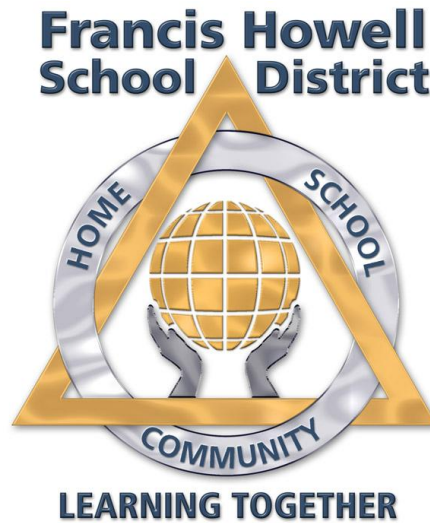


Grade 8 United States History Curriculum



Board Approved: February 16, 2017

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

Vision Statement

Every student will graduate with college and career readiness skills.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

Course Rationale

Students understand the present more thoroughly when they understand the roots of today's world in light of their knowledge of the past. United States History provides the historical context for the growth of our nation including, but moving beyond, significant names, dates, and events, to a larger view of the ideals, attitudes, values, beliefs, and expectations that characterize our democratic nation, how these developed over time, and their meaning for citizens in today's global society.

Course Description

Students will study the United States history from European exploration through the Reconstruction following the Civil War. Topics covered include the exploration, colonial period, the American Revolution, the U.S. Constitution, westward expansion, reform movement, the Civil War and Reconstruction. By its very nature, this course will be a people's history of the United States, allowing for extensive exploration of the vast multicultural nature of our country.

8th Grade United States History Approved Textbook

Title: "United States History: Beginnings to 1877" written by Deverell and White © 2012

Publisher: Holt McDougal

ISBN: 978-0-547-48478-5

Replacement Cost: \$81.84 (2012-2018)

Grade 8 Pre AP United States History Curriculum Team

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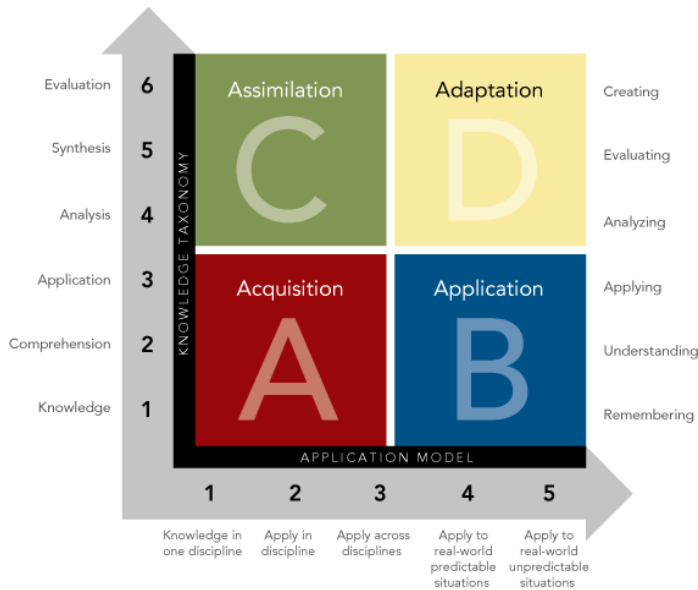
Dr. Mary Hendricks-Harris

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the Rigor and Relevance Framework and 21st Century Skills. Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Missouri Social Studies Course Level Expectations Standards

<http://dese.mo.gov/sites/default/files/gle-social-studies.pdf>

Common Core State Standards for Literacy

<http://www.corestandards.org/ELA-Literacy/>

National Educational Technology Standards

<http://www.iste.org/standards/standards/for-students-2016>

Grade 8 United States History Course Map

	Unit Description	Unit Timeline	PE Summary	PE Standards
Semester 1	<p>Unit 1 Settlement: Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders' unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.</p>	<p>Unit Timeline: 6 weeks</p> <ul style="list-style-type: none"> ● Native Americans/ European Exploration- 3 weeks ● Colonization-3 weeks 	<p>Colonization Research Project Students will research factors affecting colonization of North America. They will also make comparisons to colonization of the Planet Mars.</p>	T1S1B
Semester 1	<p>Unit 2 Founding: The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.</p>	<p>Unit Timeline: 10 weeks</p> <ul style="list-style-type: none"> ● American Revolution-5 weeks ● The Constitution-3 weeks ● Early Republic -2 weeks 	<p>Analyze primary and secondary sources: Washington's Farewell Address Students will read and annotate one primary source- George Washington's Farewell Address and one secondary source (current article) and analyze the documents in terms of summarizing facts and key ideas, historical significance and the author's purpose.</p>	<p>T1S5B</p> <p>RH 6-8.1 RH 6-8.2 WHST 6-8.2</p>

<p>Semester 2</p>	<p>Unit 3 Expansion: After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.</p>	<p>Unit Timeline: 8 weeks</p> <ul style="list-style-type: none"> ● Jacksonian Democracy-3 weeks ● Westward Expansion-5 weeks 	<p>Westward Expansion Immigration Factors Students will read a nonfiction piece concerning the growth of immigrants in the U.S. in the mid 1800’s. They will then use their background knowledge and a bar graph to answer a short constructed response.</p>	<p>T1S4A</p> <p>RH 6-8.1 RH 6-8.2 WHST 6-8.2</p>
<p>Semester 2</p>	<p>Unit 4 Conflict & Crisis: The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.</p>	<p>Unit Timeline: 8 weeks</p> <ul style="list-style-type: none"> ● Reform Movements-2 weeks ● Causes of the Civil War- 2 weeks ● Civil War-4 weeks 	<p>Civil War Document Based Question Essay Students will read and analyze primary and secondary sources and determine social, political, and economic factors leading to the Civil War. Student will then write a five paragraph argumentative essay.</p>	<p>T1S3B</p> <p><i>RH.6-8.1</i> <i>RH 6-8.2</i> <i>WHST 6-8.1</i></p>

Unit 1: Settlements

Content Area: Social Studies	Course: Grade 8 United States History	UNIT 1: Settlements
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<p>Unit Description: Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders' unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.</p>	<p>Unit Timeline: 6 weeks</p> <ul style="list-style-type: none">• Native Americans/ European Exploration- 3 weeks• Colonization-3 weeks
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DESIRED Results
<p>Transfer Goal - <i>Students will be able to independently use their learning to...</i>develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.</p>

Understandings – Students will understand that... (Big Ideas)

1. In order to avoid simplified generalizations that one must understand the complexity of historical **cause-effect relationships**.
2. As a context for events, one must understand the **relationship between geography and history**.
3. In order to recognize the **difference between fact and opinion, between evidence and assertion**; and thereby frame useful questions one must read widely and critically.
4. History is interpretive. People construct different accounts of the same event, which are shaped by their **perspectives**-their ideas, attitudes and beliefs.
5. Ideologies, availability of resources and technological change affect **economic decisions**.
6. **Demographic patterns** and processes of growth and decline, migration, and settlement **change over time** though always exhibit some form of **continuity** as well.
7. Conflict and cooperation shape and transform **culture, society, and political** institutions.
8. **Democratic** societies must balance the rights and responsibilities of individuals with the common good.

Essential Questions: Students will keep considering.....

- How did the colonists adapt to the environment in the Americas?
- How did the idea of self-government develop?
- How did colonization impact indigenous populations in North America?
- How did different values create different subcultures in various colonial regions?
- Would colonial America have been economically successful without slave labor?
- Were the colonists justified in declaring independence from Great Britain?

Students will know/understand....	Standard	Students Will Be Able to.....	Standard
Colonists adaptation to the environment of the Americas led to economic development based on the resources of the region, self-government, and impacted the indigenous population of North America.	T1S1B	Explain connections among historical context and people's perspectives at the time.	T1S1B
A research plan begins with a question and the thesis develops over time with discovery of new information.	T1S1C	With assistance, develop a research plan, identify appropriate resources for investigating social studies' topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.	T1S1C
Due to salutary neglect, colonists established a tradition of self-government beginning with the Mayflower Compact and continuing with the House of Burgesses and New England town meetings.	T1S2A	Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society prior to c. 1870.	T1S2A
The colonial regions developed differently in terms of economic, political, and geographic factors.	T1S3B	Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.	T1S3B
Economic factors in Europe led settlers to come to North America in search of economic prosperity in spite of the inherent risks.	T1S4A	Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870	T1S4A

<p>Social factors in Europe forced settlers to come to North America to escape religious persecution and to improve their social standing.</p>	<p>T1S5B</p>	<p>Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p>	<p>T1S5B</p>
<p>In order to understand historical events, questions help to connect historical events and processes to specific circumstances of time and place as well as broader regional and national process.</p>	<p>T1S1D</p>	<p>Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of view represented in the resources.</p>	<p>T1D1S</p>
<p>Early peoples crossed a land bridge more than 15,000 years ago, spreading and settling throughout the Americas.</p> <p>Diverse indigenous cultures resulted from these settlements and migration patterns.</p>	<p>T2S1A</p>	<p>Trace the causes and consequences of indigenous peoples arriving in the Americas beginning c. 15,000 BCE</p>	<p>T2S1A</p>
<p>Competing European nations explored and settled new lands to spread Christianity, empire expansion, and economic opportunity</p> <p>Settlements from these nations resulted in diverse regions within the continents.</p>	<p>T2S1B</p>	<p>Compare motivating factors leading European nations to settle in the New World to explain colonial diversity and regional differences in North and South America.</p>	<p>T2S1B</p>
<p>English colonists first depended on Native peoples to survive.</p> <p>English colonial expansion led to discord between Native peoples and colonists.</p> <p>French colonists formed alliances with many Native tribes, which helped them in conflict with other European nations.</p> <p>Spanish colonists had a “convert or conquer” view toward Native peoples.</p> <p>European diseases were responsible for widespread deaths among the indigenous people</p>	<p>T2S1C</p>	<p>Trace the causes and consequences of conflict and cooperation between Native Americans and North and South American colonists, using multiple viewpoints.</p>	<p>T2S1C</p>

<p>Conflict in the Ohio Valley between the French and English led to the outbreak of the French and Indian War.</p> <p>Debt from the French and Indian War led to England's end to the salutatory neglect of the American colonies.</p>	T2S1D	Describe the causes and consequences of the Seven Years War as a turning point in American history.	T2S1D
<p>English colonies set up local forms of government due to lack of strict oversight from the mother country.</p> <p>French colonies were subject to the authority of the King and enjoyed no political freedoms.</p> <p>Spanish colonies were governed by royal officials appointed by the King.</p>	T2S2A	Compare the governmental systems of European powers to determine effect on colonization in the Americas.	T2S2A
<p>English colonists developed more democratic governments as a result of the tradition of the Magna Carta, English Bill of Rights and philosophers such as John Locke, Jean-Jacques Rousseau, Thomas Hobbes.</p>	T2S2B	Explain how the founding of European colonies influenced their governments and expectations for self-rule.	T2S2B
<p>The 13 British colonies developed systems of government including town meetings, House of Burgesses, and colonial charters that provided a foundation for the future political development of the United States.</p>	T2S2C	Analyze local and colonial governments in North and South America to trace the factors influencing their structure and function.	T2S2C
<p>The climate and geography of the regions of North and South America led to diverse cultures among Native peoples.</p>	T2S3A	Analyze diverse Native American cultures in north, Central and South America to explain the way they adapted to their various environments.	T2S3A
<p>The English colonies developed various economic activities including agriculture, fishing, and the trade of natural resources.</p> <p>The French colonies developed a thriving fur trade during the colonial period.</p> <p>The Spanish military regulated trade as the colonists</p>	T2S3B	Analyze the geography of colonial regions in North and South America to explain their cultural, social and economic differences.	T2S3B

turned to agriculture as well as natural resources.			
<p>Populations in the colonies varied depending on the geography of each colonial region.</p> <p>New England and Middle colonies had a mix of rural farming areas and cities.</p> <p>Southern colonies' populations were spread out among large agricultural estates.</p>	T2S3C	Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.	T2S3C
<p>Economic necessity during the colonial era resulted in a labor force made up of small farmers, merchant class, indentured servants and slaves.</p>	T2S4A	Compare sources of labor, emerging economic production, and availability of land in the New World and their impact on economic development in North and South America.	T2S4A
<p>The triangular trade was a profitable trading route that exchanged goods and people between the 13 colonies, Africa, and the West Indies.</p>	T2S4B	Analyze the mercantile system to explain colonial responses to economic control by European nations including Great Britain.	T2S4B
<p>The various contributions of individuals such as Christopher Columbus, Prince Henry the Navigator, Vasco da Gama, Sir Walter Raleigh, Marquette and Joliet.</p>	T2S5A	Analyze the religious, cultural, political and intellectual developments of Spanish, Portuguese, British, and French regions to explain the development of diverse cultures throughout the Americas.	T2S5A
<p>The New England colonies developed cohesive communities centered on common religious beliefs, participatory government, and a merchant based economy.</p> <p>The Middle colonies developed more diverse religious and ethnic communities that utilized fertile land to become the "breadbasket" of the 13 colonies.</p>	T2S5B	Analyze the religious, cultural, and intellectual developments of the European colonies to explain the development of regionalism and an American identity.	T2S5B

The Southern colonies developed more isolated communities centered on a slave based plantation system that produced cash crops for export.			
Early colonies, such as Jamestown and Plymouth, overcame many challenges, including interactions with Native Americans, in order to survive.	T2S5C	Compare and contrast the interaction of European settlers with native populations in both North and South America.	T2S5C
Evidence is needed to support a claim. Citing evidence directly from sources makes an argument more powerful.	RH 6-8.1	Missouri Learning Standards Cite specific evidence to support analysis of primary and secondary sources.	RH 6-8.1
	WH 6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, technical processes.	WH 6-8.2
	ISTE	Empowered Learner Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students: b. build networks and customize their learning environments in ways that support the learning process.	ISTE 1-B

Unit 1: Assessment

EVIDENCE of LEARNING

Understanding	Standards	Unit Performance Assessment:	R/R Quadrant
4, 8	T1S1B T1S5B ISTE 1-B	<p>Description of Assessment Performance Task(s): Research Performance Event Students will conduct research in order to answer the following prompt: <i>What was the greatest challenge in the colonization of North America?</i> After brainstorming topics with a group and initial research via Explora, WebPath Express, Ebsco, Britannica databases and other search engines, students will compile research evidence using a claim and evidence graphic organizer. Lastly, students will connect with a partner FHSD classroom and communicate their claim and evidence (via cartoon, picture, digital storytelling software, on an online platform and post their information on an online platform such as Google Classroom, Schoology Discussion, etc.) connected with another FHSD classroom and evaluate two of their peer’s claims.</p> <p>Teacher will assess: research process, development and support of claim.</p> <p>As an extension activity, students will do further research on the colonization of Mars to answer: “In what ways are the challenges of colonizing Mars similar to the challenges of the colonization of North America?” Then, students will compile research evidence using a the claim and evidence graphic organizer. Students will use these pre-writing notes to write a well-developed constructed response answer. Lastly, students will connect with a partner FHSD classroom and communicate their claim and evidence (via cartoon, picture, digital storytelling software, on an online platform and post their information on an online platform such as Google Classroom, Schoology Discussion, etc.) connected with another FHSD classroom and evaluate two of their peer’s claims.</p> <p>Performance: Mastery: 12-10 Near Mastery: 9-8 Remediation: 7-0</p> <p>Scoring Guide: 6th-8th Grade Research Scoring Guide Claim Evidence Sheet</p>	C 21 Century <i>critical thinking</i> <i>communication</i>

Argumentative Graphic Organizer Scoring Guide

Unit 1: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1,3,4	T1S1B T1S5B T2S1C	<p>Activity #1: Christopher Columbus Source Analysis</p> <p>Objective: <i>Students will be able to explain the impact of the voyages of Christopher Columbus by analyzing various primary and secondary sources.</i></p> <p>Implementation:</p> <ul style="list-style-type: none"> • Students can be placed in small groups or partners to read and annotate the documents. Structures that could be used include Say Something, Jot Thoughts, or All Write Round Robin (Kagan Structure) . • Students will analyze documents 1-11 and answer guided questions in a small group in order to argue if Christopher Columbus is a hero or a villain. Structures that could be used include Sorts of Jot Thoughts or Placemat (Kagan) to categorize into positive or negative. • Teacher will lead group debate based on the evidence from the documents to support. • Students will finish the activity by writing a response claiming whether or not they feel Columbus should be considered a hero or a villain. Examples from document analysis should be provided to support their claim. <p>Student Handout: Christopher Columbus Source Analysis</p>	Cooperative Learning, Summarizing	C <i>critical thinking collaboration communication</i>
3,4,7,8	T2S5C	<p>Activity #2: Jamestown DBQ Document Analysis (From the DBQ Project)</p> <p>Objective: <i>Students will be able to explain why colonists died at Jamestown by analyzing various primary and secondary sources.</i></p> <p>Implementation:</p>	Cooperative Learning, Summarizing	C <i>critical thinking collaboration communication</i>

		<ul style="list-style-type: none"> • Students can be placed in small groups or partners to read and annotate the documents. Structures that could be used include Say Something or All Write Round Robin. • Students will analyze documents A-E and answer guided questions in a small group. Structures that could be used include Sorts of Jot Thoughts or Placemat. • Teacher will lead group debate based on the evidence from the documents to support. <p>Student Handout: Jamestown DBQ</p>		
1,3	T1S1D	<p>Activity #3: Asking Leveled Questions</p> <p>Objective: Students will be able to know the difference in the types of questions from basic factual/information to more advanced analytical. Students will then practice creating leveled questions.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Provide students with information regarding three types of leveled questions (page 1 & 2 of the handout) • Students will be provided a series of pictures to practice creating all three levels of questions.(Ust the Pictures for Leveled Questions link) • Students will also use leveled questions to analyze the population of the 13 Colonies. (use page 3 of handout) <p>Asking Leveled Questions Pictures for Leveled Questions</p>	Practice	C Critical Thinking
2,6	T2S5B	<p>Activity#4: Colonial Regions of the New World</p> <p>Objective: Students will understand and be able to differentiate between the 5 aspects/features (Geography, Residents, Economics, Society and Culture and Technology) of the three colonial regions.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Students will take notes from the PowerPoint presentation. • Students will complete the graphic organizer. <p><i>Student and Teacher Resources:</i> Colonial Region Graphic Organizer Colonial Regions Presentation</p>	Note taking and summarizing	C <i>collaboration</i> <i>communication</i> <i>creativity</i>

		Colonial Regions Formative Assessment		
3,4	T1S1D	<p>Activity #5: Pre Research Activities (to be used prior to the Unit 1 Performance Assessment)</p> <p>Objective: <i>Students will be able to use brainstorming techniques to develop inquiry based research questions.</i></p> <p>Implementation: Day One:</p> <ul style="list-style-type: none"> • Students will be placed into mixed ability groups to brainstorm ideas. Question to brainstorm: What was the greatest challenge of colonization of North America? • Round One: Students will write down ideas on Post-It Notes. This is done as an individual thinking time activity. • After two minutes, the group will then place the Post-It Notes on Chart paper and discuss similarities and differences. Students should then place Post-It Notes in 4-6 Categories. • Students will then do a Gallery Walk to a few other groups, noticing similarities and differences from their chart paper. Student will record these findings on their Student Research Plan sheet. • Students will return to their home group, and complete the “I Wonder Statements” on their Research Plan Sheet. • Students will turn their “I Wonder” statements into a research question. • Students will then brainstorm key search terms that will be used when searching either a database, book, or internet search. <p>Student Handout:Student Research Plan</p>	Advance Organizers	C Critical thinking collaboration
1,3	T1S1D T2S1C ISTE 1-B	<p>Activity #6: Research Project Reflection (to be used after the quarter 1 performance event)</p> <p>Objective: <i>Students will understand the research process as well as their final product.</i></p> <p>Implementation:</p> <ul style="list-style-type: none"> • Students will use a Google Form created by their teacher to reflect on the final product, provide feedback for peers and provide 	Feedback	C Communication Critical thinking

		<p>recommendations for future research.</p> <ul style="list-style-type: none"> • Students should include a self-reflection for their own research and strategies to enhance future research projects. Which search questions were valuable and why? Would you have revised any search questions? What resources were most effective and why? Which resources proved to be ineffective? 		
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Unit 1: Resources

UNIT RESOURCES	
<p><u>Teacher Resources:</u></p> <p>Textbook</p> <ul style="list-style-type: none"> • Holt/McDougal United States Beginnings to 1877 Chapters 3 and 4 <p>General Resources</p> <ul style="list-style-type: none"> • Crash Course US History (https://youtube.com) • https://sheg.stanford.edu/mapping-new-world • https://sheg.stanford.edu/pocahontas <p>DVDs</p> <ul style="list-style-type: none"> • Unsolved History Boston Massacre (Discovery Channel, 2003) • America: The Story of US (A&E, 2010) 	
<p><u>Student Resources:</u></p> <ul style="list-style-type: none"> • Holt/McDougal United States Beginnings to 1877 Chapters 3 and 4 • Nystrom Atlas of U.S. History • Mini-Qs in American History Binder Volume 1/DBQ Project 	
<p><u>Vocabulary:</u></p> <p>Primary source- A first hand account of an event, such as a journal entry Secondary source- A secondhand account based on primary sources Indigenous- Native to an area Economic- Related to money or trade Political- Related to government Social- Related to people Colony- A settlement of people in a new land that is still loyal to the place they came from Charter- An official document giving a person or group the right to establish a colony</p>	

Mercantilism-The economic theory that trade generates wealth and is stimulated by the accumulation of colonies

Unit 2: Founding

Content Area: Social Studies	Course: Grade 8 United States History	UNIT 2: Founding
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<p>Unit Description: The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.</p>	<p>Unit Timeline: 10 weeks</p> <ul style="list-style-type: none"> ● American Revolution-5 weeks ● The Constitution-3 weeks ● Early Republic -2
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DESIRED Results
<p>Transfer Goal - <i>Students will be able to independently use their learning to.....</i> develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.</p>

Understandings – Students will understand that... (Big Ideas)

1. In order to avoid simplified generalizations that one must understand the complexity of historical cause-effect relationships.
2. As a context for events, one must understand the relationship between geography and history.
3. In order to recognize the difference between fact and opinion, between evidence and assertion; and thereby frame useful questions one must read widely and critically.
4. History is interpretive. People construct different accounts of the same event, which are shaped by their perspectives-their ideas, attitudes and beliefs.
5. Ideologies, availability of resources and technological change affect economic decisions.
6. Demographic patterns and processes of growth and decline, migration, and settlement change over time though always exhibit some form of continuity as well.

7. Conflict and cooperation shape and transform culture, society, and political institutions.
8. Democratic societies must balance the rights and responsibilities of individuals with the common good.

Essential Questions: Students will keep considering...

- How do citizens protest government actions?
- How do citizens justify breaking away from their government?
- Does the Constitution guard against tyranny?
- How does the Constitution provide a limited government?
- How does society balance the common good with the rights of the individual?

Students will know/understand...	Standard	Students Will Be Able to...	Standard
Timelines are an appropriate tool for sequencing events.	T1S1A	Create and use tools to analyze a chronological sequence of related events that happen at the same time.	T1S1A
The events preceding armed conflict and the subsequent outbreak of war forced many American colonists to make difficult decisions and choose between remaining loyal to Britain or becoming an American patriot.	T1S1B	Explain connections among historical context and people's' perspectives at the time.	T1S1B
Parliament in Britain established a series of laws focusing on taxation and restricting the rights of colonial citizens to protest government actions.	T1S2A	Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society prior to c. 1870.	T1S2A
The borders of the English colonies changed as a result of the Proclamation of 1763. The boundaries of the United States were established from the Treaty of Paris of 1783.	T1S3A	Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American history prior to c. 1870.	T1S3A
Colonists in the South are more loyal to the crown as a result of mercantilism.	T1S3B	Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and	T1S3B

		culture.	
Loyalty or Patriotism was often determined by economic impact on an individual.	T1S4A	Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.	T1S4A
Federalist and Anti-Federalist views were shaped by newspapers, state constitutions, and the need for a Bill of Rights.	T1S5A	Using an American history lens, describe how people's perspectives shaped the sources/artifacts they created.	T1S5A
Political parties emerged over differing views on issues such as: manufacturing/farming, federal/state power, strict interpretation/loose interpretation of the Constitution and foreign policy.	T1S5B	Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	T1S5B
Colonists established organized forms of resistance and protest against British laws including the use of petitions, boycotts, committees of correspondence, the Stamp Act Congress, Sons and Daughters of Liberty, Boston Massacre, and Boston Tea Party.	T3S1A	Trace the events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints.	T3S1A
The Declaration of Independence was written to illustrate the Founding Fathers' belief in the existence of inalienable rights and the necessity of government by consent of the governed.	T3S1B	Analyze the Declaration of Independence to determine the historical forces and political philosophies that influenced its creation.	T3S1B
The American and British armies had military advantages and weaknesses that would play a major role in the outcome of the American Revolution. Significant Battles and events such as Lexington and Concord, Bunker Hill, Trenton, Saratoga, Valley Forge, and Yorktown would play a crucial role in the course of the American Revolution and would ultimately determine the outcome of the war.	T3S1C	Evaluate the strengths and weaknesses of the American colonies and England to explain the American victory in the Revolution.	T3S1C

<p>Unable to revise the Articles of Confederation, delegates at the convention compromised on key issues in order to form a new government.</p> <ul style="list-style-type: none"> ● Virginia Plan vs. New Jersey Plan <ul style="list-style-type: none"> ○ Great Compromise ● Northern States vs. Southern States <ul style="list-style-type: none"> ○ 3/5 Compromise, Slave Trade Compromise 	T3S1D	<p>Explain the major debates that occurred during the adoption of the Constitution and their ultimate resolution.</p>	T3S1D
<p>The leadership of individuals such as George Washington, Thomas Paine, Benjamin Franklin, Patrick Henry, Sam Adams, and John Adams would be an invaluable source of inspiration and leadership as the Patriots struggled against the might of the British Empire.</p>	T3S1E	<p>Evaluate the responses of early American leaders to the social, political, economic and religious challenges facing the new nation.</p>	T3S1E
<p>The ideology of republicanism ensures the liberty of the people by allowing majority rule while ensuring the rights of minorities.</p>	T3S1F	<p>Infer how events of this period led to the development of philosophies, interest groups and political parties.</p>	T3S1F
<p>Debt from the French and Indian War led to England's taxation of the American colonies.</p> <p>The colonists' refusal to obey the Proclamation of 1763 was the beginning of resistance to British laws.</p>	T3S2A	<p>Evaluate the impact of the French and Indian Wars on Great Britain's approach to colonial rule.</p>	T3S2A
<p>The Continental Congress established a Continental Army headed by George Washington, Declared Independence, and created the Articles of Confederation.</p>	T3S2B	<p>Apply the concept of representation to the conflict between the colonies and England.</p>	T3S2B
<p>The Declaration of Independence provided the framework that inspired future generations to fight for the betterment of society.</p>	T3S2C	<p>Apply the principles of inalienable rights, popular sovereignty, natural rights, and social contract to evaluate the purpose and legacy of the Declaration of Independence.</p>	T3S2C

<p>The Articles of Confederation created a weak central government and formed a loose alliance of independent states</p> <p>The inability of the Articles of Confederation to collect taxes, enforce laws, and settle disputes led to the Constitutional Convention.</p>	T3S2D	<p>Evaluate the successes and challenges of the <i>Articles of Confederation</i> to explain the need for a Constitutional Convention.</p>	T3S2D
<p>Popular sovereignty is the belief that the people of a particular location have the right to govern themselves.</p> <p>The Constitution is organized into three sections in order to provide a framework for our government.</p> <ul style="list-style-type: none"> ● Preamble ● Articles ● Amendments <p>The Rule of Law applies to all people and is essential to the establishment of a just society.</p> <p>Under the principle of separation of powers the federal government is divided into three equal branches to prevent any one branch from becoming too powerful.</p> <ul style="list-style-type: none"> ● Executive branch ● Legislative branch ● Judicial branch <p>Checks and balances provide a means to ensure that one branch of government does not become too powerful.</p> <p>The principle of federalism delegates specific power to the national government, reserves powers to the states, and allows for concurrent of powers between the two.</p> <p>The purpose and function of the court system is to ensure due process and interpretation of law.</p>	T3S2E	<p>Apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purposes and functions of the Constitution.</p>	T3S2E
<p>Anti-federalists objected to the ratification of the Constitution until the inclusion of a Bill of Rights was</p>	T3S2F	<p>Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of</p>	T3S2F

<p>guaranteed.</p> <p>The Bill of Rights was created to protect the basic rights and freedoms of individuals.</p> <p>The concept of limited government is established to protect the rights of the people from excessive government abuse</p>		<p>these concepts to the preservation of individual rights and liberties.</p>	
<p>The elections of 1796 and 1800 revealed the need for an amendment to the Constitution.</p> <p>Marbury vs. Madison provided the courts with the power of judicial review.</p> <p>The Louisiana Purchase used the elastic clause to justify the expansion of the United States.</p>	T3S2G	<p>Examine elections, issues, laws, and events of this time period to explain how the concepts of judicial review, elastic clause, and an amendment process were established or used to meet challenges.</p>	T3S2G
<p>War of 1812 changed how European nations viewed the United States and helped the United States grow its industrial economy</p>	T3S3A	<p>Draw conclusions about regional conflict and cooperation as a consequence of physical geography.</p>	T3S3A
<p>Participation in government is an essential responsibility for the maintenance of a free and democratic society.</p> <ul style="list-style-type: none"> ● voting rights and responsibilities ● civic responsibilities (jury duty, register for draft, volunteering, witness in court, paying taxes, etc.) 	T3S3B	<p>Evaluate the relationships among population, representation, and their effect on power in the new government.</p>	T3S3B
<p>The British establishment of revenue taxes (Sugar Act, Stamp Act, and Townshend Acts) were enacted to pay for the French and Indian War debt and the maintenance of British soldiers in the colonies.</p> <p>The British government passed the Intolerable Acts as retaliation to the Boston Tea Party.</p>	T3S4A	<p>Describe the function and purpose of taxes imposed by Great Britain following the Seven Years War, evaluating colonial responses to them.</p>	T3S4A
<p>Alexander Hamilton addressed national debt and the level of government involvement in the economy with a</p>	T3S4B	<p>Compare the emerging economic characteristics of the nation and colonial regions to make</p>	T3S4B

Bank of the United States, tariffs, and taxes.		predictions about future expansion and conflict.	
Hamilton argued that the federal government had broad powers under the new Constitution including the right to strengthen commerce and industry.	T3S4C	Trace the development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.	T3S4C
Sons of Liberty formed as a group to protest English acts. Britain encouraged Enslaved Africans to fight on their side during the Revolutionary War which led to the Americans allowing Africans to fight for the Continental Army.	T3S5A	Analyze the perspectives of diverse individuals and groups to explain the extent of their support for the Revolutionary War	T3S5A
Northern states' economies produced a merchant class with free workers. The Southern states' agrarian society produced a class of wealthy planters, utilizing slave labor.	T3S5B	Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity.	T3S5B
George Washington established precedents for the executive branch of government including: a cabinet, two terms, and dignity of the office.	T3S5C	Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.	T3S5C
The amendment process and the elastic clause makes the Constitution a "living document" that is able to meet the needs of a changing society. Participation in government is an essential responsibility for the maintenance of a free and democratic society. <ul style="list-style-type: none"> ● voting rights and responsibilities ● civic responsibilities (jury duty, register for draft, volunteering, witness in court, paying taxes, etc. 	T3S5D	Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.	T3S5D

Evidence is needed to support a claim. Citing evidence directly from sources makes an argument more powerful.		Missouri Learning Standards Cite specific evidence to support analysis of primary and secondary sources.	RH 6-8.1
Summaries are objective. In order to determine a central idea of a text, an inference must be made.		Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	RH6-8.2
There is a difference between relevant and irrelevant evidence and the importance of using credible sources. Both sides of an argument are important and warrants should be used to connect evidence to the claim.		Write arguments to support claims with clear reasons and relevant evidence.	WHST 6-8.1
Informational texts use text features. A variety of research sources use multiple ways to include appropriate evidence, correctly cite sources, appropriate use of transition words, use pertinent language (jargon), write in a formal style, and provide a supportive concluding statement or section.		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	WHST 6-8.2
	ISTE 3-C	Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, procedure, creative artifacts and make meaningful learning experiences for themselves and others. Students C. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	ISTE 3-C

EVIDENCE of LEARNING

<p><u>Understanding</u></p> <p>1, 3, 4, 7, 8</p>	<p><u>Standards</u></p> <p>T1S5B</p> <p>RH 6-8.1 RH 6-8.2 WHST 6-8.2</p>	<p><u>Unit Performance Assessment: Washington Farewell Address</u></p> <p>Description of Assessment Performance Task: Students will read and annotate one primary source (George Washington’s Farewell Address) and one secondary source (current article), and analyze the documents in terms of summarizing facts and key ideas, historical significance, and the author’s purpose. Students will connect one of Washington’s warnings to a current issue in the United States. Students will write a short response to the prompt: “What is one way that Washington’s Farewell Address is relevant to the United States today?”</p> <p>Teacher will assess:</p> <ul style="list-style-type: none"> ● <i>Contextualization</i> ● <i>Claim/Argument</i> ● <i>Evidence</i> ● <i>Analysis</i> <p><u>Washington's Farewell Address</u></p> <p><u>Farewell Address Document Analysis</u></p> <p><u>Performance:</u> Mastery: 16-12 Near Mastery: 11-8 Remediation: 7-0 Scoring Guide: Unit 2 Performance Event Rubric</p>	<p><u>R/R Quadrant</u> <u>21 Century</u></p> <p style="text-align: center;">C</p> <p><i>critical thinking</i></p>
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Unit 2: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1,4,7	T1S1B T3S1A T3S2A	<p>Activity #1: Colonial Unrest Rankings</p> <p>Objective: <i>Students will be able to rank the level of unrest by British events leading up to the Revolution.</i></p> <p>Implementation:</p> <ul style="list-style-type: none"> ● Using the First Turn Last Turn or Focused Reading strategy (Adaptive Schools), students will read through the descriptions of 9 different events. ● Students will summarize the events in their own words on the <i>Colonial Unrest</i> graphic organizer. ● Students will rank the events based on how much unrest each event caused pre-Revolutionary America using Round Table Consensus or Talking Chips (Kagan) to process the conversation. <p>Student Handout: Colonial Unrest</p>	Cooperative Learning	C <i>critical thinking</i> <i>collaboration</i> <i>communication</i>
1,4	T1S1B T3S1A	<p>Activity: #2: Boston Massacre from Multiple Perspectives</p> <p>Objective: <i>Students will be able to determine why events are perceived differently based on groups' individual experiences.</i></p> <p>Implementation:</p> <ul style="list-style-type: none"> ● Teacher will use the Paul Revere engraving "The Bloody Massacre" to show the colonists' perception of the Boston Massacre. ● Students will use Todaysmeet.com to live chat a discussion over what they see in the engraving and how the engraving differs from the actual events of the Massacre. ● After the electronic classroom discussion, students will create their own version of the engraving, as if it was drawn by a Loyalist rather than a Patriot. <p>Resource: "The Bloody Massacre" engraving</p>	Generating and testing hypothesis Identifying similarities and differences Non- linguistic representation	C <i>critical thinking</i> <i>communication</i>

1,4	T3S2D	<p>Activity #3: Shays' Rebellion</p> <p>Objective: Students will be able to differentiate between the regional responses to Shays' Rebellion.</p> <ul style="list-style-type: none"> • Students will understand the pros and cons of a strong central government. • Students will understand the reasoning for Jefferson's opposition to having a strong central government. <p>Implementation:</p> <ul style="list-style-type: none"> • Identify the author or source of the historical document or narrative. • Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed. • Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed. • Differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the historian's judgment of what is most significant about the past. <ul style="list-style-type: none"> ■ Central Historical Question: How did Americans react to Shays' rebellion? <p>Materials: • Copies of Textbook Excerpt on Shays' Rebellion • Copies of Thomas Jefferson Letter • Copies of Shays' Rebellion Guiding Questions</p> <p>Resource: https://sheg.stanford.edu/shays-rebellion</p>	<p>Analysis of primary and secondary sources</p> <p>Generating and testing hypotheses</p> <p>Note taking and summarizing</p>	<p>C</p> <p><i>critical thinking</i> <i>collaboration</i> <i>Communication</i> <i>creativity</i></p>
7, 8	T3S2E	<p>Activity #4: History Alive Constitution Card Sort</p> <p>Objective: Students will understand the basic structure and content of the U.S. Constitution.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Students will work in pairs and use Cues and Questions (CITW-2) • The teacher will cut into 25 strips parts to the Constitution from History 	<p>Cooperative Learning</p>	<p>A</p> <p><i>critical thinking</i> <i>collaboration</i></p>

		<p>Alive binder and place them in a box.</p> <ul style="list-style-type: none"> • Students will select one or two questions at a time. They will take the strips and find the answer to the question in the Constitution by writing down the article, section, and answer onto the corresponding worksheet. Once answered they will grab one or two more. • After finding all 25, students will then transfer the information onto the corresponding placemat. <p>Card Sort Constitutional Card Sort Questions</p>		
3,4	<p>T1S5B T3S4B T3S5A</p> <p>ISTE 3-C</p>	<p>Activity #5: Hamilton vs. Jefferson Objective: Students will be able to use historic documents to understand the dynamic personalities of Hamilton and Jefferson and how their ideas influenced the development of the nation to create an argumentative historic interpretation defending the viewpoint of either Hamilton or Jefferson.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Identify the author or source of the historical document or narrative. • Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed. • Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed. • Differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the historian's judgment of what is most significant about the past. <ul style="list-style-type: none"> ■ Central Historical Question: What were the differences between Hamilton and Jefferson? ■ Students may then research the internet to find additional documents that show differences in the opinions of Hamilton and Jefferson on other issues. <p>Materials: Textbook passage on differences between Hamilton and Jefferson • Copies of Jefferson Letter to Washington • Copies of Hamilton Letter to</p>	<p>Summarizing and Notetaking</p> <p>Argumentative writing</p>	<p>C</p> <p><i>critical thinking</i> <i>collaboration</i> <i>communication</i> <i>creativity</i></p>

		Washington Activity Resource: <ul style="list-style-type: none"> • https://sheg.stanford.edu/hamilton-jefferson 		
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Unit 2: Resources

UNIT RESOURCES	
<u>Teacher Resources:</u>	
Textbook	
<ul style="list-style-type: none"> • Holt/McDougal United States Beginnings to 1877 Chapters 5,6 and 7 	
General Resources	
<ul style="list-style-type: none"> • Crash Course US History (https://youtube.com) • http://www.mission-us.org/pages/mission-1 • http://www.mission-us.org/pages/landing-mission-1 • https://sheg.stanford.edu/lexington • https://sheg.stanford.edu/hamilton-jefferson • https://sheg.stanford.edu/slavery-constitution 	
<u>Student Resources:</u>	
<ul style="list-style-type: none"> • Holt/McDougal United States Beginnings to 1877 Chapters 5,6 and 7 • Nystrom Atlas of U.S. History • Mini-Qs in American History Binder Volume 1/DBQ Project 	
<u>Website(s):</u>	
http://www.mission-us.org/pages/mission-1	
<u>Vocabulary:</u>	
Boycott -An economic protest in which one refuses to purchase goods or services	
Natural rights- Rights you are born with that cannot be taken away	
Propaganda - Communication that is aimed at influencing the attitude of a community towards some position	
Delegate-A representative	
Ratify-To approve	

Amend-To change

Veto-To reject

Electoral College-The American method of electing the president

Cabinet-The president's advisors

Tariff- A tax on imports

Domestic policy- Actions the nation takes within its borders

Foreign policy- Actions the nation takes to deal with foreign countries

Unit 3: Expansion

Content Area: Social Studies	Course: Grade 8 United States History	UNIT: Expansion
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<p>Unit Description: After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America's expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.</p>	<p>Unit Timeline: 8 weeks</p> <ul style="list-style-type: none">• Early Republic-3 weeks• Westward Expansion-5 weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – *Students will understand that... (Big Ideas)*

1. In order to avoid simplified generalizations that one must understand the complexity of historical cause-effect relationships.
2. As a context for events, one must understand the relationship between geography and history.
3. In order to recognize the difference between fact and opinion, between evidence and assertion; and thereby frame useful questions one must read widely and critically.
4. History is interpretive. People construct different accounts of the same event, which are shaped by their perspectives-their ideas, attitudes and beliefs.
5. Ideologies, availability of resources and technological change affect economic decisions.
6. Demographic patterns and processes of growth and decline, migration, and settlement change over time though always exhibit some form of continuity as well.
7. Conflict and cooperation shape and transform culture, society, and political institutions.
8. Democratic societies must balance the rights and responsibilities of individuals with the common good.

Essential Questions: Students will keep considering...

Does the growth in the number of voters make a nation more democratic?

Does the US have a mission to expand freedom and democracy?

What push pull factors impacted expansion west?

How did Manifest Destiny impact various people groups?

Did early American reforms bring about real and meaningful change in the United States?

Students will know/understand...	Standard	Students Will Be Able to...	Standard
American's belief in Manifest Destiny led to the forced removal of the indigenous population and was fueled by economic and social opportunity.	T1S1B	Explain connections among historical context and people's' perspectives at the time.	T1S1B
Events such as the Alien and Sedition Acts, Louisiana Purchase, Indian Removal, Jacksonian Democracy and others all helped to strengthen the Federal government.	T1S2A	Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society prior to c. 1870.	T1S2A
Developing technologies and urbanization changed the role of workers based upon geographic regions and the specific economic, cultural, and religious opportunities.	T1S3B	Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.	T1S3B
The trails West (Oregon Trail, Mormon Trail, Gold Rush, etc.) offered individuals both benefits as well as challenges in their decisions to move West.	T1S4A	Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870	T1S4A
Population growth due to immigration and slavery led to the stratification of society and pushed the development of the nation.	T1S5B	Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	TIS5B

The Louisiana Purchase doubled the size of the United States and gave the United States the territory for greater expansion.	T4S1A	Analyze the expansion of the United States in the early 19th century to trace U.S. growth and form hypotheses about future conflicts	T4S1A
The Missouri Compromise creates the balance between free and slave states.	T4S1B	Evaluate the responses of North and South American leaders to the social, political, economic and religious challenges of the period.	T4S1B
Expansion led to the destruction and displacement of American Indians (examples include The Trail of Tears, The Indian Removal Act, the creation of the Oklahoma Indian Territory).	T4S1C	Analyze the forced removal and resettlements of Native Americans to determine its impact on their cultures and civilization.	T4S1C
Jacksonian democracy led to the expansion of voting rights for white men, and the origin of the spoils system.	T4S2A	Trace the expansion of voting rights and patterns and explain how it impacted elections and political movements.	T4S2A
The landmark cases of Worcester v. Georgia and Jackson's response to this ruling led to removal of Native Americans and the expansion of federal power.	T4S2B	Analyze landmark Supreme Court cases to determine the effect on the definition and expansion of federal power.	T4S2B
That the period of expanding democracy in the 1820's-1830's was defined as Jacksonian Democracy.	T4S2C	Explain how the principles of rule of law, separation of powers, checks and balance, and federalism were impacted by Jacksonian democracy.	T4S2C
The Lewis and Clark Expedition was organized by Thomas Jefferson to explore new territory and form relations with the Native peoples in anticipation of future expansion. New territories and states were added to the United States to provide governance and order as the nation expanded westward.	T4S3A	Trace the changing boundaries of the United States and describe how it represents the changing relationships with its neighbors and Native Americans	T4S3A

<p>Manifest Destiny is the belief that expansion of the US throughout the American continents was both justified and inevitable.</p>	T4S3B	<p>Assess Manifest Destiny in relation to push-pull factors, geographic features, and human environmental interactions to determine their influence on the movement of goods, people and ideas</p>	T4S3B
<p>Pioneers had powerful motivations for settlement (land, natural resources, fur trade, farming, and religious beliefs) and were willing to risk their lives for the chance of a better life. (disease, weather, geography, etc.)</p> <p>The settlement of Texas led to conflict between the United States and Mexico leading to the Texas War of Independence and the Mexican War.</p>	T4S3C	<p>Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life in this time period.</p>	T4S3C
<p>Societal ills caused reformers to bring about social and political change (attitudes, beliefs).</p> <p>Workplace reforms were initiated as a result of the factory systems used in the Northern states.</p>	T4S4A	<p>Analyze the origins and characteristics of coercive labor systems, including slavery, and their impact on economic and political expansion.</p>	T4S4A
<p>Improvements in transportation technology facilitated expansion (Erie Canal, steam power, Transcontinental Railroad, and telegraph) and allowed greater numbers of people to move west.</p>	T4S4B	<p>Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions</p>	T4S4B
<p>How the federal government settled the conflict with South Carolina fought for states rights and tariffs.</p>	T4S4C	<p>Trace the continued development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.</p>	T4S4C
<p>Jacksonian Democracy expanded suffrage during the first part of the 19th century.</p> <p>Reformers use diverse methods to bring about change (press, civil disobedience, protests, meetings, underground</p>	T4S5A	<p>Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals.</p>	T4S5A

railroad, etc).			
The ultimate goal of the abolitionists was to abolish slavery throughout the United States and its territories and to gain basic human rights for African Americans.	T4S5B	Analyze the experiences of enslaved peoples in North and South America to determine the cultural impact and enduring consequences.	T4S5B
The growth of reform movements developed out of the Second Great Awakening.	T4S5C	Analyze diverse artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation.	T4S5C
The Westward Expansion of the United States led to the cultural interaction among diverse peoples including their religion, race, ethnicity, and culture.	T4S5D	Describe the culture and accomplishments of native Americans and African Americans in the ways they responded to American expansion.	T4S5D
The California gold rush provided dramatic financial and social incentives for American, European, and Asian immigration to the West The Industrial Revolution and European immigration radically changed the economy of the Northern United States.	T4S5E	Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development of the United States.	T4S5E
Evidence is needed to support a claim. Citing evidence directly from sources makes an argument more powerful.	RH 6-8.1	Missouri Learning Standards Cite specific evidence to support analysis of primary and secondary sources.	RH 6-8.1
There is a difference between relevant and irrelevant evidence and the importance of using credible sources. Both sides of an argument are important and warrants should be used to connect evidence to the claim.	WHST 6-8.1	Write arguments to support claims with clear reasons and relevant evidence.	WHST 6-8.1
		Knowledge Constructor	ISTE 3C

		<p>Students critically curate a variety of resources using digital tools to construct knowledge, procedure, creative artifacts and make meaningful learning experiences for themselves and others. Students</p> <p>C. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p>	
		<p>Creative Communicator</p> <p>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:</p> <p>d. publish or present content that customizes the message and medium for their intended audiences.</p>	ISTE 6D
		<p>Knowledge Constructor</p> <p>Students critically curate a variety of resources using digital tools to construct knowledge, procedure, and creative artifacts and make meaningful learning experiences for themselves and others. Students:</p> <p>a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p>	ISTE 3A

Unit 3: Assessment

EVIDENCE of LEARNING

<p><u>Understanding</u></p> <p>1,2,5,6,8</p>	<p><u>Standards</u></p> <p>T1S5B T4S5E</p> <p>RH.6-8.1 WHST 6-8.1</p>	<p><u>Unit Performance Assessment:</u> What factors contributed to an increase of immigration in the mid 19th century?</p> <p>Description of Assessment Performance Task(s): Students will annotate a reading on The Growth of America. Students will use information from the reading and background knowledge to write an analytical paragraph that supports their topic sentence. Students will use the following question in order to create a topic sentence and analytical paragraph: Using the documents below, explain the major historical factors that contributed to the change in population patterns of immigrants in America in the mid 19th century. The Growth of America Pre AP Unit 3 Graph / Prompt</p> <p>Teacher will assess: Students will be assessed on claim, evidence, and analysis.</p> <p><u>Performance:</u> Mastery: 12-16 Near Mastery: 8-11 Remediation: 7-0</p> <p>Scoring Guide: Unit 3 PE Rubric</p>	<p><u>R/R Quadrant</u> <u>21 Century</u></p> <p style="text-align: center;">C</p> <p><i>critical thinking</i> <i>communication</i></p>
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Unit 3: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
2,6	T4S1A	<p>Activity #1: Students will create a map of the U.S. as they discover the geographic and political challenges of westward expansion.</p> <p>Objective: <i>Students will create a map of the different regions the U.S. acquired moving westward.</i></p> <p>Implementation:</p> <ul style="list-style-type: none"> ● Students will draw a map of the U.S. as a visual representation of the challenges of westward expansion. ● As each section of the curriculum is covered in class, the students take classroom notes using methods such as Two column notes or Cornell notetaking. ● The students will then add to their map from their classroom notes. Over time, the map will be completed with the following items <ul style="list-style-type: none"> ○ Treaty of Paris 1763 ○ Louisiana Purchase ○ Missouri Compromise ○ Texas Annexation ○ Oregon Country ○ Mexican Cession ○ Trails-Lewis and Clark, Oregon, Santa Fe, Mormon ○ Mountains-Appalachian, Rockies, Sierra-Nevada ○ Rivers-Mississippi, Missouri, Ohio <p>The map should be labeled accordingly. The students will discuss and answer the following overarching questions while using the map to test their understandings of geography during westward expansion. What are the social, economic, and political challenges or opportunities associated with acquiring each region?</p>	<p>-Summarizing and note taking/two column notes</p> <p>-Graphic organizer</p>	<p style="text-align: center;">A</p> <p style="text-align: center;"><i>creativity</i></p>
1,2,5,6,8	<u>Standards</u> T1S4A	<p>Activity #2: Would You Go Claim and Analytical Paragraph</p> <p>Objective: Students will know various motives for Westwards migration,</p>	Summarizing and note taking	<p style="text-align: center;">C</p> <p style="text-align: center;"><i>critical thinking</i></p>

	RH.6-8.1 WHST 6-8.1	<p>understand the challenges of moving West in the mid 19th century, and be able to create a claim/ thesis to defend their stance on the analytical question "If given the opportunity to move west, would you stay or would you choose to move west?".</p> <p>Implementation:</p> <p>Students will read two documents from this time period and use the information in these documents to analyze patterns of continuity and change on patterns of immigration and movement west. Students will also write an analytical paragraph that supports their claim/thesis. Students will use the following question in order to create a thesis statement and analytical paragraph: "If given the opportunity to move west, would you stay or would you choose to move west?"</p> <p>Students will use the attached documents:</p> <p>On the Plains 1844 The Great Western Migration Critical Questions Organizer</p>	Graphic organizer	<i>communication</i>
2,4,5	T4S3B WHST 6-8.2 ISTE 3-C	<p>Activity #3: Manifest Destiny Image Analysis</p> <p>Objective: Students will understand the effects of progress and Westward Expansion on the Native American culture and way of life, be able to critically examine an image depicting the ideal and reality of Manifest Destiny.</p> <p>Implementation:</p> <ul style="list-style-type: none"> Identify the artist or source of the historical document or narrative. Draw upon the data in the historical image in order to obtain or clarify information on the Pioneer and Native American positions on Westward Expansion. Students will complete an advance organizer-a KWL chart-to record their initial thoughts on the image. Through the analysis of the image students will compare, contrast, and evaluate the Federal and Native American positions on Westward Expansion using Mix Pair Share method (Kagan). Students will then record their final thoughts completing the KWL chart individually. Students will then use Google Earth or online atlases to examine 	Cues, questions, and advance organizes	C <i>critical thinking</i>
			Cooperative learning	

		<p>the patterns and movement of groups due to Manifest Destiny finding patterns, and commonalities as well as differences among the pathways.</p> <p>Activity Resources: American Progress Painting Photo/Painting Analysis WS</p>		
2,6,7	T4S3C	<p>Activity #4: Illustrated Texas Annexation Timeline</p> <p>Objective:</p> <ul style="list-style-type: none"> • Students will be able to identify key events of the move for Texas independence from Mexico. • Students will understand why many American settlers moved to Texas after Mexico achieved independence from Spain. • Students will demonstrate understanding of these key events through non-linguistic representation and sequencing the events into a six panel cartoon. <p>Implementation:</p> <ul style="list-style-type: none"> • Students will read and take notes using the outlining note taking strategy using the assigned text on Texas annexation and synthesize the information. 	Homework and Practice, Summarization	D <i>critical thinking</i> <i>collaboration</i> <i>communication</i> <i>creativity</i>
3,6	T4S1C	<p>Activity #5: Indian Removal</p> <p>Objective: Students will understand the point of view of Americans in the 1830s in order to create an argumentative historical interpretation of the Trail of Tears.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Students will review the Cherokee Removal Timeline to become familiar with the sequence of events. • Students will be given two primary sources, one from Andrew Jackson and one from a Cherokee who supported the removal. • Students will answer the Guiding Questions for each primary source. • As a class discussion, ask: • Why did Jackson or Boudinot think Indian Removal was in the best interest of the Cherokee? • Do you believe them? What parts sound sincere/ believable? • Why might some people at that time have believed 	<p>Analysis of primary and secondary sources</p> <p>Compare/contrast</p> <p>Note taking and summarizing</p>	C <i>critical thinking</i> <i>collaboration</i> <i>communication</i> <i>creativity</i>

		<p>that Indian Removal was a reasonable policy? • How have our attitudes changed/ stayed the same since the 1830s?</p> <p>Materials: Indian Removal PPT • Copies of Indian Removal Timeline • Copies of Document A: Jackson • Copies of Document B: Boudinot • Indian Removal Guiding Questions</p> <p>Resource: https://sheg.stanford.edu/indian-removal</p>		
5,8	<p>T1S1B</p> <p>ISTE 6D</p> <p>ISTE 3A</p>	<p>Activity #6: Westward Expansion Newscast-Activity for End of Unit</p> <p>Objective: Students will</p> <ul style="list-style-type: none"> • Understand the rewards and challenges of various groups during the mid nineteenth century. • Be able to synthesize the events during Westward expansion through a cooperative group project. <p>Implementation:</p> <ul style="list-style-type: none"> • Students will work in a cooperative group to write a script or create a newscast using research from notes and websites about Westward expansion. • Students will edit and revise his/her work for correct grammar and mechanics. • Students will use word processing software to compose the final draft • Students will create a newscast using digital camera or device. • Students will upload the video to the internet and share it with an authentic audience. Examples: experts in the field, newscasters, historians, other students <p>Resource: Westward Expansion Assignment</p>	<p>Providing practice</p> <p>Generating and testing hypotheses</p>	<p>C</p> <p><i>critical thinking</i></p> <p><i>collaboration</i></p> <p><i>communication</i></p> <p><i>creativity</i></p>

Unit 3: Resources

UNIT RESOURCES

Teacher Resources:

Textbook

- Holt/McDougal United States Beginnings to 1877 Chapters 8,9,10,11 and 14

Dvds

- Lewis and Clark: The Great Journey West (National Geographic, 2003)
- America: The Story of US (A&E, 2010)

General Resources

- *American Progress*, an 1872 painting by John Gast
- Indian Removal clip: <http://player.discoveryeducation.com/index.cfm?guidAssetId=CB1A4167->
- <https://sheg.stanford.edu/indian-removal>
- Crash Course US History (<https://youtube.com>)

Student Resources:

- Holt/McDougal United States Beginnings to 1877 Chapters 8,9,10,11 and 14
- Nystrom Atlas of U.S. History
- Mini-Qs in American History Binder Volume 1/DBQ Project

Vocabulary:

Annex- To incorporate into the territory of another city, state, or country.

Culture- The arts and other manifestations of human intellectual achievement regarded collectively.

Democracy- A system of government by the whole population or all eligible members of a state

Expedition- A journey or voyage undertaken by a group of people with a particular purpose, especially that of exploration, scientific research, or war.

Frontier- the extreme limit of settled land beyond which lies wilderness, especially referring to the western US before Pacific settlement.

Manifest Destiny- the 19th-century doctrine or belief that the expansion of the US throughout the American continents was both justified and inevitable

Territory- an area of land under the jurisdiction of a ruler or state

urbanization- population shift from rural to urban areas, "the gradual increase in the proportion of people living in urban areas", and the ways in which each society adapts to the change.

Unit 4: Conflict and Crisis

Content Area: Social Studies	Course: Grade 8 United States History	UNIT 4: Conflict and Crisis
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<p>Unit Description: The years leading up to, and including the Civil War, saw the climax of conflicts between the United States' North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.</p>	<p>Unit Timeline: 8 weeks</p> <ul style="list-style-type: none">● Reform Movements-2 weeks● Causes of the Civil War- 2 weeks● Civil War-4 weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – *Students will understand that... (Big Ideas)*

1. In order to avoid simplified generalizations that one must understand the complexity of historical cause-effect relationships.
2. As a context for events, one must understand the relationship between geography and history.
3. In order to recognize the difference between fact and opinion, between evidence and assertion; and thereby frame useful questions one must read widely and critically.
4. History is interpretive. People construct different accounts of the same event, which are shaped by their perspectives-their ideas, attitudes and beliefs.
5. Ideologies, availability of resources and technological change affect economic decisions.
6. Demographic patterns and processes of growth and decline, migration, and settlement change over time though always exhibit some form of continuity as well.
7. Conflict and cooperation shape and transform culture, society, and political institutions.
8. Democratic societies must balance the rights and responsibilities of individuals with the common good.

Essential Questions: Students will keep considering...

How has conflict in society led to change?

Based on the diversity of American regions, was the Civil War inevitable?

Would the removal of any of the causes of the Civil War led to a different outcome other than war?

Was the Civil War about states rights or slavery?

How did amendments to the Constitution increase and protect the rights of all citizens?

Students will know/understand...	Standard	Students Will Be Able to...	Standard
The Second Great Awakening helped to spur changes in society thinking and encouraged reform movements.	T1S1B	Explain connections among historical context and people's' perspectives at the time.	T1S1B
A series of compromises between Northern and Southern states were made to keep the nation unified over this issue of slavery and states rights.	T1S2A	Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society prior to c. 1870.	T1S2A
The role of industrialization in the North and the role of agriculture in the South and expansion in the West further divided the nation establishing diverse regions in our country.	T1S3B	Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.	T1S3B
The reforms in society, the Civil War and eventual abolition of slavery created economic opportunities and challenges for the nation.	T1S4A	Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870	T1S4A
Major issues such as slavery led to the stratification of society and pushed the division between regions in North America.	T1S5B	Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	T1S5B

<p>The attempts made to achieve a compromise over the issue of whether slavery should be allowed in the new western territories proved to be ultimately unsuccessful.</p> <ul style="list-style-type: none"> ○ Missouri Compromise ○ Compromise of 1850 ○ Kansas/Nebraska Act 	T5S1A	<p>Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts.</p>	T5S1A
<p>Inflammatory events in the years preceding the Civil War served to polarize the nation and deepen anger and suspicion between the North and South.</p> <ul style="list-style-type: none"> ○ Publication of Uncle Tom’s Cabin ○ Fugitive Slave Act ○ “Bleeding Kansas” ○ Preston Brook’s attack on Charles Sumner in the U.S. Senate ○ Dred Scott Case ○ John Brown’s Harper’s Ferry Raid ○ Rise of the Republican Party and the election of Abraham Lincoln as president 	T5S1B	<p>Trace the events as well as political, cultural and social conditions leading to conflict between Northern and Southern states.</p>	T5S1B
<p>Major events and battles had a dramatic impact on the outcome of the Civil War, including the following:</p> <ul style="list-style-type: none"> ○ Fort Sumter ○ Bull Run ○ Antietam ○ Vicksburg ○ Gettysburg ○ March to the Sea ○ Appomattox Court House. 	T5S1C	<p>Describe critical developments and turning points in the Civil War including major battles.</p>	T5S1C
<p>Northern and Southern states disagreed over the issue of states’ rights and the right of states to limit the power of the federal government .</p> <p>Amendments were added to the constitution to protect and</p>	T5S2A	<p>Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and after the Civil War.</p>	T5S2A

increase the rights of all American citizens.			
States Rights vs. Federal Rights: Kansas Nebraska Act/Bleeding Kansas	T5S2B	Analyze federalism and popular sovereignty to explain people's' expectations of the role of government and their place in governance	T5S2B
The origin of the Republican party: <ul style="list-style-type: none"> ○ Political platform ○ Anti Slavery ○ Abraham Lincoln 	T5S2C	Analyze the election of 1860 to explain the development of political parties and how they influence the selection of leaders	T5S2C
Under the leadership of Lincoln and General Grant, the Union armies relied on overwhelming manpower and resources to force the Confederacy to surrender. At the outset of the war, the Northern states relied on a larger population, greater material resources and infrastructure, and a sense of nationalism to counter a lack of military leadership. At the outset of the war, the Southern states relied on a sense of justness, brilliant military commanders, and knowledge of the land to counter disadvantages in population and material provisions.	T5S2D	Compare and contrast the governmental systems of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems.	T5S2D
Northern manufacturing vs Southern agriculture The role slavery played in these regions and how this issue influences the annexation and admittance of new states/ territories.	T5S3A	Analyze the geography of U.S. North, South, and West in order to explain their cultural, social and economic differences.	T5S3A
The Appalachian Mountains created two theaters of war which each had their own unique challenges which impacted the North's ability to invade and conquer the South and the South's ability to defend its borders.	T5S3B	Evaluate the significance of geography on the conduct of the war and strategy of the North and South.	T5S3B
Far greater population numbers in the North created obvious advantages compared to the South. Large numbers of European immigrants in the North created a	T5S3C	Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns	T5S3C

<p>large Republican paid labor force.</p> <p>Large numbers of slaves in the South created both opportunities and liabilities.</p>		<p>on cultures and community life in this time period.</p>	
<p>Northern railroads, canals, telegraph lines and manufacturing led to a more developed North which created a large rift between North and the South.</p>	T5S4A	<p>Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship among those regions.</p>	T5S4A
<p>The rise of cotton agriculture helped create a Southern society that was dominated by the plantation system and the dependence on slave labor.</p>	T5S4B	<p>Compare the economic strengths and weaknesses of the North and South before, during and immediately after the Civil War.</p>	T5S4B
<p>President Lincoln issued the Emancipation Proclamation to inspire a war weary nation and turn the Civil War into a moral crusade.</p>	T5S5A	<p>Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the varying perspectives of American people, groups and movements.</p>	T5S5A
<p>The Civil War, the first Modern War, which changed the battlefield and led to mass casualties and greatly changed the nation.</p> <p>Despite hopes for a quick victory, both sides quickly realized that the war would be far more difficult and deadly than ever imagined.</p>	T5S5B	<p>Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and groups.</p>	T5S5B
<p>Women sought political, economic, and social equality with men.</p> <p>The Seneca Falls Convention produced the Declaration of Sentiments which marked the beginning of the women's rights movement.</p>	T5S5C	<p>Analyze the evolution of the women's movement to trace its continued development and evaluate its impact.</p>	T5S5C
<p>The abolitionist movement caused conflict and division between the northern and southern sections of the United States and faced strong opposition to their reform movements</p>	T5S5D	<p>Analyze the evolution of the abolitionist movement to trace its continued development and evaluate its impact.</p>	T5S5D
<p>African American culture grew to become a coping mechanism to deal with the oppression in the North such as limited economic</p>	T5S5E	<p>Trace the development of African American culture in non-slave states and in the context of</p>	T5S5E

opportunities and continued struggles even in non-slave states/ territories		slavery	
Evidence is needed to support a claim. Citing evidence directly from sources makes an argument more powerful.		Missouri Learning Standards Cite specific evidence to support analysis of primary and secondary sources.	RH 6-8.1
Summaries are objective. In order to determine a central idea of a text, an inference must be made.		Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	RH6-8.2
There is a difference between relevant and irrelevant evidence and the importance of using credible sources. Both sides of an argument are important and warrants should be used to connect evidence to the claim.		Write arguments to support claims with clear reasons and relevant evidence.	WHST 6-8.1
		Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, procedure, and creative artifacts and make meaningful learning experiences for themselves and others. Students: b. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	ISTE 3A
		Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students: d. publish or present content that customizes the message and medium for their intended	ISTE 6D

audiences.

Unit 4: Assessment

Evidence of Learning

<p><u>Understanding</u></p> <p>1,3,7</p>	<p><u>Standards</u></p> <p>T1S5B T1S3B</p> <p>RH.6-8.1 RH 6-8.2 WHST 6-8.1</p>	<p><u>Unit Performance Assessment: What was the main cause the Civil War? DBQ Essay</u></p> <p>Description of Assessment Performance Task(s): Students will read primary and secondary source documents from this time period and then use these documents in a response as support for their thesis. Students will answer the following question: "What was the main cause of the American Civil War?" Pre AP students will not be provided the questions along with the documents.</p> <p>Teacher will assess:</p> <ul style="list-style-type: none">· <i>Background Information</i>· <i>Thesis Statement/ Claim</i>· <i>Topic Sentence</i>· <i>Evidence</i>· <i>Analysis</i> <p>Documents for Students: What Factors Caused the Civil War DBQ Background Information Advance Organizer: Document Analysis Organizer Key</p> <p><u>Performance:</u></p> <p>Mastery: <i>Each aspect of the DBQ essay will be evaluated as they were in the previous Performance Events:</i></p> <ul style="list-style-type: none">· <i>Contextualization</i>· <i>Claim/Argument</i>· <i>Evidence</i>· <i>Analysis</i> <p>Mastery: 16-12 Near Mastery: 8-11 Remediation: 7-0 Scoring Guide: Grade 8 Unit 4 P.E. Rubric</p>	<p><u>R/R Quadrant</u> <u>21 Century</u></p> <p>C</p> <p><i>critical thinking</i> <i>communication</i></p>
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Unit 4: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1,7	T5S5C T5S5D ISTE 6D ISTE3A	<p>Activity #1: Reform Unit PSA/ Commercial- Multimedia Project</p> <p>Objective: Students will be understand the various Reform movements in the mid 19th century (Women’s rights, Abolition)</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Students will work in a cooperative group to write a script or create a flyer for a public service announcement using research from official Public Service Announcements and websites about various topics. • Students will edit and revise his/her work for correct grammar and mechanics. • Students will use word processing software to keyboard the final draft • Students will create a flyer or record his/her announcement using digital camcorder or device. <p>Technology Alternative: Students will create a flyer or record his/her announcement using a digital camcorder , device and/or computer to be presented to the class.</p> <ul style="list-style-type: none"> • Appendix Documents: <i>what appendix documents support this activity?</i> <u>Reform Unit Multimedia Project</u> 	Cooperative Learning Note Taking and Summarazing	C <i>critical thinking collaboration communication creativity</i>
2,4,7	T1S2A	<p>Activity #2: North vs South Opposing Viewpoints</p> <p>Objective: Students will understand the Northern and Southern reactions to events leading up to the Civil War and how that led to the war.</p>	Homework and Practice Cooperative Learning Cues, Questions,	A <i>critical thinking</i>

		<p>Implementation:</p> <ul style="list-style-type: none"> Using their textbook or online materials, students will fill in the Northern and Southern reactions matrix and analyze the views of the North and South for each event that helped cause the Civil War. Students may work in small groups to determine the reactions of the North and South for each event. Students will be assigned to three person groups and assigned either the North or the South. They will then rank the top three events that lead to the Civil War and be ready to defend their rankings in an oral presentation. <p>Student Handout: North v South Reaction Matrix Textbook</p>	<i>and Graphic Organizers</i>	
2,5,6,7	T5S1C ISTE 3A	<p>Activity #3: Civil War Infographic Analysis</p> <p>Objective: <i>Students will understand the major events, battles, and people involved in the Civil War.</i></p> <p>Implementation:</p> <ul style="list-style-type: none"> Using the computer lab, students will navigate through the History Channel's interactive website on the Civil War and will understand the major events, battles, and people involved in the Civil War. Students will also determine what were the main turning points in the Civil War. Students will complete the Civil War 150 interactive worksheet that goes with the website. <p>Student Handout: Civil War 150 Link Civil War 150 WS</p>	<i>Summarizing and note-taking</i>	A <i>critical thinking</i>
1,2,4,7	T1S3B WHST 6-8.1	<p>Activity #4: Civil War counterfactual</p> <p>Objective: <i>Students will be able to predict what America would have been like if the Civil War did not occur. They will complete a series of sentences so that they can form an opinion regarding America's path without the Civil War.</i></p>	<i>Cues, Questions, and Advance Organizers</i>	C <i>critical thinking communication</i>

		<p>Implementation:</p> <ul style="list-style-type: none"> • Students will be given a series of open-ended sentences to complete. • Each response asks about certain aspects of the Civil War (leaders, policies, etc.) • Students respond to the prompts as if the Civil War did not occur. • Students will then logically explain in a paragraph using the information created to depict the U.S. without the Civil War occurring. <p>Student Handout: What if there was no Civil War?</p>		
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Unit 4: Resources

UNIT RESOURCES	
<p><u>Teacher Resources:</u></p> <p>Textbook</p> <ul style="list-style-type: none"> • Holt/McDougal United States Beginnings to 1877 Chapters 15,16 and 17 <p>General Resources</p> <ul style="list-style-type: none"> • http://www.history.com/civil-war-150#/wiki • http://www.nps.gov/jeff/learn/education/upload/dred4.pdf • http://socialsciences.dadeschools.net/files/African%20american%20history%20lessons/Dred%20Scott%20Decision.pdf • https://sheg.stanford.edu/emancipation-proclamation • https://sheg.stanford.edu/thomas-nast • https://sheg.stanford.edu/sharecropping • Crash Course US History (https://youtube.com) • http://www.civilwar.org/ 	
<p><u>Vocabulary:</u></p> <p>Abolition-an end to slavery Emancipation-freeing of the slaves Secede-to formally withdraw from the Union Suffrage- the right to vote in political elections Contraband-an escaped slave who joined the Union Army during the Civil War Habeas corpus-the Constitutional protection against unlawful imprisonment Blockade-seal off to prevent goods or people from entering or leaving</p>	

Sectionalism-a devotion to the interests of one geographic region over the interests of the country as a whole