



AEC Upper Elementary Pacing Guide

Cycle 1: Great Lessons, The Americas, The Judicial System Math, Probability, Bacteriology & Economics

February until Mid-March

Theme: Failure

Country of Focus: South America, Peru, Chile, State of Georgia, Cherokee Nation & Missouri

Stories: The Story of Bacteriology, The Story of South America, The Story of Chile, The Story of Peru, The Story of the Cherokee Cases, The Story of Decimals & Fractions

Subject	Standards (For Reference Only)	Lessons (What You Teach)
<p>American History:</p> <p>U.S. Judicial System: The Cherokee Cases & Land Ownership</p> <p>Georgia & Missouri</p>	<p>4.6a After the Revolution, New Yorkers began to move and settle farther west, using roads many of which had begun as Native American trails.</p> <p>4.6b In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country.</p>	<p>A. U.S. Judicial System: The Cherokee Cases</p> <p>1. <u>READ the Story of the Cherokee Cases. Due to the ages of the Learners at TSH, we will NOT be taking this case to the Trail of Tears. We will only be covering the case law.</u></p> <p>2. Provide a 35 Page Picture Tour of The Cherokee Cases including: William Wirt, John Ross, a large-scale view of what Georgia's property looked like, the Cherokee property, what Georgia, the presumed re-location of the Cherokee and the homes, houses,</p>

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	<p>4.6c Improved technology such as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an effect on communities, the State, and the world.4.6d Farming, mining, lumbering, and finance are important economic activities associated with New York State.</p> <p>4.6e Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.</p> <p>4.6f Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.</p> <p>4.6g As manufacturing moved out of New York State, service industries and high-technology industries have grown.</p>	<p>court buildings AND POPULAR ITEMS OF THE DAY (cookware, dresses, etc.)</p> <p>What was life like then? We were likely using ringers to dry our laundry. How was our society operating given there was no national press?</p> <p>3. The Cherokee Cases had two components.</p> <ul style="list-style-type: none"> • The first was the question of land ownership. We take for granted that we own land. We may own the house that we live in or aspire to own a house. Ranchers in the western United States own hundreds of thousands of acres to graze cattle; some own just a tiny room in an apartment building in New York City. • The second question was using an American built institution – the Supreme Court – to decide the outcome of what was hailed by the Cherokee Nation to be an independent country. • Both have to do with fundamental BELIEFS. These are not fundamental NEEDS. NEEDS are what you require to survive. BELIEFS are what you acquire based on your culture. They could be in the form of RELIGION, SPIRITUALITY, INTUITION or in your connection to NATURE. <p>4. Land Ownership:</p>
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	<p>Immigration and Migration from the Early 1800s to the Present</p> <p>4.7 Many people have immigrated and migrated to New York State contributing to its cultural growth and development.</p> <p>4.5 Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.</p> <p>4.5a There were slaves in New York State. People worked to fight against slavery and for change.</p> <p>4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.</p> <p>4.5c The United States became divided over several issues, including slavery, resulting in the</p>	<p>Throughout history there have been two major points of view of land ownership.</p> <p>a. WESTERN VIEW: Thomas Jefferson and John Locke believed that property ownership was the most fundamental part of a human’s right along with liberty and justice. Owning property – and protecting that right to your property – is not often talked about when it comes to the Constitution of the U.S., but it is one of the most important aspects of it.</p> <p>John Locke was perhaps the most prolific writer in recent history (17th century – show on Timeline) about Property. He wrote: “Individuals have a right to private property from nature by working on it, but that they can do only where there is enough left in common for others.”</p> <p>The U.S. Constitution in its 5th and 14th Amendment states that the government cannot take your property from you without “due process” or just compensation.</p> <p>b. TRIBAL VIEW: The Native American Tribes considered property to belong to nature itself and therefore no one could own property. Tribes decided who could use the land, for what and for how long. Tribes had power over ruling the lands, but there was never an exchange of ownership and therefore it could not be bought or sold.</p>
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	<p>Civil War. New York State supported the Union and played an important role in this war.</p> <p>NY.1. History of the United States and New York: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>1.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p style="padding-left: 40px;">1.1.1. Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.</p> <p>1.4. The skills of historical analysis include the ability to: explain the significance of historical</p>	<p>Tribes felt that “The Earth, as any living being, requires clean water and air, personal attention and love, and should not be claimed to be 'owned' by anyone to do with as they please but, rather, stewarded by those who recognize and respect its sentience. As stewards of the land, one does not subdue it or any of the creatures who live upon it but cares for the Earth as one would a family member.”</p> <p>c. CONFLICT arose in America when the United States claimed the Doctrine of Discovery which said in 1823 (through the ruling of Supreme Court Justice John Marshall in <i>Johnson v. McIntosh</i>) indigenous peoples had a "right of occupancy," but not of ownership of their land. Any lands 'discovered' by a sovereign Christian nation became the property of that nation simply by virtue of their arrival in a region before any other and the planting of their flag.</p> <p>d. Another point of CONFLICT came when Native American tribes could be traced back to their travels from the Bering Land Bridge. At some point in history, no human lived in America; at other points in history, early Tribes took land from others.</p> <p>e. SELECT ONE WORK FROM A CHOICE BOARD:</p>
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	<p>evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p> <p>1.4.1. Students consider different interpretations of key events and/or issues in history and understand the differences in these accounts.</p> <p>1.4.2. Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State.</p> <p>1.4.3. Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</p> <p>NY.2. World History: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world</p>	<ul style="list-style-type: none"> ● WRITE a 3-paragraph essay on your point of view of land ownership. Quote at least one person in history within your essay. ● DRAW a detailed map of the area occupied or “owned” by Georgia in 1820 and the area “owned” by the Cherokee. Use a key to show land and water forms, population, economy (what was produced there), area and examples of the flora and fauna. ● Find a PARTNER (only two to a Team) and choose one side of the debate as to whether a human’s right should include the right to property. REMEMBER two things. Today, nearly all countries consider this a right; and how would the world look and operate if we shared the land and were given temporary use. <p>1. SUPREME COURT & THE CHEROKEE NATION</p> <p>The Supreme Court was an entity created by the Constitution of the United States of America. It served as one of the three branches of government: the Judicial.</p> <p>The Cherokee Nation was not a part of the United States of America. Could the Cherokee then use the Court to defend their position.</p> <p>a. Here are some facts to share. You may share these through</p>
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	<p>history and examine the broad sweep of history from a variety of perspectives.</p> <p>2.1.The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p> <p>2.1.1.Students read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses.</p> <p>2.1.2.Students explore narrative accounts of important events from world history to learn about different accounts of the past to begin to</p>	<p>simple photos, objects or story-telling mediums.</p> <ul style="list-style-type: none"> ● The Supreme Court was only about 30 years old when this question was asked. ● The United States had 16 states and 5.5 million people. ● The United States – Federal Government (the three branches) – were in constant disagreement with individual states over power. ● Georgia was one of these states. Georgia needed more land and did not want to wait for the permission of the federal government. ● The Cherokee Nation had agreed to a TREATY (define) agreement with then-President George Washington and the federal government confirming that the Cherokee were an independent nation. ● This treaty was with the federal government NOT Georgia. ● The position of the United States was that the Cherokee could either CO- EXIST (define) and sustain their traditions and beliefs OR ASSIMILATE (define) by living under the laws and traditions won in the Revolutionary War. ● The position of Georgia was that the Cherokee nation should be moved west immediately. ● The Cherokee by 1820 were a good trading partner. ● They had kept their tribal ways but had also constructed a three-branched government based on the U.S. Constitution. They had farms, mills and trading outposts. ● Georgia had the most land in the U.S. at the time and a
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	<p>understand how interpretations and perspectives develop</p> <p>1.1.2. Students understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents.</p> <p>5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p>5-ESS2-2. Describe and graph the amounts of saltwater and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. [Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.]</p> <p>5-ESS3-1. Obtain and combine information about ways individual communities use science</p>	<p>large population.</p> <ul style="list-style-type: none"> ● The Cherokee had sided with the British during the Revolutionary War. <p>b. PAUSE here and have a SOCRATIC DISCUSSION about what the Learners now know. There is no right or wrong answer. Let them discuss how the facts above and their knowledge of land ownership are shaping their opinion. Leave a good HOUR for this discussion. No notes are necessary.</p> <p>c. What Happened Next: Create a Timeline</p> <ul style="list-style-type: none"> ● The Cherokee ratified (define) their Constitution. ● Georgia saw this as an affront (define) to their position of Discovery rights and their want to move the Cherokee off the land – land that Georgia felt belonged to them. ● Georgia was tired of waiting for the federal government to do this. ● The Governor of Georgia George Troup said, “If the United States will not redeem her pledged honor and if the Indians continue to turn a deaf ear; we now solemnly swear the consequences.” ● The Cherokee insisted on Communal Land Ownership ● They fought against Georgia by buying a Printing Press and creating the Cherokee Phoenix – a newspaper telling the country about their situation. ● In 1837, Georgia seized the Printing Press and more
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	<p>ideas to protect Earth’s resources and environment.</p> <p>MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals’ probability of surviving and reproducing in a specific environment.</p> <p>MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.</p> <p>MS-ESS1-1. Develop and model the Earth-Sun-moon system to describe the cyclic pattern of lunar phases, eclipses of the Sun and moon, and seasons.</p> <p>MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.</p> <p>MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system.</p>	<p>importantly created a STATE LAW that declared Georgia’s jurisdiction (define) over the Cherokee.</p> <ul style="list-style-type: none"> ● Georgia police had every right under this law to take property, make arrests and try Cherokee in their courts. ● Andrew Jackson was elected President of the United States and he was sympathetic to Georgia. <p>d. The Cherokee Nation vs. The State of Georgia</p> <ul style="list-style-type: none"> ● John Ross, the head of the Cherokee Nation, hired William Wirt to represent the Cherokee Nation. ● William Wirt was a famous lawyer. He represented the United States against Aaron Burr – the man who ended the life of Alexander Hamilton in a duel. Wirt was the longest serving U.S. Attorney General (define) of the U.S. ● Wirt was an unlikely person to take on this trial. He did not feel the odds were good and many of his friends abandoned him. ● In 1831, Wirt filed the lawsuit with the Supreme Court asking the court to “restrain the State of Georgia, the Governor, sheriffs, constables, officers and agents of the states from executing and enforcing the laws of Georgia within the Cherokee Territory.” ● Wirt cited the U.S. Constitution that forbade states to override federal laws or treaties. ● Chief Justice Marshall was the head of the Supreme Court at the time.
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	<p>MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth’s 4.6-billion-year-old history.</p> <p>MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying temporal and spatial scales.</p> <p>MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p> <p>MS-ESS2-1. Develop a model to describe the cycling of Earth's Materials And Flow of energy that drives this process.</p> <p>MS-ESS2-4. Develop a model to describe the cycling of water through Earth's Systems Driven By Energy From the Sun and the force of gravity.</p>	<ul style="list-style-type: none"> ● No lawyer showed up to defend Georgia because the State of Georgia did not recognize the validity of the case. <p>e. Chief Justice of the United States Supreme Court wrote his ruling: Take time to read again and again and define each term.</p> <p>The Cherokee Nation has a right to the land they occupy, until that right shall be extinguished by voluntary cession to our government. The Nation is dominated as a domestic dependent. They occupy a territory to which we assert a title independent of their will. Their relation to the United States resembles that of a ward to his guardian.</p> <p>What this meant was that because we protect the Cherokee Nations from foreign nationals and had done so in the past, we are the nation with ownership.</p> <p>The Cherokee were MOVED from their Nation to the West in 1839.</p> <p>f. SELECT ONE from the WORK OF CHOICE boards.</p> <ul style="list-style-type: none"> ● If you were Justice Marshall, how would you have decided the case? WRITE a detailed ONE-PAGE opinion of your view on the Cherokee Case. Make sure you give at least TWO solid reasons based on what you’ve learned previously.
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	<p>MS-ESS3-1 Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geologic processes.</p> <p>MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</p>	<ul style="list-style-type: none"> • These OPINIONS will then be typed and bound at HQ. They will be sent to the Supreme Court of the United States as a follow up to your letters. • WRITE a biography of WIRT, ROSS, MARSHALL or any other key player in the Supreme Court case mentioned. Connect how the person’s early life may have brought him to be involved. DRAW their pictures. • Americans were fairly split on the rights of tribal nations then. Many Americans lived on tribal lands. CALCULATE and DRAW graphed (bar or line) report, how many people in 1820 lived: <p>In Georgia. In the Cherokee Nation. Americans living in the Cherokee Nation Cherokee living in Georgia How many Americans supported the Cherokee; how many supported Georgia.</p> <p>Put each bar or line graph on one page. Bind it and title your small book.</p> <p>g. In SOCRATIC go back for another HOUR to discuss this QUESTION: The United States of America has been a beacon for liberty, justice and equality for the world. It has saved</p>
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		<p>hundreds of millions of people and inspired many other countries under these principles.</p> <p>Could the U.S. have done this while still recognizing Tribal nations living within U.S. territory? Should we have done so to preserve this culture? Or would you have thought up a better solution? Do you think we would make different decisions today?</p> <p>Are we mad at people for not using washing machines back then even though they weren't invented yet? Can we be mad at people who weren't advanced in their thinking yet?</p>
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SAMPLE