
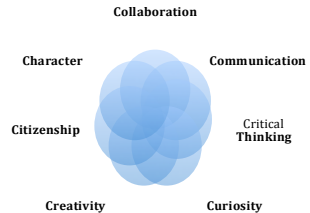


Content Area: Social Studies	Course: Grade 8 Social Studies	Grade Level: Eighth
	R14 The Seven Cs of Learning 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> Seeds of Revolution: Pre-Revolutionary America 	4-6 weeks	
<ul style="list-style-type: none"> The Revolutionary War 	4-6 weeks	
<ul style="list-style-type: none"> The U.S. Constitution 	4-6 weeks	
<ul style="list-style-type: none"> Westward Expansion and Immigration 	4-6 weeks	
<ul style="list-style-type: none"> Reform Movements-Gender Roles 	4-6 weeks	
<ul style="list-style-type: none"> Slavery- The struggle for Freedom 	4-6 weeks	
<ul style="list-style-type: none"> Westward Expansion-Economic Prosperity and Equity 	4-6 weeks	
<ul style="list-style-type: none"> The Civil War- The Impact of Geography on History 	4-6 weeks	
<ul style="list-style-type: none"> The Reconstruction Era- 	4-6 weeks	



Strands	Course Level Expectations
History	<ul style="list-style-type: none"> • Understand how attitudes, beliefs and actions of various groups influenced the outcome of the American Revolutionary War • Know how American identity has changed over time • Understand ways how the abolition of slavery indicated progress or decline for the life for African Americans • Know how Westward Expansion played into the American identity
Civics	<ul style="list-style-type: none"> • Understand how social movements affected Individual participation over time • Know how conceptions of freedom and equality changed during and after the Civil War period • Understand how the US Constitution and its amendments reflect societal changed and how it furthers the common good.
Economics	<ul style="list-style-type: none"> • Understand how entrepreneurship, new technologies and innovation affected people' standard of living in Connecticut during the early 1800s • Know how economic factors affected Westward Expansion during the 19th century • Know how inflation, deflation and unemployment affect different groups
Geography	<ul style="list-style-type: none"> • Know how the production of cash crops in American affected international trade • Know how to geography of the US influences patterns of economic development and migration of people

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Unit Title	Seeds of Revolution: Pre-Revolutionary America	Length of Unit	4-6 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How did the attitudes, beliefs, and actions of various groups influence the outcome of the American Revolutionary War? • What factors influenced whom indigenous peoples and African Americans supported during the American Revolution? • What makes people, sometimes-large groups of people; uproot their lives to move to a new place? • How did the physical geography of the United States influence patterns of economic development and migration of people leading up to the American Revolution?
Standards	Developing Questions and Planning Inquiry INQ 6-8.1, INQ 6-8.5 Evaluating Sources and Using Evidence INQ 6-8.6, INQ 6-8.9 Communicating Conclusions and Taking Informed Action INQ 6-8.10, INQ 6-8.11, INQ 6-8.13 Applying Disciplinary Concepts and Tools HIST 8.3, HIST 8.4, HIST 8.5, GEO 8.1
Unit Strands & Concepts	<ul style="list-style-type: none"> • The social and family structures in pre-Revolutionary America • The geography and economy of pre-Revolutionary America • Rising tensions between American and Great Britain
Key Vocabulary	Immigration, Migration, Colonization, Freedom, Religious Freedom, Europe, Asia, Africa, Economic Opportunity, Globalization, Industrialization, Patterns, Transportation, Communication

Standards based on CT Elementary and Secondary Social Studies Frameworks

For more information visit: <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

Unit Title	Seeds of Revolution: Pre-Revolutionary America	Length of Unit	4-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • What the relative importance of various actions taken by the British in increasing tensions between Great Britain and the colonists. • Analyze social and family structures in pre-Revolutionary colonies in New England. • How did the physical geography of the United States influence patterns of economic development and migration of people leading up to the American Revolution? 	<ul style="list-style-type: none"> • Evaluate the relative importance of various actions taken by the British in increasing tensions between Great Britain and the colonists. • Analyze social and family structures in pre-revolutionary colonies in New England • Evaluate how individuals, groups and institutions in the United States have both promoted and hindered people's struggles for freedom, equality, and social justice. • Analyze how the concept of the "American Dream" has changed and how various groups have endeavored to reach this goal over time.

Assessments:	Creating timelines, graphs, and maps. Writing immigration journals/diaries, performance task, Debate (small group & whole class),
Teacher Resources:	Eyewitness to History, (book & website), SHEG.org (Stanford History Education Group), Connecticut Historical Society, Library of Congress, Bethlehem/Woodbury Historical Society, R14 Social Studies Implementation Guide, Region 14 Databases

Unit Title	The Revolutionary War	Length of Unit	4-6 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> How did the attitudes, beliefs, and actions of various groups influence the outcome of the American Revolutionary War? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 6-8.1, INQ 6-8.2, INQ 6-8.3</p> <p>Evaluating Sources and Using Evidence INQ 6-8.6, INQ 6-8.7</p> <p>Communicating Conclusions and Taking Informed Action INQ 6-8.10, INQ 6-8.11, INQ 6-8.12, INQ 6-8.13, INQ 6-8.14</p> <p>Applying Disciplinary Concepts and Tools HIST 8.3 , HIST 8.4, HIST 8.5</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> Picking sides in the revolution Different Ways the war was fought Friend or foe 		
Key Vocabulary	indigenous, settlements, militia, propaganda, contribute, influence, support, factors		

Unit Title	The Revolutionary War	Length of Unit	4-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Attitudes toward the British in Connecticut similar to and different from those of other states. • The factors that influenced whom indigenous peoples and African Americans supported during the American Revolution. • How the Americans and the British used newspapers, political cartoons, and other sources to influence attitudes about the British and about the war. • How women contributed, directly and indirectly, to the Americans' war effort. • Why the French decided to support the Americans. 	<ul style="list-style-type: none"> • Compare and contrast the attitudes of Connecticut residents toward the British to the attitudes of those from other states. • Determine who indigenous peoples and African Americans supported during the American Revolution and the factors that influenced them. • Evaluate how the media influenced perceptions and attitudes during the Revolutionary War. • Analyze the role and contributions of women in the Revolutionary War. • Analyze the reasons the French supported the Americans in the Revolutionary War.

Assessments:	Argumentative Performance Task
Teacher Resources:	Eyewitness to History, (book & website), SHEG.org (Stanford History Education Group), Connecticut Historical Society, Library of Congress, Bethlehem/Woodbury Historical Society, Timelines, Graphic Organizers, World Map, Atlas, Region 14 Databases

Unit Title	The U.S. Constitution	Length of Unit	4-6 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> How did the development of the U.S. Constitution and its amendments reflect societal change that furthered the common good? 		
Standards	Developing Questions and Planning Inquiry INQ 6-8.1, INQ 6-8.5 Evaluating Sources and Using Evidence INQ 6-8.6, INQ 6-8.9 Communicating Conclusions and Taking Informed Action INQ 6-8.10, INQ 6-8.11, INQ 6-8.13 Applying Disciplinary Concepts and Tools CIV 8.3., CIV 8.4		
Unit Strands & Concepts	<ul style="list-style-type: none"> The Bill of Rights The Constitution The Amendments and the What and the Why 		
Key Vocabulary	amendment, liberty, freedom, Federalists, anti-Federalists, rights, common good, citizen, bill		

Unit Title	The U.S. Constitution	Length of Unit	4-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • How the Bill of Rights changed the position of American citizens in society. • The political rights Americans have under the Bill of Rights that they did not have as British colonists. • How the U.S. Constitution helped create difference between American and European political life in the early 19th century. • The impact of the 13th, 14th, and 15th amendments on American society. • The ways that the 18th and 21st amendments to the Constitution reflected public opinion and how they each affected the common good. • How the U.S. Constitution reflected American beliefs concerning government and the rights of the individual during this era. • The views of Federalists vs. anti-Federalists, and ways that this debate continues until the present day. 	<ul style="list-style-type: none"> • Analyze how the Bill of Rights change the position of American citizens in society. • Identify what political rights the Americans had under the Bill of Rights that they did not have as British colonists. • Compare and contrast the ways that the U.S. Constitution helped create a difference between American and European political life in the early 19th century. • Analyze the impact of the 13th, 14th, and 15th amendments on American society. • Evaluate the ways that the 18th and 21st amendments to the Constitution reflected public opinion and how they each affected the common good. • Analyze ways that the U.S. Constitution reflected American beliefs concerning government and the rights of the individual during this era. • Evaluate the views of Federalists vs. anti-Federalists, and ways that this debate continues until the present day.

Assessments:	Performance task (speech)
Teacher Resources:	Eyewitness to History, (book & website), SHEG.org (Stanford History Education Group), Connecticut Historical Society, Library of Congress, Woodbury Historical Society, Timelines, Graphic Organizers, World Map, Atlas, Regio 1 Databases

Unit Title	Westward Expansion	Length of Unit	4-6 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How did Westward Expansion reinforce, and contradict, the American identity of the United States as a land of opportunity? • What groups of people migrated westward during the 19th century and what motivated them? • How did innovations and inventions in areas such as transportation, communications, and production methods influence peoples' decisions to move westward? • How did transportation and communication changes influence Westward Expansion in the United States? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 6-8.1, INQ 6-8.4, INQ 6-8.5</p> <p>Evaluating Sources and Using Evidence INQ 6-8.6, INQ 6-8.8</p> <p>Communicating Conclusions and Taking Informed Action INQ 6-8.10, INQ 6-8.11, INQ 6-8.13</p> <p>Applying Disciplinary Concepts and Tools HIST 8.9, HIST 8.10, ECO 8.1 , GEO 8.3</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Manifest Destiny and Westward Expansion • The Land and the Resources • The Political, Economic and Geographical impact of Westward Expansion 		
Key Vocabulary	Manifest Destiny, state and federal powers, westward expansion, innovation, technology, textile mills, industry, Territory, Expansion, Treaty, Migration, Canal, Industrialization, Entrepreneur, Abolition, Suffrage, Annex, Expansionists, Oregon Trail, Transcontinental Railroad		

Unit Title	Westward Expansion	Length of Unit	4-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The theory of Manifest Destiny and how it impacted American policy in the 19th century. • The economic, political, and social factors that led to Westward Expansion • The ways that Westward Expansion created opportunities or limits for American settlers, indigenous peoples, slaves, Chinese immigrants, industrialists, politicians, and others. • How Westward Expansion impacted indigenous people and settlers. • The role of women and minorities in western expansion and in life on the plains. • How different views on state versus federal powers changed as a result of Westward Expansion. • How people used land, other resources, and the overall environment to meet human needs. • The new technologies and innovations that developed in the 19th century and how it affected peoples' standard of living in Connecticut. 	<ul style="list-style-type: none"> • Analyze the theory of Manifest Destiny and its impact on American policy. • Identify the economic, political, and social factors that led to Westward Expansion. • Evaluate the ways that Westward Expansion created opportunities or limits for American settlers, indigenous peoples, slaves, Chinese immigrants, industrialists, politicians, and others? • Evaluate the impact of Westward Expansion on indigenous peoples and on settlers. • Analyze the role of women and minorities in western expansion and in life on the plains. • Identify and analyze the different views on state versus federal powers and how the views changed as a result of Westward Expansion. • Evaluate the decisions of people to use land, other resources, and the overall environment to meet human needs. • Explore the advancement in technology and innovation in the 19th century and how it affected people's standard of living in Connecticut.

Assessments:	Summative Assessment, Performance task (Multimedia Project)
Teacher Resources:	Eyewitness to History, (book & website), SHEG.org (Stanford History Education Group), Connecticut Historical Society, Library of Congress, Bethlehem/Woodbury Historical Society, R14 Social Studies Implementation Guide

Unit Title	Immigration	Length of Unit	4-6 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How did environmental characteristics and production of goods in the United States influence the political and economic relationships between the U.S. and other nations in the 1840s and 1850s? • How did the need for labor affect immigration to the United States in the 1840s and 1850s? • In what ways did the production of cotton change U.S. foreign relations? • How did environmental characteristics and production of goods lead to conflict with Mexico? • Why did immigrants from Europe, China, and other places come to the U.S. and what impact did they have on the economic and cultural life of people in the U.S. and in Connecticut, specifically? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 6-8.1, INQ 6-8.2, INQ 6-8.3</p> <p>Evaluating Sources and Using Evidence INQ 6-8.6, INQ 6-8.8</p> <p>Communicating Conclusions and Taking Informed Action INQ 6-8.10, INQ 6-8.11, INQ 6-8.13</p> <p>Applying Disciplinary Concepts and Tools HIST 8.1, HIST 8.2</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Immigration and Immigrants • Impact on Communities 		
Key Vocabulary	Immigration, Migration, Religious Freedom, Europe, Asia, Economic Opportunity, Globalization, Industrialization, Patterns, Transportation, Communication, political cartoon		

Unit Title	Immigration	Length of Unit	4-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The reasons why European immigrants came to the United States and the effects of that immigration. • The reasons why Chinese and other group immigrated to the U.S. in the 19th century. • The impact that immigrants had on the economic and cultural life of Connecticut communities during the 19th century. • The geography of the movement and settlement patterns of people who immigrated to the U.S. or migrated within the country. 	<ul style="list-style-type: none"> • Evaluate reasons for and results of European immigration to the United States; compare these with reasons for and results of immigration by the Chinese and other groups during the period. • Analyze the impact that immigrants had on the economic and cultural life of Connecticut communities during the 19th century. • Analyze the movement and settlement patterns of people who immigrated to the United States or migrated within the country.

Assessments:	Performance task (Students create a “Letter home” from the perspective of an immigrant in the U.S.).
Teacher Resources:	Eyewitness to History, (book & website), SHEG.org (Stanford History Education Group), Connecticut Historical Society, Library of Congress, Bethlehem/Woodbury Historical Society, PBS Faces of America, Scholastic.com (http://teacher.scholastic.com/activities/immigration/index.htm), Political Cartoons- Region 14 Databases

Unit Title	Reform Movements	Length of Unit	4-6 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How have social movements affected individual political participation over time? • What were the major social movements in America in the first half of the 19th century and who participated in these movements? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 6-8.1, INQ 6-8.2, INQ 6-8.5</p> <p>Evaluating Sources and Using Evidence INQ 6-8.6, INQ 6-8.9</p> <p>Communicating Conclusions and Taking Informed Action INQ 6-8.10, INQ 6-8.11, INQ 6-8.13</p> <p>Applying Disciplinary Concepts and Tools CIV 8.1</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • The impact of reforms • Communities and Reform • Major Social Movements 		
Key Vocabulary	reform, temperance, abolition, utopian communities, Second Great Awakening, movement, social movement		

Unit Title	Reform Movements	Length of Unit	4-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The causes, goals, and outcomes of mid-19th century reform movements (women's rights, temperance, education, mental health, prisons). • The impact of utopian communities on group members and society. • The impact of the Second Great Awakening on 19th-century reform movements. • How Connecticut contributed to reform movements such as the abolitionist movement. • 19th century economic policies and reforms that were designed to promote fairness, security, and growth to the economy. • How social movements have affected political participation over time. • The major social movements in the first half of the 19th century and who participated in them. 	<ul style="list-style-type: none"> • Evaluate the causes, goals, and outcomes of mid-19th century reform movements (women's rights, temperance, education, mental health, prisons). • • Analyze the impact of utopian communities on group members and on society. • • Analyze the impact of the Second Great Awakening on 19th-century reform movements. • Explain how Connecticut contributed to reform movements such as the abolitionist movement. • Evaluate economic policies and reforms designed to promote fairness, security, and growth to the economy • Explore how social movements have affected individual political participation over time. • Identify and evaluate the major social movements in America in the first half of the 19th century and who participated in these movements.

Assessments:	Performance Task
Teacher Resources:	Eyewitness to History, (book & website), SHEG.org (Stanford History Education Group), Connecticut Historical Society, Library of Congress, Woodbury Historical Society, Timelines, Graphic Organizers, World Map, Atlas,

Unit Title	Slavery and Antebellum America	Length of Unit	4-6 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> How did the reliance on cash crops in the pre-Civil War South influence the institution of slavery in America? 		
Standards	Developing Questions and Planning Inquiry INQ 6-8.1, INQ 6-8.5 Evaluating Sources and Using Evidence INQ 6-8.6, INQ 6-8.9 Communicating Conclusions and Taking Informed Action INQ 6-8.10, INQ 6-8.11, INQ 6-8.13 Applying Disciplinary Concepts and Tools ECO 8.6		
Unit Strands & Concepts	<ul style="list-style-type: none"> Slavery Across the US Slavery in CT States Rights and the Civil War 		
Key Vocabulary	cash crop, abolition(ist), Dred Scott, John Brown, Fugitive Slave Act, Underground Railroad, Harriet Tubman, disenfranchisement, plantation		

Unit Title	Slavery and Antebellum America	Length of Unit	4-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The differences and similarities in the attitudes of Southern plantation owners, poor Southern farmers, Northern industrialists, abolitionists, and free blacks toward slavery. • Why slavery existed in Connecticut and the relative importance of slavery in the state. • The types of cultural expression, including art, literature, music, dance, and other forms of expression that emerged during slavery in the U.S. and the impact it had on history. • Connecticut's slavery history and the role Connecticut played in the abolitionist movement (i.e. John Brown). • The economic components of slavery. • The long-term and short-term reasons for conflict between the North and South. • How the issue of states' rights contributed to the start of the Civil War (i.e. Fugitive Slave Act, Dred Scott, etc.). 	<ul style="list-style-type: none"> • Compare and contrast the attitudes of Southern plantation owners, poor Southern farmers, Northern industrialists, abolitionists, and free blacks toward slavery. • Analyze the reasons for the existence of slavery in Connecticut during this era and the relative importance of slavery in the state. • Examine the types of cultural expression, including art, literature, music, dance, and other forms of expression that emerged during slavery in the U.S. and the impact it had on history. • Explore Connecticut's slavery history and the role Connecticut played in the abolition movement. • Analyze the economic components of slavery. • Evaluate various long-term and short-term reasons for conflict between the North and the South. • Explore the issue of states' rights and how this contributed to the start of the Civil War.

Assessments:	Inquiry Based Performance Task
Teacher Resources:	Eyewitness to History, (book & website), SHEG.org (Stanford History Education Group), Connecticut Historical Society, Library of Congress, Bethlehem/Woodbury Historical Society, Regio 1 Databases

Unit Title	The Civil War	Length of Unit	4-6 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • Could the Civil War have been avoided? • How did Lincoln’s Emancipation Proclamation change the nature of the war? • How did the participation of black soldiers in the Union affect people's stereotypes about African-Americans and the justifications used towards slavery? • Was Union victory inevitable? • How does the Gettysburg Address demonstrate a change in peoples’ attitudes toward liberty and freedom? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 6–8.2.,INQ 6–8.4 ,INQ 6–8.5</p> <p>Evaluating Sources and Using Evidence INQ 6-8.8, INQ 6-8.9</p> <p>Communicating Conclusions and Taking Informed Action INQ 6–8.10, INQ 6.8.11, INQ 6–8.12, INQ 6–8.15., INQ 6–8.17.</p> <p>Applying Disciplinary Concepts and Tools HIST 8.1, HIST 8.2, HIST 8.3, HIST 8.9, HIST 8.10, CIV 8.1, CIV 8.3, CIV 8.4, ECO 8.1</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Why the Civil War? • The Quest to End Slavery • CT and the Civil War 		
Key Vocabulary	Union, Confederacy, blockade, civil war, seceded, Fort Sumter, Jefferson Davis, Robert E. Lee, Abraham Lincoln, Ulysses S. Grant, Border States, Washington D.C., King Cotton, Anaconda Plan, Battle of Bull Run, Battle of Antietam, Emancipation Proclamation, Battle of Gettysburg, Gettysburg Address, total war, amendment, Andrew Johnson, antebellum, arsenal, conscription, ironclad, Mason-Dixon Line, plantation, sovereignty, state’s rights, William Tecumseh Sherman, Yankee		

Unit Title	The Civil War	Length of Unit	4-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The reasons why states wanted to secede from the Union. • Significant events, battles, and turning points in the Civil War. • The purpose of the Emancipation Proclamation and how the timing of it impacted its success. • In what ways conditions for African Americans changed after the abolition of slavery and how these changes varied by region. • The causes and effects of the abolition of slavery. • The role of Connecticut in the Civil War and the attitudes to the Civil War in the state. 	<ul style="list-style-type: none"> • Evaluate reasons for secession. • Analyze the role of Connecticut in the Civil War and the attitudes to the Civil War in the state. • Analyze the impact of the Emancipation Proclamation, how the timing of it impacted its success (waiting until the Union had an upper hand in the war) • Evaluate how conditions for African Americans changed after the abolition of slavery and how these conditions varies in different regions of the U.S. • Identify the causes and effects of the abolition of slavery. • Analyze the role that Connecticut played in the abolition movement.

Assessments:	Inquiry Based Performance Task Around the Civil War
Teacher Resources:	Eyewitness to History, (book & website), SHEG.org (Stanford History Education Group), Connecticut Historical Society, Library of Congress, Bethlehem/Woodbury Historical Society, Film (i.e. <i>Lincoln</i> 2005) Region 14 Databases

Unit Title	The Reconstruction Era	Length of Unit	4-6 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • In what ways did the abolition of slavery indicate progress, or decline, for the life for African Americans? • What were the causes and effects of the abolition of slavery? • How did conditions for African Americans change after the abolition of slavery and how did these conditions vary in different regions of the U.S.? • Was Reconstruction effective at helping slaves transition into freedom? • Was Reconstruction a success? Why or why not? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 6–8.2., INQ 6–8.4 , INQ 6–8.5</p> <p>Evaluating Sources and Using Evidence INQ 6-8.8, INQ 6-8.9</p> <p>Communicating Conclusions and Taking Informed Action INQ 6–8.10, INQ 6.8.11, INQ 6–8.12, INQ 6–8.15., INQ 6–8.17.</p> <p>Applying Disciplinary Concepts and Tools HIST 8.1, HIST 8.2, HIST 8.6, HIST 8.7, HIST 8.8 CIV 8.2</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • How Lives Changed During Reconstruction • Analyzing the Success of Reconstruction? 		
Key Vocabulary	Ten-Percent Plan, impeached, Tenure of Office Act, Radical Reconstruction, Radical Republicans, Black Codes, Civil Rights Act, Freedmen’s Bureau, KKK, Ku Klux Klan Act, sharecroppers,		

Unit Title	The Reconstruction Era	Length of Unit	4-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The ways that black life in the South changed during the Reconstruction era and ways that black life remained the same. • Analyze reasons that the Reconstruction era could be seen as a success and reasons that the Reconstruction era could be seen as a failure. 	<ul style="list-style-type: none"> • Identify the ways that black life in the South change and ways that black life remained the same. • Evaluate whether or not Reconstruction was effective at helping slaves transition into freedom. • Explore the Lost Cause Theory and how it affected historical memory. • Identify and evaluate how the abolition of slavery indicated progress or decline for the life of African Americans.

Assessments:	Summative Assessment
Teacher Resources:	Eyewitness to History, (book & website), SHEG.org (Stanford History Education Group), Connecticut Historical Society, Library of Congress, Bethlehem/ Woodbury Historical Society, R14 Social Studies Implementation Guide, Region 14 Databases