NOUN	an official count of everyone who lives in a nation *The first national **census**, in 1790, counted about 3.9 million people.*	

Check your test here (only after the test) Turn the page upside down to read.

1 inauguration 2 partisan 3 excise 4 revenue 5 census 6 mint 7 faction 8 bond

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Team Task, Day 2: Who Won the War of 1812?

Groups of four, one copy of this page per group. Voice level 2. Make a one-sided copy of page 2 on its own sheet, then fold and tear it into four strips, one per person.

Team · Day 2

SAY THIS TO THE CLASS "Today's team task is called Who Won the War of 1812? In groups of four, you sort twelve evidence cards under four claims, then write a verdict together. Start by reading the four claims together."

The situation

The Treaty of Ghent was signed on December 24, 1814, and historians still argue about who won. Your group holds twelve true evidence cards. Sort each card under the **one** claim it supports best: every claim gets exactly three cards. Then decide which claim the evidence supports most strongly, and defend it.

CLAIM	CARD NUMBERS (THREE EACH)
A. The United States won the war.	
B. Britain won the war.	
C. The war was a draw.	
D. The Native nations lost the most.	

Then answer together

1. **Card 8 says the treaty ignored the issues that started the war. Why does that support "a draw" better than "Britain won"?**

2. **Which group did the peace treaty hurt most? Name the card that shows it best.**

Our verdict

Our claim (letter): _____ **Our two best cards:** _____

Reasoning: how do those two cards prove the claim?

Counterclaim: name one card that argues against you, and say why it does not change your verdict.

Challenge Only one card describes a battle fought after the treaty was signed. Which card is it? **Card:** _____

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Game, Day 1: The Board

Copy this page one-sided and tape the copy to the whiteboard (or draw the grid). Cross squares off as they are played.

Game · Day 1

RESISTERS	ABOLITION	CENSUS	TERMS	MUSEUM
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1	Team 2	Team 3

Team 4	Team 5	Team 6

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Game, Day 2: Paper Password

Sub script and US history word list. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 2

SAY THIS TO THE CLASS

"If a few minutes are left at the end, pairs can play Password, an optional and fun word game. One of you gives one-word clues for a secret word from today's reading, calm block and evidence task. Your partner tries to guess it with as few clues as possible."

Set up (2 minutes)

1. Before class, copy the card page one-sided and fold and tear it into four cards, one card per round. Hand each pair only the current round's card; pairs keep each used card and add the four round totals at the end.
2. Partner A is the clue giver in rounds 1 and 3, Partner B in rounds 2 and 4. The guesser never sees the card.
3. Rounds last 2 minutes, with 30 seconds between them to swap roles. One-word clue, then ONE guess; wrong means another clue.
4. After five clues without a right guess, the word scores 0. Say "Go" and "Stop" for each round.

Read this out

"Your clue is one word only. You may not say the secret word or any part of it. If the word is snowman, you cannot say snow or man. No gestures, no spelling, no rhymes. Break a rule and that word scores zero."

Scoring: guessed on clue 1 = 5 points, clue 2 = 4, clue 3 = 3, clue 4 = 2, clue 5 = 1. The clue giver circles the number on the card. After round 4, pairs add their round totals. Highest total wins.

Words marked (calm) or (team), here and on the cards, come from today's calm block or team task. If the class skipped that block, pairs leave them out (and any round left empty).

Referee calls

Two words glued together ("hotdog") count as one clue only if they make a real word. No plurals or "-ing" forms of the secret word. If a pair disagrees about a clue, the word scores zero. Each example clue below is allowed, and a good first clue.

Timing (15 minutes)

0:00	2:00	4:30	7:00	9:30	12:00
Set up, rules	Round 1, Partner A	Round 2, Partner B	Round 3, Partner A	Round 4, Partner B	Add totals, winners

Round 1: Partner A gives clues

EMBARGO	example clue: ports
TECUMSEH	example clue: Shawnee
CANADA	example clue: invade
GHENT	example clue: treaty
ORLEANS	example clue: Jackson

Round 2: Partner B gives clues

MONROE	example clue: doctrine
RUSSIA	example clue: Alaska
COLONIES	example clue: Spain
BALTIMORE	example clue: McHenry
SAILORS	example clue: impressed

Round 3: Partner A gives clues

FRIGATE (calm)	example clue: warship
PRIVATEER (calm)	example clue: raider
GARRISON (calm)	example clue: fort
CONVOY (calm)	example clue: escort
COMMODORE (calm)	example clue: Perry

Round 4: Partner B gives clues

DRAW (team)	example clue: tie
BLOCKADE (team)	example clue: coast
CREEK (team)	example clue: acres
VERDICT (team)	example clue: decision
EVIDENCE (team)	example clue: proof

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Game, Day 4: Classroom Millionaire

Sub script and the 12 questions. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 4

SAY THIS TO THE CLASS

"Classroom Millionaire is an optional, fun way to finish class: the whole room climbs one ladder of twelve questions. The questions come from today's reading, terms and report card task, and we share three lifelines."

How it works

1. Tape up a one-sided copy of the ladder page. The whole class is one player. Pick a student for the hot seat (a new student for every question).
2. Read the question and the four options, then read the options again. The hot seat may listen to quiet advice, then says "final answer" and a letter.
3. Right: the class climbs one rung. Before hearing the next question, the class may vote to walk away and keep what it has.
4. Wrong: the climb ends. Rungs 4 and 8 are safe: the class keeps the last safe amount it passed.
5. Time left over? Play the questions again as a team quiz.

Three lifelines (one use each)

Ask the class: everyone shows 1, 2, 3 or 4 fingers at once for A, B, C or D. The hot seat looks, then decides.

50/50: read out the two wrong options listed under the question. Cross them off.

Phone a friend: the hot seat picks one classmate, who has 30 seconds to say what they think out loud.

"Only the hot seat's final answer counts. Shout an answer and the class loses a lifeline."

Items marked (calm) or (team) come from today's calm block or team task: leave them out if the class did not do that block.

Rungs 1 to 4, rung 4 is safe

1. $100 Who became president after Lincoln died?
A. Grant B. Johnson C. Hayes D. Revels
Answer: B. Johnson (50/50 removes C and D)

2. $250 What is a farmer who rents land called? (calm)
A. Tenant B. Redeemer C. Scalawag D. Radical
Answer: A. Tenant (50/50 removes C and D)

3. $500 Which 1865 laws limited freed people?
A. Black Codes B. Gag rules C. Tariffs D. Bills
Answer: A. Black Codes (50/50 removes C and D)

4. $1,000 How many goals were on the report card? (team)
A. 2 B. 3 C. 4 D. 5
Answer: C. 4 (50/50 removes A and D)

Rungs 5 to 8, rung 8 is safe

5. $2,500 Which agency gave food and opened schools?
A. Freedmen's Bureau B. Senate C. Army D. Mint
Answer: A. Freedmen's Bureau (50/50 removes C and D)

6. $5,000 What is a legal claim on a crop called? (calm)
A. Lien B. Bounty C. Warrant D. Amnesty
Answer: A. Lien (50/50 removes B and C)

7. $10,000 Who was the first Black US senator?
A. Rainey B. Revels C. Smalls D. Stevens
Answer: B. Revels (50/50 removes C and D)

8. $25,000 Which state was readmitted last, in 1870? (team)
A. Virginia B. Texas C. Georgia D. Mississippi
Answer: C. Georgia (50/50 removes A and D)

Rungs 9 to 12

9. $50,000 How much did the Kendricks owe at the end of 1874?
A. $16 B. $23 C. $189 D. $378
Answer: B. $23 (50/50 removes C and D)

10. $100,000 How many years passed from the Bureau's creation to 1877?
A. 8 B. 10 C. 12 D. 14
Answer: C. 12 (50/50 removes A and D)

11. $500,000 Which group used threats to stop Black voters?
A. Ku Klux Klan B. Radicals C. Senators D. Army
Answer: A. Ku Klux Klan (50/50 removes C and D)

12. $1 MILLION Who moved from the South to Kansas in 1879? (calm)
A. Exodusters B. Redeemers C. Scalawags D. Radicals
Answer: A. Exodusters (50/50 removes B and D)

If the class misses

Wrong on rung 1 to 4	**class keeps $0**
Wrong on rung 5 to 8	**class keeps $1,000**
Wrong on rung 9 to 12	**class keeps $25,000**
Walk away before a question	**class keeps the amount of the last rung it climbed**

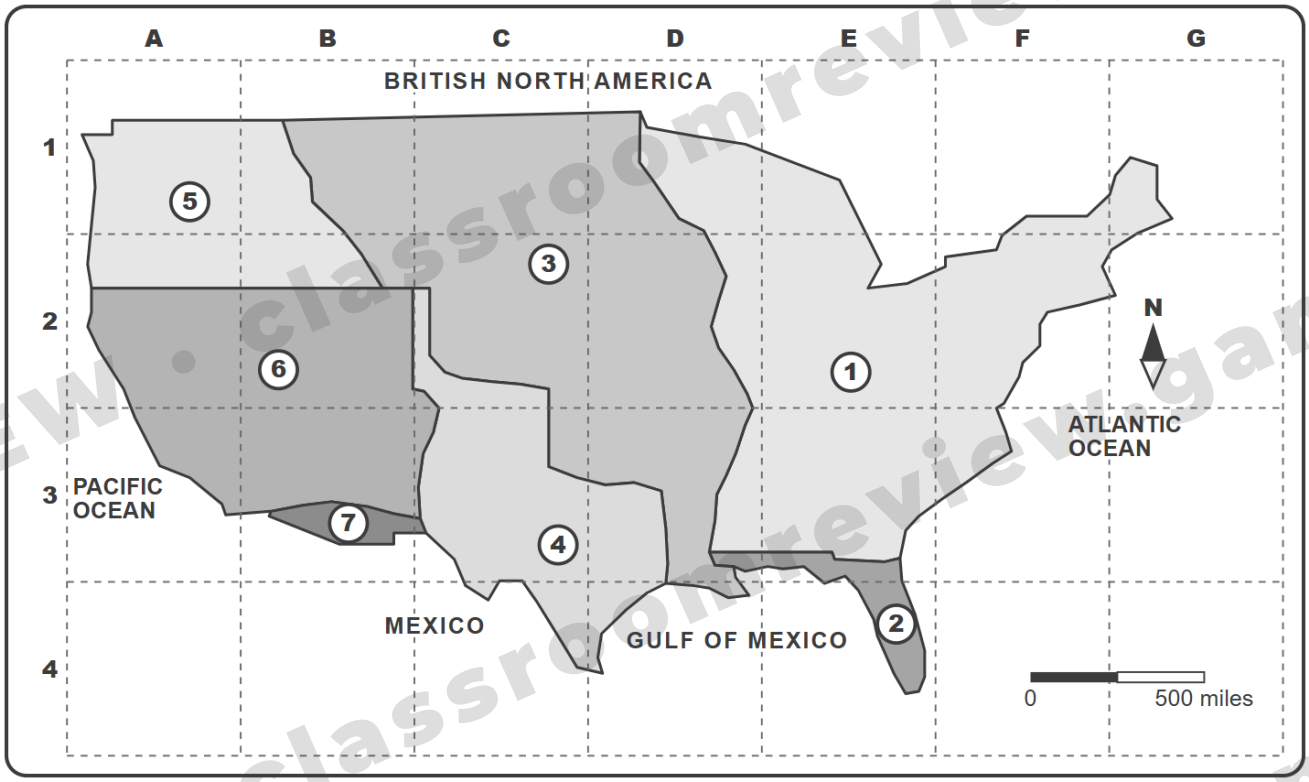
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US History Set 5: The Growing Nation

A simplified map of 1783 to 1853: straight-line borders, approximate. Alaska and Hawaii are not shown.

US History · Day 5



Legend

1 The United States, 1783, from Britain
2 Florida, 1819, from Spain
3 Louisiana Purchase, 1803, from France
4 Texas, 1845, from the Republic of Texas
5 Oregon Country, 1846, from Britain
6 Mexican Cession, 1848, from Mexico
7 Gadsden Purchase, 1853, from Mexico

Legend note: the Gulf coast strip west of Florida, taken from Spain from 1810 to 1813, is drawn as part of region 2, and the small Red River basin gained in 1818 as part of region 3.

1. **In which direction would you travel from the number of region 5 to the number of region 1?** .....
2. **Which region's coast lies on the Gulf of Mexico between region 4 and region 2?** .....
3. **Which region lies west of region 3 and north of region 6?** .....
4. **In which grid square is the number of region 2? Of region 7?** .....
5. **Which region's number is in grid square C3?** .....
6. **Use the scale bar (one grid square is 500 miles): about how many miles is it from the number of region 7 to the number of region 2?** .....
7. **Each grid square is 500 miles wide. About how many miles is it from coast to coast across the middle of the country?** .....

☆ Challenge

Which region's number sits farthest north on the map, and which sits farthest south? Give each grid square.

Farthest north: .....

Farthest south: .....

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Thank you! If this works for your class, a quick review helps other teachers find it and gives you TpT credits.



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