

High School US History Maternity Leave Sub Plans, 6 Weeks

Six 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

- Six week binders (68, 69, 65, 66, 66, 66 pages): 400 pages
- 78 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
- 60 solo blocks (30 US history sets, 30 calm blocks) and 30 team tasks for groups of four
- A "say this to the class" script for all 126 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
- 30 optional games, each on that day's lessons (Day 30: on the whole week)
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave the six 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 30 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.
- **Week 5, days 21 to 25. US history:** Gilded Age Industry and Labor Unions; Immigration and Cities, 1880 to 1920; Women's Suffrage and the 19th Amendment; World War I; The Great Depression and the New Deal. **Team:** The Glass Works Hearing, The Tenement Inspectors, Four Roads to the Vote, The Codebreakers, Stay or Go, 1935.
- **Week 6, days 26 to 30. US history:** World War II; The Early Cold War, 1947 to 1962; The Civil Rights Movement, 1954 to 1968; Vietnam and the End of the Cold War; Big Review of Six Weeks. **Team:** The Lend-Lease Town Meeting, The Airlift Load Plan, The Carpool Dispatch, The First-Time Voter Guide, The Thesis Panel.

Optional game every day, on that day's lessons (Day 30, the big review day: its game reviews the whole week): 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 400 pages.
What the sub gets: a note that explains the routine, a "say this" script for every task (126 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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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

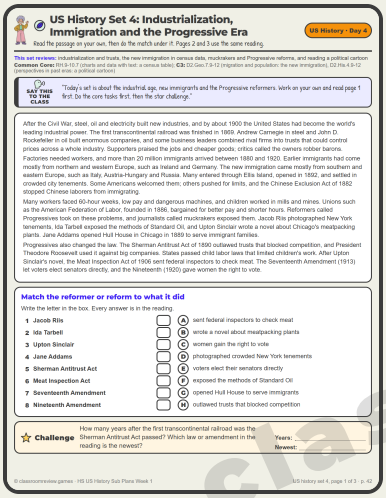
Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

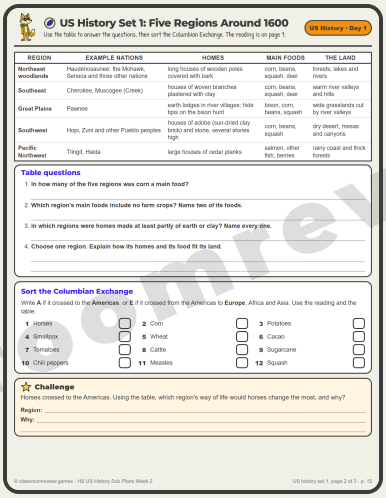
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ONE PAGE OF EVERY DAILY PART

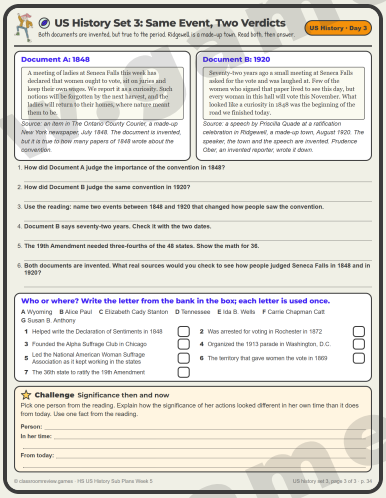
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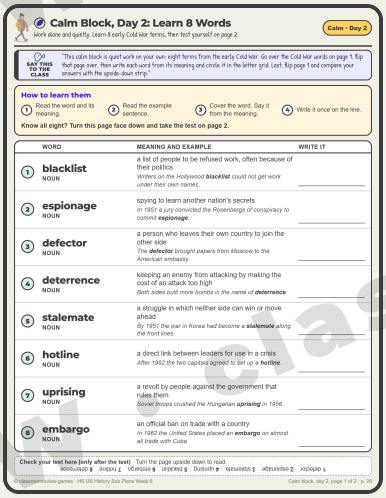
US history set: the lesson, Week 1 (solo)



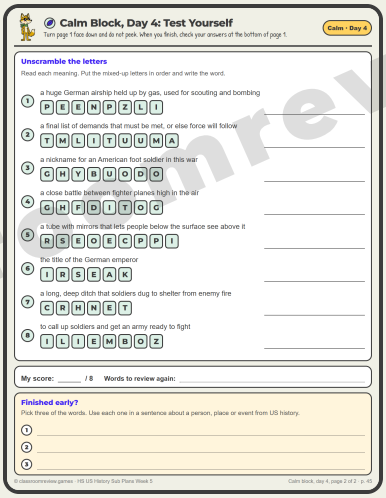
US history set: practice, Week 2 (solo)



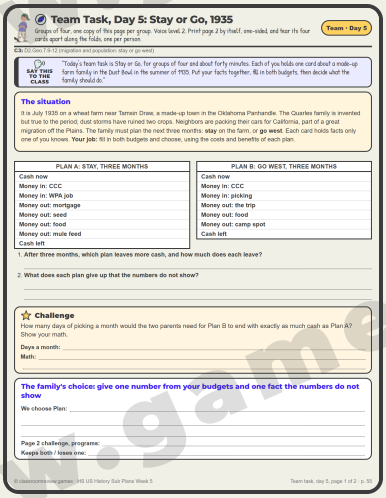
US history set: the third page (solo)



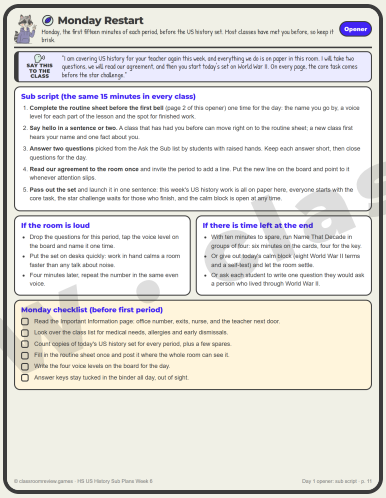
Calm block: learn 8 words (solo)



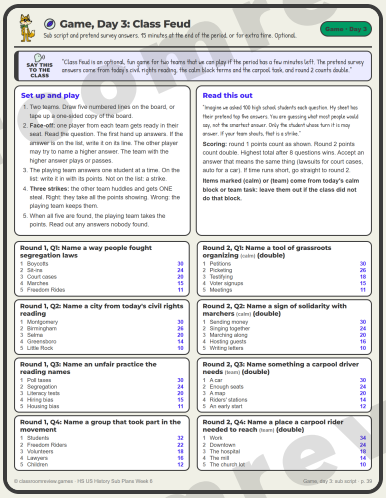
Calm block: test yourself (solo)



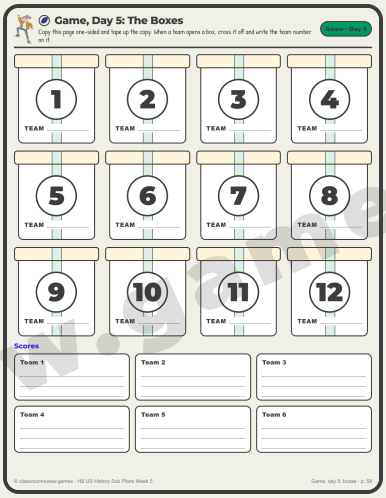
Team task (groups of four)



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: World War II

Read the passage on your own. Pages 2 and 3 use the same reading.

US History · Day 1

This set reviews: World War II from neutrality to surrender, the home front, Japanese American incarceration, events in context and significance over time

C3: D2.His.1.9-12 (events in broader context), D2.His.3.9-12 (significance over time: one event judged in 1942 and 1988)

SAY THIS TO THE CLASS

"Today we study World War II, from the years before Pearl Harbor to Japan's surrender in 1945. Work on your own, read page 1 carefully, and use it for pages 2 and 3. Do the core task on each page first, then the star challenge."

In the 1930s, aggressive governments in Germany, Italy and Japan set out to build empires by force. Japan invaded Manchuria in China in 1931, and Italy invaded Ethiopia in 1935. Many Americans remembered the losses of World War I and wanted no part of another war overseas, so in August 1935 Congress passed the first Neutrality Act, banning American sales of arms to nations at war. When Germany invaded Poland in September 1939, Britain and France declared war on Germany.

After France surrendered to Germany in June 1940, Britain kept fighting. In March 1941 Congress passed the Lend-Lease Act, which let the President lend or lease war supplies to any nation whose defense he judged vital to the defense of the United States. In June 1941, after labor leader A. Philip Randolph planned a march on Washington to protest unfair hiring, President Franklin D. Roosevelt signed Executive Order 8802, which banned discrimination in defense industries. In December 1941 Japanese planes attacked the American naval base at Pearl Harbor, Hawaii. Congress declared war on Japan the next day.

More than 16 million Americans served in the armed forces during the war, among them the Tuskegee Airmen, the first African American pilots in the US armed forces, and Navajo Code Talkers, who sent messages in a code based on the Navajo language. At home, fear and prejudice turned against Japanese Americans. In February 1942 Roosevelt signed Executive Order 9066, and about 120,000 people of Japanese ancestry on the West Coast, more than half of them US citizens, were forced from their homes and held in guarded camps. In December 1944 the Supreme Court upheld the removal in Korematsu v. United States.

In June 1942 the US Navy defeated a Japanese fleet at the Battle of Midway, a turning point in the Pacific. In June 1944 Allied forces crossed the English Channel and landed in Normandy, France. As Allied troops moved into Germany in the spring of 1945, they found Nazi concentration camps and saw the scale of the Holocaust, in which Nazi Germany murdered six million Jews and millions of other people. Germany surrendered in May 1945. In August 1945 the United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki, killing tens of thousands of people in each city, and Japan formally surrendered in September 1945.

Note for the sub: paragraph 4 names the Holocaust in one sentence; answer plainly and leave a longer talk for me.

Evidence from the reading: circle the letter of the best answer

1. **Which words best show that the United States took sides before it entered the war?**
   - (A) "banning American sales of arms to nations at war"
   - (B) "let the President lend or lease war supplies to any nation whose defense he judged vital"
   - (C) "Britain kept fighting"
   - (D) "Congress declared war on Japan the next day"
2. **Which words best support the claim that wartime fear led the government to take away its own citizens' rights?**
   - (A) "more than half of them US citizens, were forced from their homes and held in guarded camps"
   - (B) "banned discrimination in defense industries"
   - (C) "More than 16 million Americans served in the armed forces"
   - (D) "a turning point in the Pacific"

☆ Challenge

Name the two steps from 1941 in the reading that came before Pearl Harbor. Which one changed life at home rather than overseas?

The two steps: .....

At home: .....

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US History Set 1: Dates in Order

Use the reading on page 1. Every month and year you need is on this page or in the reading.

US History · Day 1

Put them in order

Number these events 1 (earliest) to 12 (latest) in the box, and write the month and year on the line.

- ☐ The US Navy wins the Battle of Midway _____
- ☐ Germany surrenders _____
- ☐ The Supreme Court decides Korematsu v. United States _____
- ☐ Japan formally surrenders _____
- ☐ Roosevelt signs Executive Order 9066 _____
- ☐ Japanese planes attack Pearl Harbor, Hawaii _____
- ☐ Congress passes the Lend-Lease Act _____
- ☐ Congress passes the first Neutrality Act _____
- ☐ Executive Order 8802 bans discrimination in defense industries _____
- ☐ Germany invades Poland _____
- ☐ Allied forces land in Normandy, France _____
- ☐ France surrenders to Germany _____

Time between: count the months or years

1. **How many months passed from the Lend-Lease Act to the attack on Pearl Harbor?** _____
2. **How many months passed from the attack on Pearl Harbor to Executive Order 9066?** _____
3. **How many years passed from the first Neutrality Act to the attack on Pearl Harbor?** _____
4. **How many months passed from the landing in Normandy to Germany's surrender?** _____
5. **How many years passed from Executive Order 9066 to the Civil Liberties Act of 1988?** _____

Count months like this: March to June of the same year is 3 months. December to February is 2 months.

Events in context

1. **Why did Congress pass the first Neutrality Act in 1935?**

   _____

2. **What protest plan came before Executive Order 8802, and who led it?**

   _____

3. **The Lend-Lease Act passed nine months after France surrendered. How does the fall of France help explain why Congress acted?**

   _____

   _____

☆ Challenge

Which event on your list was a turning point in the Pacific? How many months after the attack on Pearl Harbor did it happen?

Event: _____

Months after Pearl Harbor: _____

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US History Set 1: One Event, Two Judgments

Two real documents, given in modern words. Read the pair, then complete the sourcing table and the questions below it.

US History · Day 1

Document A: Executive Order 9066

President Franklin D. Roosevelt, February 19, 1942 (in modern words)

Winning the war requires every possible protection against spying and sabotage. I authorize the Secretary of War, and the military commanders he chooses, to mark out military areas and to keep any or all persons out of them. The Secretary of War and these commanders will give the people who are removed food, shelter and transportation.

Document B: The Civil Liberties Act of 1988

Congress, August 1988 (in modern words)

Congress finds that the removal and confinement of Japanese Americans during World War II happened without good security reasons and without any documented acts of spying or sabotage. It was caused largely by racial prejudice, wartime hysteria and a failure of political leadership. On behalf of the nation, Congress apologizes, and each surviving person who was held will receive $20,000.

SOURCING	DOCUMENT A	DOCUMENT B
Who made it, and when?		
What does it do?		
What reason does it give?		

Questions

1. **Document A never names a group of people. Which words show this? According to the reading, which people did it fall on?**
   Words: .....
   People: .....
2. **Context: what happened about two months before Document A was signed?**
   .....
3. **List the three causes Document B gives for the removal.**
   1. .....
   2. .....
   3. .....
4. **What did the Supreme Court decide in 1944, and how does Document B judge the same event 44 years later?**
   .....
   .....

☆ Challenge Judged twice

The significance of an event can change over time. Give one reason from 1942 and one from 1988 that explain why the government judged the removal so differently.

In 1942: .....
.....

In 1988: .....
.....

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Answer Keys (1 of 8)

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

Day 1 opener: Name That Decade, answers

1. 1960s (Women and men pack the Mall for jobs and freedom: 1963). **2. 1920s** (Sculptors start carving Mount Rushmore in South Dakota: 1927). **3. 1950s** (Puerto Rico becomes a self-governing US commonwealth: 1952). **4. 1910s** (First ships pass through the new Panama Canal: 1914). **5. 1970s** (Two Voyager space probes launch toward the outer planets: 1977). **6. 1930s** (Congress creates Social Security for retired workers: 1935). **7. 1980s** (Leaders sign treaty to destroy a class of nuclear missiles: 1987). **8. 1940s** (Army unveils ENIAC, an early electronic computer: 1946).

One point for each right decade, plus a bonus point for a year guess within two of the key. Score: 16 points at most.

US History Set 1: World War II

Note for the sub: the reading names the Holocaust plainly and without detail. If students ask more, say that Nazi Germany carried out a planned murder of Europe's Jews and many others, and that I will come back to it when I return.

Evidence: 1. B ("let the President lend or lease war supplies to any nation whose defense he judged vital"); 2. A ("more than half of them US citizens, were forced from their homes and held in guarded camps"). **Events in context** (page 2): 1. many Americans remembered the losses of World War I and wanted no part of another war overseas; 2. a march on Washington to protest unfair hiring, planned by labor leader A. Philip Randolph. **Page 1 star challenge:** the Lend-Lease Act (March 1941) and Executive Order 8802 (June 1941); Executive Order 8802 changed life at home (defense industry jobs).

Put them in order: The US Navy wins the Battle of Midway 8 (June 1942); Congress passes the Lend-Lease Act 4 (March 1941); Germany surrenders 11 (May 1945); Congress passes the first Neutrality Act 1 (August 1935); The Supreme Court decides Korematsu v. United States 10 (December 1944); Executive Order 8802 bans discrimination in defense industries 5 (June 1941); Japan formally surrenders 12 (September 1945); Germany invades Poland 2 (September 1939); Roosevelt signs Executive Order 9066 7 (February 1942); Allied forces land in Normandy, France 9 (June 1944); Japanese planes attack Pearl Harbor, Hawaii 6 (December 1941); France surrenders to Germany 3 (June 1940).

Time between: 1. 9 months; 2. 2 months; 3. 6 years; 4. 11 months; 5. 46 years. **Events in context 3:** with France out of the war, Britain was left fighting Germany and needed supplies; Congress chose to help Britain without declaring war. Accept any answer that links Britain's need after France fell to the decision to send supplies. **Page 2 star challenge:** the Battle of Midway (June 1942), 6 months after Pearl Harbor (December 1941). Count it like the month rule on page 2 (December to June). Accept 5 if the student counts full months from December 7 to June 4.

Sourcing table: Who made it, and when? A: President Franklin D. Roosevelt, February 19, 1942; B: Congress, August 1988. What does it do? A: lets military commanders mark out military areas and keep any or all persons out; B: apologizes and pays $20,000 to each surviving person who was held. What reason does it give? A: protection against spying and sabotage, to win the war; B: none of the security reasons held up: prejudice, hysteria and failed leadership caused it. Accept the same meaning in the student's words.

Questions: 1. "any or all persons"; people of Japanese ancestry on the West Coast (about 120,000, more than half of them US citizens). 2. Japan's attack on Pearl Harbor (December 1941). 3. racial prejudice, wartime hysteria, a failure of political leadership. 4. The Court upheld the removal in Korematsu v. United States (1944); Document B says it happened without good security reasons, blames prejudice, hysteria and failed leadership, and apologizes and pays $20,000 to each surviving person. **Page 3 star challenge:** answers vary. 1942: the shock and fear right after Pearl Harbor, the war still being fought, prejudice against Japanese Americans. 1988: the war long over, no documented acts of spying or sabotage were found, survivors and their families had asked for redress, a nation able to look back calmly. Accept one sound reason for each year.

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Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 Gilded Age work terms, then test yourself on page 2.

Calm · Day 1

SAY THIS TO THE CLASS

"The calm block is silent work on Gilded Age work terms, each of you on your own. Study the eight terms on page 1, then flip to page 2 and pair every meaning with its term. When you finish, read the upside-down strip on page 1 to check yourself."

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	**arbitration** NOUN	settling a dispute by letting a neutral person decide it for both sides *After the Pullman strike, a federal commission urged **arbitration** for railroad disputes.*	_____
2	**overtime** NOUN	hours worked beyond the normal working day *In the busy season the mill hands worked **overtime** until nine at night.*	_____
3	**paymaster** NOUN	the company officer who counted out and handed workers their wages *On Saturday the **paymaster** handed each mill hand a small envelope of cash.*	_____
4	**piecework** NOUN	work paid by the number of items finished, not by the hour *Under **piecework**, a garment worker was paid a few cents for each shirt she finished.*	_____
5	**philanthropy** NOUN	giving large sums of money to causes that help the public *Carnegie's **philanthropy** paid for thousands of public libraries.*	_____
6	**shareholder** NOUN	a person who owns part of a company through its stock *Each **shareholder** received a printed report on the railroad's profits.*	_____
7	**corporation** NOUN	a business owned by many investors that the law treats as one body *Turning the steel firm into a **corporation** let it raise money by selling stock.*	_____
8	**dividend** NOUN	a share of a company's profits paid out to its owners *In a good year the oil company paid a large **dividend** on every share.*	_____

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

1 paymaster · 2 arbitration · 3 piecework · 4 shareholder · 5 overtime · 6 dividend · 7 corporation · 8 philanthropy



Team Task, Day 2: The Tenement Inspectors

Groups of four, one copy of both pages per group. Voice level 2. Each inspector checks the rules of their job, then the group shares.

Team · Day 2

C3: D2.Geo.8.9-12 (urban, suburban and rural regions: city housing)

SAY THIS TO THE CLASS

"Today's team task is The Tenement Inspectors, for groups of four and about forty minutes. Your group inspects one floor of a crowded city building in 1903 and lists everything that breaks the housing code. Each inspector checks their own rules first, then you fill in one form together."

The situation

Harlow Point is a made-up port city, and No. 9 Rook Street is an invented building, true to the period. It is 1903, and the city has a new housing code. Your group of inspectors climbs to the third floor, where four immigrant families live. The plan below shows every room. **Your job:** find every place where the floor breaks the code.

The housing code (invented)

1. Every room must have a window to the street, the yard or an air shaft.
2. Every apartment must have a sink with running water.
3. No more than two people may live in an apartment for each room it has.
4. Every apartment must reach a fire escape through one of its windows.
5. Each floor needs one indoor toilet for every two apartments.
6. The hall must have a lamp lit from dusk to dawn.

Jobs: Inspector 1: rule 1, every room; Inspector 2: rules 2 and 3; Inspector 3: rule 4; Inspector 4: rules 5 and 6.

STREET (front of the building)

Apartment A: 5 people

- **Front room** — window to the street, fire escape outside
- **Kitchen** — window to the street, sink
- **Bedroom** — no window

Apartment B: 7 people

- **Front room** — window to the street, fire escape outside
- **Kitchen** — window to the street
- **Bedroom** — window to air shaft

Hall — stairs, 1 toilet, no lamp

Apartment C: 4 people

- **Kitchen** — window to the yard, sink
- **Bedroom** — no window
- **Small bedroom** — no window

Apartment D: 6 people

- **Back room** — window to the yard
- **Kitchen** — window to the yard, sink
- **Bedroom** — window to the yard

YARD (back of the building)

First count: how many people live on this floor? .....

Challenge

Rule 4 matters most in a fire. Which apartments could not reach the fire escape, and how many people live in them?

Apartments: .....

People: .....

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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

TO WAR	HOME FRONT	DOCUMENTS	TERMS	TOWN HALL
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

"With any time left, we can play an optional game of Paper Password in pairs, just for fun. The secret words come from today's reading and map, the new city terms and the tenement inspection. Give one-word clues, and the fewer clues your partner needs, the more points you both score."

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

PULL	example clue: jobs
PUSH	example clue: poverty
TENEMENT	example clue: crowded
ISLAND	example clue: Ellis
BRIBE	example clue: payoff

Round 2: Partner B gives clues

MILL	example clue: cloth
WARD	example clue: district
URBAN	example clue: cities
MACHINE	example clue: Tammany
ACRE	example clue: land

Round 3: Partner A gives clues

EMIGRATE (calm)	example clue: leave
STEAMSHIP (calm)	example clue: ocean
PEDDLER (calm)	example clue: cart
LANDLORD (calm)	example clue: rent
ENCLAVE (calm)	example clue: neighborhood

Round 4: Partner B gives clues

INSPECTOR (team)	example clue: check
VIOLATION (team)	example clue: broken
CROWDING (team)	example clue: packed
CODE (team)	example clue: rules
REPAIR (team)	example clue: fix

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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 end the class: one ladder of twelve questions. Questions come from today's reading, calm terms and voter guide; the class shares 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 Which city fell to North Vietnam in 1975?
A. Hanoi B. Saigon C. Seoul D. Berlin
Answer: B. Saigon (50/50 removes C and D)

2. $250 What is a fighter who strikes and hides? (calm)
A. Guerrilla B. Veteran C. Refugee D. Dove
Answer: A. Guerrilla (50/50 removes B and D)

3. $500 What voting age did the 26th Amendment set?
A. 16 B. 18 C. 19 D. 21
Answer: B. 18 (50/50 removes A and C)

4. $1,000 Who wants a war ended by talks? (calm)
A. Hawk B. Dove C. Veteran D. Refugee
Answer: B. Dove (50/50 removes C and D)

Rungs 5 to 8, rung 8 is safe

5. $2,500 Which 1973 law limits troops in combat without Congress?
A. War Powers B. Tonkin Gulf C. SALT I D. Civil Rights
Answer: A. War Powers (50/50 removes C and D)

6. $5,000 What weekday was the 1971 election? (team)
A. Monday B. Tuesday C. Friday D. Sunday
Answer: B. Tuesday (50/50 removes A and D)

7. $10,000 Which holiday named the 1968 attacks?
A. Tet B. Easter C. Labor Day D. Christmas
Answer: A. Tet (50/50 removes B and D)

8. $25,000 Gorbachev's openness policy was called? (calm)
A. Detente B. Glasnost C. Containment D. SALT
Answer: B. Glasnost (50/50 removes C and D)

Rungs 9 to 12

9. $50,000 Days before election to register in Thistlewood? (team)
A. 14 B. 21 C. 28 D. 30
Answer: C. 28 (50/50 removes A and B)

10. $100,000 Which 1987 treaty removed a class of missiles?
A. SALT I B. INF C. NATO D. Paris
Answer: B. INF (50/50 removes C and D)

11. $500,000 US troops in Vietnam at the end of 1968?
A. 23,000 B. 184,000 C. 536,000 D. 5,360,000
Answer: C. 536,000 (50/50 removes A and D)

12. $1 MILLION The Soviet Union broke into how many countries?
A. 5 B. 12 C. 15 D. 21
Answer: C. 15 (50/50 removes A 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 3: Four Ways to Change a Law

US History · Day 3

Use the reading on page 1. Every action below is in it.

A Court case
asking judges to strike down an unfair law

B Boycott
refusing to buy from a business or use a service

C Direct action
sit-ins, rides and marches that defy segregation in public

D New federal law
Congress or the states write a new law or amendment

Sort the actions

Write the letter of the method each action uses in its box.

1. The NAACP asks the Supreme Court to end segregated public schools. ☐
2. Black residents of Montgomery stop riding the city buses. ☐
3. Four college students sit at a whites-only lunch counter and stay. ☐
4. The 24th Amendment ends poll taxes in federal elections. ☐
5. Black and white riders take buses across the South together. ☐
6. Judges rule that Montgomery's bus segregation laws are unconstitutional. ☐
7. Black shoppers stop buying at Birmingham's downtown stores. ☐
8. Congress bans segregation in hotels and restaurants. ☐
9. Marchers try to cross the Edmund Pettus Bridge in Selma. ☐
10. Federal examiners are sent to register voters. ☐

Laws used and challenged

1. **The Freedom Riders took direct action, but they were also using a court ruling. Which ruling, and how did their rides use it?**

2. **Which method on this page did the reading say led to the end of Montgomery's bus segregation laws? Which method kept the pressure on while people waited?**

Ended the laws: .....

Kept the pressure on: .....

☆ Challenge

Which method do you think did the most to change the law between 1954 and 1965? Give two pieces of evidence from the reading.

Method: .....

Evidence 1: .....

.....

Evidence 2: .....

.....

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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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