

High School US History Sub Plans, 2 Weeks

Two complete week binders of high school US history, grades 9 to 12: one topic a day, on paper. Every day has individual work and a team task, and every task has a "say this" script.

PREVIEW

What is included

- Week 1 binder (68 pages) and Week 2 binder (69 pages): 137 pages
- 26 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
- 20 solo blocks (10 US history sets, 10 calm blocks) and 10 team tasks for groups of four
- Every US history set lists the C3 Framework or Common Core standards it practices
- A "say this to the class" script for all 42 tasks: 2 or 3 sentences the sub reads out
- A core task and a ★ challenge in every US history set and team task
- 10 optional games, each on that day's lessons, a fun way to end the class
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave both 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; students work on their own. Everyone does the core task, early finishers go on to the ★ challenge.
3. Calm block for any gap, team task for a block period or extra time, game for the last 15 minutes.
4. No prep and no tech: paper and pencil, print and go.

The 10 days: a US history set, a team task and a game each day

1. **Day 1:** Colonies to Revolution · Team: The Print Shop Pamphlets **Whiteboard Quiz Game**
2. **Day 2:** Constitution and the Early Republic · Team: The Amendment Order **Paper Password**
3. **Day 3:** Expansion, Sectionalism and the Civil War · Team: Seward's Bargain **Class Feud**
4. **Day 4:** Industrialization, Immigration and the Progressive Era · Team: The Settlement House Budget **Classroom Millionaire**
5. **Day 5:** The World Wars, Cold War and Civil Rights · Team: The Sputnik Edition **Mystery Box**
6. **Day 6:** Native Nations and European Contact · Team: The Exchange Chains **Whiteboard Quiz Game**
7. **Day 7:** The 13 Colonies by Region · Team: Which Colony Fits? **Paper Password**
8. **Day 8:** The Declaration of Independence · Team: Now or Wait? June 1776 **Class Feud**
9. **Day 9:** Revolutionary War Turning Points · Team: The Envoys' Case, Paris 1777 **Classroom Millionaire**
10. **Day 10:** Primary and Secondary Sources · Team: The Historian's Desk: Dorchester Heights **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 answer key, a calm block, a team task, the game types and one ink-saver page. Product pages are watermarked. Full product: 137 pages.



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				
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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: _____

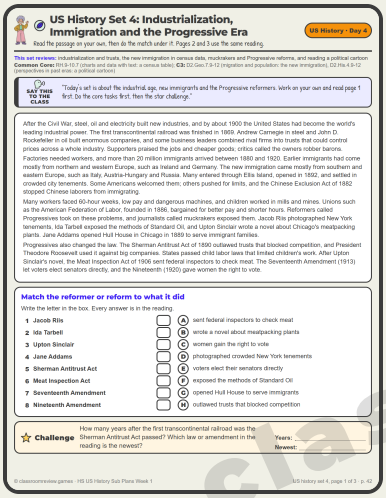
Friday

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

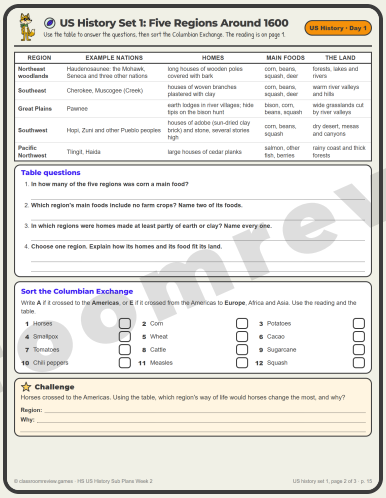
Notes / stars of the day: _____

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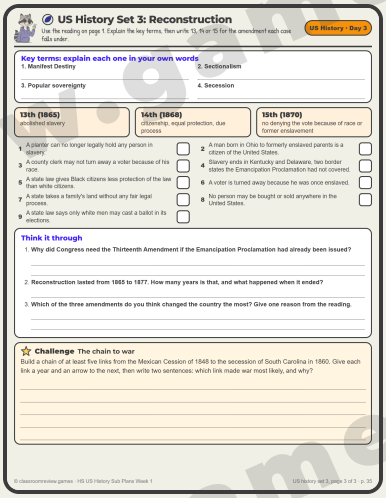
ONE PAGE OF EVERY DAILY PART



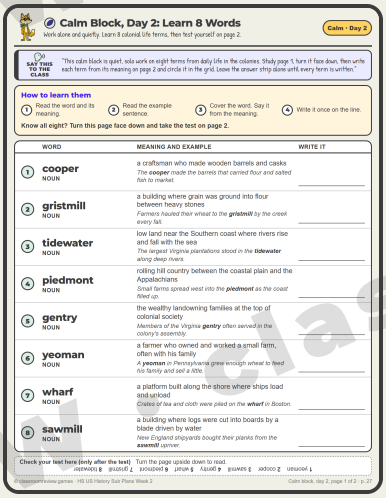
US history set: the lesson, Week 1 (solo)



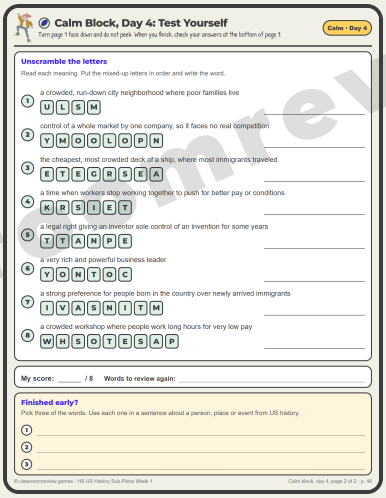
US history set: practice, Week 2 (solo)



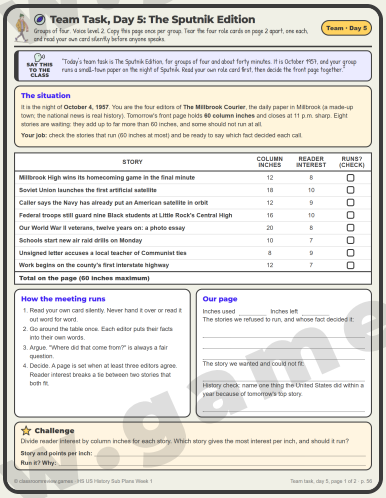
US history set: the third page (solo)



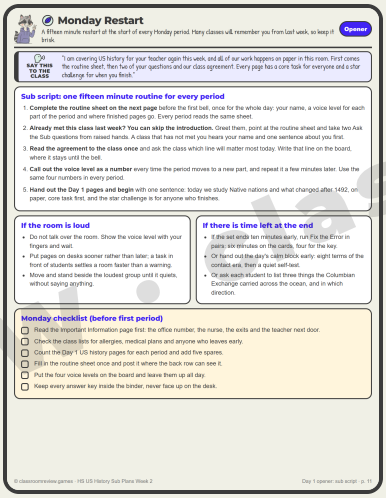
Calm block: learn 8 words (solo)



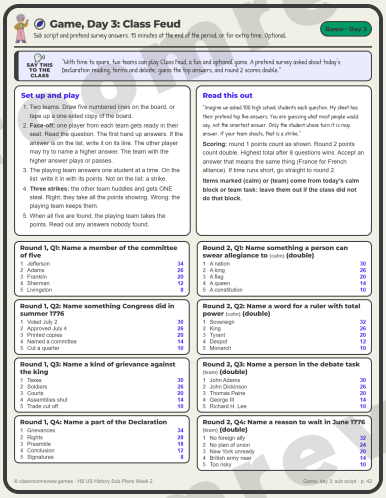
Calm block: test yourself (solo)



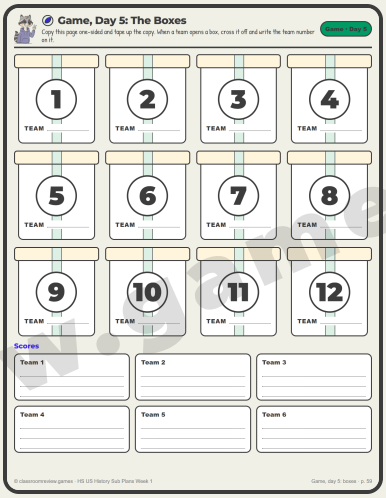
Team task (groups of four)



Monday opener (whole class)



Game: Class Feud (whole class)



Game: Mystery Box (whole class)

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US History Set 1: Native Nations and European Contact

US History · Day 1

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

This set reviews: Native nations in their regions around 1600, Columbus and the Columbian Exchange, and why Spain, France and England came
C3: D2.His.1.9-12 (events in broader context), D2.Geo.6.9-12 (impact of human settlement: Europeans and Native land), D2.His.4.9-12 (perspectives in past eras)

SAY THIS TO THE CLASS

"Today we look at the Native nations of North America and what changed when Europeans arrived after 1492. Read page 1 first; pages 2 and 3 use the same reading and two tables. Do the core task on each page, then the star challenge."

Long before Europeans arrived, the land that is now the United States was home to hundreds of Native nations, each with its own language, government and way of life. Near present-day St. Louis, the city of Cahokia, with its great earthen mounds, had been one of the largest towns north of Mexico centuries before 1492. Trade linked distant peoples: in Ohio, archaeologists have found copper from the Great Lakes and seashells from the Gulf of Mexico, far from where they began.

Where people lived shaped how they lived. Around 1600, the five Haudenosaunee nations of the Northeast, the Mohawk, Oneida, Onondaga, Cayuga and Seneca, farmed corn, beans and squash in forest clearings. In the dry Southwest, Pueblo peoples such as the Hopi built homes of adobe and stone several stories high. On the Great Plains the Pawnee farmed river valleys and hunted bison, and on the rainy Pacific Northwest coast nations such as the Tlingit fished for salmon and built large houses of cedar planks.

In October 1492, Christopher Columbus, sailing for Spain in search of a sea route to Asia, landed on an island in the Bahamas that its Taino people called Guanahani. Millions of people already lived in the Americas. His voyages started the Columbian Exchange, a two-way flow of plants, animals, people and diseases across the Atlantic. Horses, cattle, pigs, wheat and sugarcane crossed to the Americas, while corn, potatoes, tomatoes, cacao and chili peppers crossed to Europe, Africa and Asia.

The exchange also carried diseases such as smallpox and measles, which were new to the Americas. Native peoples had no protection against them, and epidemics killed a large share of many nations, sometimes before a European had even reached their villages. The loss of so many people, including elders and leaders, weakened communities just as European powers pressed for land.

Those powers came for different reasons. Spain sought gold and silver, land, and converts to the Catholic faith, and in 1565 it founded St. Augustine in Florida. France wanted beaver furs, which it got by trading with nations such as the Wendat, and it founded Quebec in 1608. England's Virginia Company founded Jamestown in 1607, hoping for profit, and its settlers soon wanted more and more farmland in the homeland of the Powhatan nations. Each Native nation answered the newcomers in its own way: through trade, alliance, diplomacy or war.

Evidence from the reading: circle one letter

1. **Which words best show that Columbus reached lands already home to many people?**
   - (A) "in search of a sea route to Asia"
   - (B) "Millions of people already lived in the Americas"
   - (C) "sugarcane crossed to the Americas"
   - (D) "Those powers came for different reasons"
2. **Which words best show that disease, not only war, changed Native communities?**
   - (A) "through trade, alliance, diplomacy or war"
   - (B) "built large houses of cedar planks"
   - (C) "France wanted beaver furs"
   - (D) "epidemics killed a large share of many nations"

☆ Challenge

Paragraph 4 says disease sometimes reached villages before any European did. How could that happen, and how might it mislead later European writers?

How: .....

.....

Misled: .....

.....

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US History Set 1: Five Regions Around 1600

Use the table to answer the questions, then sort the Columbian Exchange. The reading is on page 1.

US History · Day 1

REGION	EXAMPLE NATIONS	HOMES	MAIN FOODS	THE LAND
Northeast woodlands	Haudenosaunee: the Mohawk, Seneca and three other nations	long houses of wooden poles covered with bark	corn, beans, squash, deer	forests, lakes and rivers
Southeast	Cherokee, Muscogee (Creek)	houses of woven branches plastered with clay	corn, beans, squash, deer	warm river valleys and hills
Great Plains	Pawnee	earth lodges in river villages; hide tipis on the bison hunt	bison, corn, beans, squash	wide grasslands cut by river valleys
Southwest	Hopi, Zuni and other Pueblo peoples	houses of adobe (sun-dried clay brick) and stone, several stories high	corn, beans, squash	dry desert, mesas and canyons
Pacific Northwest	Tlingit, Haida	large houses of cedar planks	salmon, other fish, berries	rainy coast and thick forests

Table questions

1. **In how many of the five regions was corn a main food?**

2. **Which region's main foods include no farm crops? Name two of its foods.**

3. **In which regions were homes made at least partly of earth or clay? Name every one.**

4. **Choose one region. Explain how its homes and its food fit its land.**

Sort the Columbian Exchange

Write **A** if it crossed to the **Americas**, or **E** if it crossed from the Americas to **Europe**, Africa and Asia. Use the reading and the table.

1 Horses ☐	**2** Corn ☐	**3** Potatoes ☐
4 Smallpox ☐	**5** Wheat ☐	**6** Cacao ☐
7 Tomatoes ☐	**8** Cattle ☐	**9** Sugarcane ☐
10 Chili peppers ☐	**11** Measles ☐	**12** Squash ☐

☆ Challenge

Horses crossed to the Americas. Using the table, which region's way of life would horses change the most, and why?

Region:

Why:

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US History Set 1: Three European Settlements

Fill in the blank column first: how many years after Columbus's 1492 landing was each place founded?

US History · Day 1

POWER	SETTLEMENT	FOUNDED	MAIN GOALS	NATIVE NATIONS NEARBY	YEARS AFTER 1492
England	Jamestown, Virginia	1607	profit for the investors of the Virginia Company, then farmland for settlers	the Powhatan nations	
Spain	St. Augustine, Florida	1565	gold and silver, land, and converts to the Catholic faith	the Timucua	
France	Quebec, on the St. Lawrence River	1608	beaver furs, bought by trading with Native nations	the Innu and Algonquin nearby, the Wendat farther west, all trading partners	

Questions

1. **Which settlement is the oldest, and how many years older is it than Jamestown?**

2. **Which power's goal depended most on friendly ties with Native nations? Explain why.**

3. **Which power's goal led most directly to taking Native land? Use the table and the reading.**

Two perspectives on Jamestown

What did each person most likely want from the new English settlement? Give one want and one worry for each, based on the reading and the table.

A Powhatan leader in 1608

Wanted:

Worried about:

A Virginia Company investor in London

Wanted:

Worried about:

☆ Challenge Different answers to contact

The reading ends: each Native nation answered the newcomers in its own way. Using the goals in the table, explain why the Wendat and the Powhatan nations might have answered the French and the English so differently. Write three sentences.

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Answer Keys (1 of 6)

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

Day 1 opener: Fix the Error, answers

1. Richmond should be Washington (the District of Columbia). **2.** New York should be Concord (also accept Lexington). **3.** French should be English. **4.** Boston should be Philadelphia. **5.** Duties should be Rights. **6.** recipes should be poems (also accept poetry). **7.** Rocky should be Cumberland. **8.** north should be west.

One point for crossing out the wrong word, one more for the right fix. Score: 16 points at most.

US History Set 1: Native Nations and European Contact

Evidence: 1. B ("Millions of people already lived in the Americas"); 2. D ("epidemics killed a large share of many nations").

Page 1 star challenge: answers vary. How: sick traders, travelers or neighboring nations carried the disease inland along trade routes ahead of the Europeans. Misled: Europeans who arrived later saw villages already emptied by epidemics and could believe far fewer people had always lived there. Accept any answer that names spread from person to person or along trade routes and the risk of undercounting.

Table questions: 1. 4 (Northeast woodlands, Southeast, Great Plains, Southwest); 2. Pacific Northwest; any two of salmon, other fish, berries; 3. Southeast, Great Plains, Southwest (3 regions); 4. Answers vary. Accept any region with homes and food tied to its land column, for example: the Pacific Northwest had thick cedar forests for plank houses and a coast full of salmon; the dry Southwest had clay and stone for adobe homes; the Plains grasslands held bison herds.

Sort: 1. A; 2. E; 3. E; 4. A; 5. A; 6. E; 7. E; 8. A; 9. A; 10. E; 11. A; 12. E (A: horses, smallpox, wheat, cattle, sugarcane, measles; E: corn, potatoes, cacao, tomatoes, chili peppers, squash). **Page 2 star challenge:** the Great Plains: bison herds roamed wide grasslands, and on horseback hunters could follow and hunt them far faster and farther than on foot. Accept another region only with a reason drawn from the table.

Years after 1492: Jamestown 115; St. Augustine 73; Quebec 116. **Questions:** 1. St. Augustine, 42 years older (1565 and 1607); 2. France: its beaver furs came by trading with Native nations such as the Wendat, so it needed them as partners; 3. England: its settlers soon wanted more and more farmland in the homeland of the Powhatan nations. Also accept Spain if the student points to land in Spain's goals.

Two perspectives: answers vary. Powhatan leader: wanted trade goods such as metal tools on fair terms, or the newcomers kept small and under Powhatan control; worried about losing farmland and hunting grounds, and about disease. Investor: wanted profit from the colony; worried the colony would fail or cost money, or that conflict would stop trade. Accept any want and worry drawn from the reading or the table. **Page 3 star challenge:** answers vary. France wanted furs through trade, so the French needed the Wendat as partners and took little land, and the Wendat could gain trade goods and an ally; England's settlers wanted more and more farmland, which took Powhatan land, so conflict was more likely. Accept three sentences that use the goals column.

Calm block, Day 1: Learn and Test: Contact Era Terms

Match: 1. caravel; 2. navigator; 3. missionary; 4. wampum; 5. irrigation; 6. sachem; 7. immunity; 8. maize.

Students check their own test with the upside-down answers at the bottom of page 1 and write a score out of 8. Finished early sentences: answers vary; accept any sentence about a person, place or event from US history that uses the word with its page 1 meaning.

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Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 Revolution era terms, then test yourself on page 2.

Calm · Day 1

SAY THIS TO THE CLASS "The calm block is silent work on Revolution era terms, each of you on your own. Learn the eight terms on page 1, then turn it over and match each term to its meaning on page 2. Then 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	**loyalist** NOUN	a colonist who stayed faithful to the British king during the Revolution *Her uncle was a **loyalist** who moved to Canada after the war ended.*	
2	**patriot** NOUN	a colonist who supported independence from Britain *A **patriot** in 1776 cheered when the Declaration was read aloud in the town square.*	
3	**militia** NOUN	an army of ordinary citizens who train part time and fight when called *The town **militia** drilled on the common every Saturday morning.*	
4	**minutemen** NOUN	colonial fighters pledged to be ready to fight at a moment's notice ***Minutemen** from nearby farms hurried to Concord in April 1775.*	
5	**mercantilism** NOUN	the idea that colonies exist to make the home country rich through trade *Under **mercantilism**, Britain bought raw goods from its colonies and sold them cloth.*	
6	**redcoat** NOUN	a nickname for a British soldier, from the color of the uniform *The **redcoat** on guard at the wharf stood in the rain all night.*	
7	**smuggling** NOUN	secretly bringing goods into a place to avoid taxes or trade laws ***Smuggling** Dutch tea let some merchants avoid the British tax on tea.*	
8	**homespun** NOUN	cloth spun and woven at home instead of bought from Britain *Wearing **homespun** showed that a family was taking part in the boycott.*	

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

1 minutemen 2 mercantilism 3 militia 4 redcoat 5 smuggling 6 patriot 7 homespun 8 loyalist

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Team Task, Day 2: The Amendment Order

Groups of four. Voice level 2. No notes, no phones. Copy page 1 on its own sheet (one-sided), one per student: everyone fills in My rank alone, then one sheet becomes the group sheet. No group rank goes down until all four agree.

Team · Day 2

C3: D2.Civ.4.9-12 (US Constitution and its limits: how amendments changed it)

SAY THIS TO THE CLASS

"Today's team task is The Amendment Order, for groups of four and about forty minutes. Your group ranks twelve changes to the Constitution by amendment number, using what you know about each era of American history. Start with five minutes alone on the My rank column."

The challenge

Each change below was added to the Constitution by an amendment, somewhere between 1791 and 1971. **Your job:** rank them from **1 (the lowest amendment number)** to **12 (the highest)**. Work alone for five minutes and fill in "My rank". Then argue it out and agree on one set of group ranks. Every rank from 1 to 12 is used exactly once, so no ties.

The key fact: amendments are numbered in the order they were ratified. You do not need to know a single number. Work out which era of American history needed each change, and the order follows. When every group is done, the sub reads out each letter with its amendment number and its year. The rule has no judgment calls: **the amendment number, lowest first**.

	CHANGE TO THE CONSTITUTION	MY RANK	GROUP RANK	AMENDMENT NUMBER	TRUE RANK	DIFFERENCE
A	Lets Congress collect a tax on incomes					
B	Abolishes slavery everywhere in the United States					
C	Sets rules for filling an empty vice presidency and for a president who dies, resigns or cannot serve					
D	Protects freedom of religion, speech and the press, and the right to assemble and petition the government					
E	Bans poll taxes in federal elections					
F	Has voters, not state legislatures, elect United States senators					
G	Has electors cast separate votes for president and for vice president					
H	Limits a president to two elected terms					
I	Makes all people born or naturalized in the United States citizens and promises equal protection of the laws					
J	Lowers the voting age to eighteen					
K	Forbids denying citizens the vote on account of race or color					
L	Forbids denying citizens the vote on account of sex					
	Total (lower is better)					

Challenge An amendment is ratified when three-fourths of the states approve it. In 1971 there were 50 states. How many had to approve the change that lowered the voting age? _____

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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

NATIONS	CONTACT	EXCHANGE	TERMS	CHAINS
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

"Password is an optional, fun game for pairs if a few minutes are left at the end. One partner gives one-word clues for a secret word from today's Constitution reading, the new government terms and the amendment task. The other partner guesses."

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

ARTICLES	example clue: Confederation
SENATE	example clue: two
VETO	example clue: override
BANK	example clue: Hamilton
MARBURY	example clue: Madison

Round 2: Partner B gives clues

HOUSE	example clue: population
PRESIDENT	example clue: Washington
RIGHTS	example clue: freedoms
EXPORTS	example clue: abroad
CHECKS	example clue: balances

Round 3: Partner A gives clues

IMPEACH (calm)	example clue: charge
QUORUM (calm)	example clue: enough
TREATY (calm)	example clue: nations
PARDON (calm)	example clue: forgive
OATH (calm)	example clue: promise

Round 4: Partner B gives clues

INCOME (team)	example clue: tax
SLAVERY (team)	example clue: Thirteenth
WOMEN (team)	example clue: Nineteenth
EIGHTEEN (team)	example clue: voting
TERMS (team)	example clue: limit

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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

"If time allows, the whole class can climb Classroom Millionaire together, a fun and optional ladder of twelve questions. Every question comes from today's readings, terms or envoy 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 Which river did Washington cross in 1776?
A. Hudson B. Delaware C. Potomac D. Ohio
Answer: B. Delaware (50/50 removes C and D)

2. $250 Who fights for pay for a foreign country? (calm)
A. Recruit B. Mercenary C. Sentry D. Envoy
Answer: B. Mercenary (50/50 removes A and D)

3. $500 Which British general surrendered at Saratoga?
A. Burgoyne B. Cornwallis C. Howe D. Gage
Answer: A. Burgoyne (50/50 removes C and D)

4. $1,000 In the team task, where were the envoys? (team)
A. London B. Paris C. Madrid D. Quebec
Answer: B. Paris (50/50 removes C and D)

Rungs 5 to 8, rung 8 is safe

5. $2,500 What is a short fight between small groups? (calm)
A. A skirmish B. A sentry C. A regular D. A recruit
Answer: A. A skirmish (50/50 removes C and D)

6. $5,000 When in 1778 did France sign the alliance?
A. June B. February C. October D. December
Answer: B. February (50/50 removes C and D)

7. $10,000 Bunker Hill was mostly fought on which hill?
A. Breed's Hill B. Beacon Hill C. Copp's Hill D. Fort Hill
Answer: A. Breed's Hill (50/50 removes B and D)

8. $25,000 How many Hessians were captured at Trenton?
A. 90 B. 900 C. 9,000 D. 1,700
Answer: B. 900 (50/50 removes A and C)

Rungs 9 to 12

9. $50,000 How many envoy arguments were false? (team)
A. 1 B. 2 C. 3 D. 4
Answer: C. 3 (50/50 removes A and B)

10. $100,000 Which nation joined the Tuscarora in aiding the US?
A. Mohawk B. Oneida C. Seneca D. Cayuga
Answer: B. Oneida (50/50 removes A and D)

11. $500,000 In which colony was the Valley Forge camp?
A. New York B. Pennsylvania C. Virginia D. New Jersey
Answer: B. Pennsylvania (50/50 removes A and C)

12. $1 MILLION How many months from Trenton to Saratoga?
A. 4 B. 6 C. 10 D. 22
Answer: C. 10 (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 1: The Road to Revolution

Time runs down the page: each short mark is one year, a longer mark every five years and the longest every ten. Then read Document A under the timeline.

US History · Day 1

French and Indian War

- **1754** French and Indian War begins
- **1763** Proclamation of 1763
- **1765** Stamp Act taxes printed paper
- **1767** Townshend Acts tax imports
- **1770** Boston Massacre
- **1773** Boston Tea Party
- **1774** Coercive Acts close Boston
- **1775** Lexington and Concord
- **1776** Declaration of Independence
- **1777** American victory at Saratoga

Revolutionary War

- **1781** British surrender at Yorktown
- **1783** Treaty of Paris, independence

Timeline questions

1. **How many years did the French and Indian War last?**
2. **How many years passed from the Stamp Act to the Declaration of Independence?**
3. **How many years passed from Lexington and Concord to the Treaty of Paris?**
4. **Which came first, the Boston Massacre or the Boston Tea Party, and by how many years?**
5. **How many events on the timeline fall in the 1770s (1770 to 1779)?**
6. **Find the longest gap between two neighboring events. Give both years.**
7. **A colonist was born on January 1, 1750. How old was she on the day the Declaration was approved?**

Document A: a broadside

TO THE FREEHOLDERS AND TRADESMEN OF WEXBURY

Friends and neighbors: the Parliament in London, where not one man of this town has a vote, has laid new duties on the glass in our windows, the paint on our houses, the paper we write on and the tea we drink. If they may tax us for these things without our consent, they may tax us for anything we own.

We therefore resolve to buy none of these goods from Britain until the duties are repealed. We shall brew tea from the herbs of our own hillsides, spin our own cloth, and make do with the windows we have.

Any merchant who goes on selling British goods shall have his name printed on this sheet, so that every honest family may know where not to trade.

By order of the Committee of the Town, Wexbury, March 14, 1768

Source: a printed sheet posted on the meetinghouse door and at the general store of Wexbury, an invented Massachusetts town. It was signed by a committee of eleven men chosen at the town meeting.

☆ **Challenge** Count the timeline events after 1763 and before 1775, between the two wars. How many are there, and how many of them are acts of Parliament?

Events: .....

Acts: .....

In the full product

Two weeks of high school US history, planned and ready to print.

137 pages in color and ink-saver B&W, US Letter and A4

10 days, each with a US history set, a calm block, a team task and an optional game

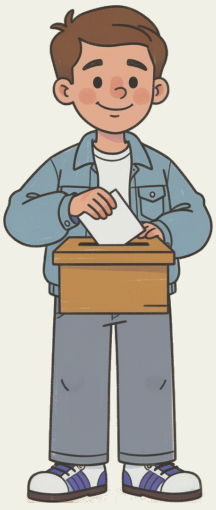
42 "say this" scripts: one for every task, read out by the sub

20 + 10 solo blocks (US history sets and calm blocks) + team tasks for groups of four

Use it your way

- A longer absence: two full weeks of high school US history, ready before you need them.
- Grades 9 to 12: every US history set lists its C3 Framework or Common Core standards and has a core task and a ★ challenge for fast finishers.
- Your sub tub: print it once and keep it all year.
- Any sub: a script to read out for every task and every answer in the key, so no US history background is needed.

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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