

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **GRADE 8 SOCIAL STUDIES United States History: The American National Identity: The Struggle for Freedom and Equality 2019**

**(Last revision date: 2005)**



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**Grade 8 Social Studies**  
**United States History: The American National Identity:**  
**The Struggle for Freedom and Equality**  
**Table of Contents**

Core Values & Beliefs .....	2
Introduction & Philosophy .....	2
Course Goals .....	2
Course Enduring Understandings .....	8
Course Essential Questions .....	9
Course Knowledge & Skills .....	10
Unit 1: Thinking like Historians: The American Revolution .....	13
Unit 2: Foundations of Government .....	18
Unit 3: Marginalized in America .....	25
Unit 4: Divisions in America .....	31
Unit 5: Expansion and Economic Growth .....	38
Student Performance Assessments .....	46

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

## CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

In grade 8, students engage in the study of events, documents, movements, and people related to 18<sup>th</sup>- and 19<sup>th</sup>-century America, with a focus on inquiry into the development of the United States as a nation and its evolving identity. Students will analyze relevant current issues, their constitutional origins, their historical development, and how those issues connect and/or divide the nation. The course requires that students generate and research compelling questions such as:

- How do Americans define freedom and equality, and how have American conceptions of freedom and equality changed over the course of United States history for members of various racial, ethnic, religious, and gender minority groups?
- Is America a land of political, economic, and social opportunity?
- What was the significance of Connecticut's contribution to America's story?
- Is the United States a "just" society, and how has the concept of justice evolved over time?
- Is there an American national identity? What does it mean to be an American?
- What should be the current role of the United States in world affairs?

Using guided inquiry, students will work with, generate, and research compelling and supporting questions to develop a deeper understanding of the nation's history, culture, and role in the world.

Students will analyze a variety of viewpoints and perspectives on topics studied, and engage in experiential learning and inquiry-based activities that promote the development of research, reading, writing, writing, speaking, and listening skills in the social studies classroom that have authentic, real-world applications.

## COURSE GOALS

The following course goals derive from the 2015 Connecticut Elementary and Secondary Social Studies Frameworks.

## DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

### **Constructing Compelling Questions**

It is expected that students will work individually and with others to:

- INQ 6-8.1 Explain how a question represents key ideas in the field.
- INQ 6-8.2 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

### **Constructing Supporting Questions**

It is expected that students will work individually and with others to:

- INQ 6-8.3 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- INQ 6-8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

### **Determining Helpful Sources**

- INQ 6-8.5 Determine the kind of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.

## DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

### **Change, Continuity, and Context**

It is expected that students will work individually and with others to:

- HIST 8.1 Analyze connections among events and developments in historical contexts.
- HIST 8.2 Classify series of historical events and developments as examples of change and/or continuity.

### **Perspectives**

It is expected that students will work individually and with others to:

- HIST 8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.
- HIST 8.4 Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women).
- HIST 8.5 Analyze how people's perspectives influenced what information is available in the historical sources they created.

### **Historical Sources and Evidence**

It is expected that students will work individually and with others to:

- HIST 8.6 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- HIST 8.7 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- HIST 8.8 Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

### **Causation and Argumentation**

It is expected that students will work individually and with others to:

HIST 8.9 Explain multiple causes and effects of events and developments in the past.

HIST 8.10 Organize applicable evidence into a coherent argument about the past.

### **Civics and Political Institutions**

It is expected that students will work individually and with others to:

CIV 8.1 Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.

### **Participation and Deliberation**

It is expected that students will work individually and with others to:

CIV 8.2 Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.

### **Processes, Rules, and Laws**

It is expected that students will work individually and with others to:

CIV 8.3 Analyze the purposes, implementation, and consequences of public policies in multiple settings.

CIV 8.4 Compare historical and contemporary means of changing societies, and promoting the common good.

### **Economic Decision-Making**

It is expected that students will work individually and with others to:

ECO 8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.

### **Exchange and Markets**

It is expected that students will work individually and with others to:

ECO 8.2 Describe the role of competition in the determination of prices and wages in a market economy.

ECO 8.3 Analyze the role of innovation and entrepreneurship in a market economy.

### **The National Economy**

It is expected that students will work individually and with others to:

ECO 8.4 Explain how inflation, deflation, and unemployment affect different groups.

ECO 8.5 Explain why standards of living increase as productivity improves.

### **The Global Economy**

It is expected that students will work individually and with others to:

ECO 8.6 Explain the benefits and the costs of trade policies to individuals, businesses, and society.

### **Geographic Representations: Spatial Views of the World**

It is expected that students will work individually and with others to:

GEO 8.1 Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.

### **Human-Environment Interaction: Places Regions, and Culture**

It is expected that students will work individually and with others to:

GEO 8.2 Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.

### **Human Population: Spatial Patterns and Movement**

It is expected that students will work individually and with others to:

- GEO 8.3 Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

### **Global Interconnections**

It is expected that students will work individually and with others to:

- GEO 8.4 Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.

## **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

### **Gathering and Evaluating Sources**

It is expected that students will work individually and with others to:

- INQ 6-8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 6-8.7 Evaluate the credibility of a source by determining its relevance and intended use.
- INQ 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- INQ 6-8.9 Develop claims and counterclaims while pointing out the strengths and limitations of both.

## **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

### **Communicating and Critiquing Conclusions**

It is expected that students will work individually and with others to:

- INQ 6-8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- INQ 6-8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- INQ 6-8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audience and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- INQ 6-8.13 Critique arguments for credibility.
- INQ 6-8.14 Critique the structure of explanations.
- INQ 6-8.15 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- INQ 6-8.16 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.
- INQ 6-8.17 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCS.ELA-Literacy.RH.6-8.2	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.
CCS.ELA-Literacy.RH.6-8.3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCS.ELA-Literacy.RH.6-8.10	Read and comprehend history/social studies texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.WHST.6-8.1	Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

CCS.ELA-Literacy.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCS.ELA-Literacy.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCS.ELA-Literacy.WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCS.ELA-Literacy.WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several



sources and generating additional related, focused questions that allow for multiple avenues of exploration.

- CCS.ELA-Literacy.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- CCS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.
- CCS.ELA-Literacy.WHST.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **COURSE ENDURING UNDERSTANDINGS**

### **Content**

Students will understand that . . .

- the Constitution is a living document whose interpretation adapts with changing historical context.
- the ability to dissent is a necessary tool in a democratic system.
- progress towards American ideals has followed an uneven trajectory.
- individuals, groups, and institutions have both promoted and hindered people's struggle for freedom, equality, and social justice.
- art, music, literature, and other forms of media are forms of cultural expression that reflect the realities of society at a particular point in time.
- technological innovations have provided opportunities while also presenting challenges.
- economic growth led the United States to become a world power.
- slavery exists as an institution to promote economic goals, and its legacy of racism has broad-based impacts throughout history and today.
- people of different races, genders, religions, and national origins contribute to the cultural diversity of and to social, economic, and political progress in the United States.
- citizens have the power to demand that government meet the promises of the founding ideals for all people.
- change may require protest, rebellion, or revolution.
- in today's global society, the United States plays a leading role on the world stage in economic, social, and political matters.
- the American National Identity is driven by and changes with economic, social, and political movements of the prevailing time period.

**Skills: Inquiry**

Students will understand that . . .

- compelling and supporting questions frame and support inquiry.
- an inquiry is based upon analyzing information and coming to conclusions.
- every source must be evaluated for reliability.
- claims can be constructed and communicated for a variety of purposes and audiences.

**Skills: Reading**

Students will understand that . . .

- textual evidence is necessary to support analysis of central idea, inference, and summary.
- close reading will increase comprehension of text.
- there are similarities and differences between written text and other media.
- word meanings, structure, and point of view shape understanding of text.

**Skills: Writing**

Students will understand that . . .

- each type of writing (argumentative, informative, and narrative) has its unique purpose, style, and structure.
- the production of clear, coherent writing is a process that requires planning, revising, editing, rewriting, and using technology as a means to publish, and to possibly find a new approach.
- effective research presents knowledge gained from the evaluation of multiple, credible, and reliable sources that will clearly support a claim or explain a topic.

**Skills: Speaking & Listening**

Students will understand that . . .

- speakers use strategies and techniques for effective academic conversation and presentation.
- listeners need to analyze purpose and to evaluate information presented in different formats.
- listeners need to evaluate a speaker's argument/reasoning and determine relevance.

## COURSE ESSENTIAL QUESTIONS

- What tools do historians use to analyze historical events?
- The American Identity: Who are we, and who do we want to be?
- How have individuals, groups, and institutions both promoted and hindered people's struggles for freedom, equality, and social justice?
- What reading, writing, speaking, and listening skills do I need in order to evaluate historical events and their impact?

## COURSE KNOWLEDGE & SKILLS

Students will understand . . .

- how individuals, groups, and institutions have both promoted and hindered people's struggles for freedom, equality, and social justice.
- change as sometimes requiring protest, rebellion, or revolution.
- the denial of rights that led the Colonists to declare their independence from Britain.
- effective and efficient government of the United States relying on a balance of power between the federal and state governments and among the three branches of government.
- the Constitutional debate over the balance between state and federal power continuing in today's society.
- religious freedom and the role of religion in the development of the national identity, adapting to the economic, social, and political climate of the nation.
- partisanship affecting progress towards fulfilling the nation's ideals.
- the Constitution as a living document whose interpretation adapts with changing historical context.
- America's promise for people of the opportunity and the freedom to pursue their dreams and become successful.
- economic growth justifying expansion as the nation sought access to resources and new markets.
- Westward Expansion's creation of both opportunities and challenges.
- U.S. policy with a direct impact on the Native American community that continues to exist today.
- innovation in transportation, communication, and production that impacted the standard of living.
- economic growth that led the United States to become a world power.
- the enjoyment of prosperity by many, but not all, during eras of substantial economic growth.
- the shift from agriculture to manufacturing during the Industrial Era, and its leading of millions to immigrate to America to fill the nation's labor needs and pursue the American Dream.
- language, religious, and cultural differences and U.S. policy that led to the disparate treatment of various groups of people throughout history.
- nativism's challenge for immigrants throughout history and its continued challenge for them today.
- economic growth, throughout history and today, that has a direct impact on the environment.
- progress, historically, towards equality and opportunity that has followed an uneven trajectory.
- certain groups' denial of access to the American Dream based on race, gender, religion, and national origin.
- racism's creation of a cultural divide in the United States.
- slavery's existence as an institution to promote economic goals.
- cultural, economic, and environmental differences that distinguished the North from the South in the Antebellum, Civil War, and Reconstruction Eras.

- both positive and negative aspects of Reconstruction.
- discrimination's relationship to income disparity.
- minority groups' contribution to progress in the United States over time despite societal obstacles.
- the contributions to the cultural diversity of the United States by people of different races, genders, religions, and national origins.
- art, music, literature, and other forms of media serving as forms of cultural expressions reflecting the realities of society at a particular point in time.
- the United States' leading role, in a global society, in economic, social, and political matters.
- the United States' infringement upon personal liberties, at times, in order to promote national security.
- dissent as a necessary tool in a democratic system, but one that has not always been tolerated.
- technological innovations providing opportunities while also presenting challenges.
- the media's influence on the American national identity.
- the government's treatment of its citizens as related to how it is perceived by the world.
- citizens' power to demand that government meet the promises of the founding ideals.
- activism's many forms, with a variety of consequences.
- the American National Identity as driven by and changing with economic, social, and political movements of the prevailing time period.

Students will be able to . . .

- annotate text effectively.
- summarize text.
- demonstrate understanding of key academic and content-specific vocabulary.
- read and evaluate informational and argumentative texts.
- use close reading strategies to analyze a text.
- distinguish fact from opinion.
- determine the central idea of a document.
- identify context of sources.
- identify point of view, perspective, and bias in texts.
- corroborate facts using multiple sources.
- make inferences based on text and other sources.
- cite text evidence to support their analysis of a document.
- identify relevant sources.
- evaluate reliability of sources.
- produce and develop writing mindful of task, purpose, and audience.
- formulate an effective claim.
- utilize relevant evidence from multiple sources to develop effective arguments that support a claim.
- address and refute opposing arguments.
- revise and edit writing.
- analyze and evaluate visuals, charts, graphs, tables, and maps.

- use strategies and techniques for effective academic conversation, presentation, and debate.
- evaluate a speaker's argument/reasoning.
- listen to, analyze, and evaluate information presented in different formats.
- participate in collaborative learning groups.
- develop compelling and supporting questions.

# UNIT 1

## Thinking like Historians: The American Revolution

### Unit Goals

At the completion of this unit, students will:

- INQ 6-8.1 Explain how a question represents key ideas in the field.
- INQ 6-8.2 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 6-8.3 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- INQ 6-8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- INQ 6-8.5 Determine the kind of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- INQ 6-8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 6-8.7 Evaluate the credibility of a source by determining its relevance and intended use.
- INQ 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- INQ 6-8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- INQ 6-8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- INQ 6-8.13 Critique arguments for credibility.
- INQ 6-8.16 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.

HIST 8.1	Analyze connections among events and developments in historical contexts.
HIST 8.2	Classify series of historical events and developments as examples of change and/or continuity.
HIST 8.3	Analyze multiple factors that influenced the perspectives of people during different historical eras.
HIST 8.5	Analyze how people’s perspectives influenced what information is available in the historical sources they created.
HIST 8.6	Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
HIST 8.7	Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
HIST 8.8	Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
HIST 8.9	Explain multiple causes and effects of events and developments in the past.
HIST 8.10	Organize applicable evidence into a coherent argument about the past.
CCS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCS.ELA-Literacy.RH.6-8.2	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.
CCS.ELA-Literacy.RH.6-8.3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCS.ELA-Literacy.RH.6-8.10	Read and comprehend history/social studies texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.WHST.6-8.1	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
CCS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCS.ELA-Literacy.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data



and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

### **Unit Essential Question**

- How do we think like historians?

### **Scope and Sequence**

- Content
  - a) Protest in modern America
    - i. Purpose, method, and impact
  - b) The American Revolution: Protest and rebellion
    - i. Rise in tensions between the British and the colonists: Intolerable Acts
    - ii. Patriots vs. Loyalists
    - iii. Boston Tea Party
    - iv. Boston Massacre
    - v. The role of propaganda
    - vi. Contributions of woman, blacks, and Native Americans
    - vii. America's Founding Ideals
    - viii. Connecticut's connections
- Skills
  - a) Annotating text effectively
  - b) Summarizing text
  - c) Demonstrating understanding of key academic and content-specific vocabulary
  - d) Reading and evaluating informational and argumentative texts
  - e) Corroborating facts using multiple sources
  - f) Making inferences based on text and other sources
  - g) Citing text evidence to support their analysis of a document
  - h) Producing and developing writing mindful of task, purpose, and audience
  - i) Analyzing and evaluating visuals, charts, graphs, tables, and maps
  - j) Using strategies and techniques for effective academic conversation, presentation, and debate
  - k) Participating in collaborative learning groups

### **Assured Assessments**

Formative Assessments:

Students will participate in a variety of formative assessments as they continue to develop their active reading and writing strategies, as well as their source analysis and oral discourse skills.

### Summative Assessments:

A baseline skills assessment and a baseline DBQ (Document-Based Question) writing assessment common to both middle schools will be used. Common rubrics will be used to assess the responses, and grades will be factored into the trimester grade as a major element in a manner common to all grade 8 social studies teachers at both middle schools.

### Resources

#### Core

- Close Up Foundation. *Close Up Washington DC*. <https://closeup.org/in-the-classroom/resource-libraries/>. Web.
- Scholastic. *The New York Times Upfront Magazine*. Various issues.
- TCI History Alive! *Pursuing American Ideals*. <https://www.teachtci.com/social-studies/high-school-social-studies/>. Web.
- TCI History Alive! *The United States through Industrialism*. <https://www.teachtci.com/social-studies/middle-school-social-studies/>. Web.
- Relevant digital resources (e.g., Newsela)
- Various additional primary and secondary sources

#### Supplemental

- Guest speakers and/or field trips (e.g., Boston)

### Time Allotment

- Approximately 5 weeks

## UNIT 2

### Foundations of Government

#### Unit Goals

At the completion of this unit, students will:

- INQ 6-8.1 Explain how a question represents key ideas in the field.
- INQ 6-8.2 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 6-8.3 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- INQ 6-8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- INQ 6-8.5 Determine the kind of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- INQ 6-8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 6-8.7 Evaluate the credibility of a source by determining its relevance and intended use.
- INQ 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- INQ 6-8.9 Develop claims and counterclaims while pointing out the strengths and limitations of both.
- INQ 6-8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- INQ 6-8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- INQ 6-8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audience and venues outside the classroom using print and

oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

- INQ 6-8.13 Critique arguments for credibility.
- INQ 6-8.14 Critique the structure of explanations.
- INQ 6-8.15 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- INQ 6-8.16 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.
- INQ 6-8.17 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
- HIST 8.1 Analyze connections among events and developments in historical contexts.
- HIST 8.2 Classify series of historical events and developments as examples of change and/or continuity.
- HIST 8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.
- HIST 8.4 Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women).
- HIST 8.5 Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- HIST 8.6 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- HIST 8.7 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- HIST 8.8 Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

HIST 8.9	Explain multiple causes and effects of events and developments in the past.
HIST 8.10	Organize applicable evidence into a coherent argument about the past.
CIV 8.1	Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
CIV 8.2	Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
CIV 8.3	Analyze the purposes, implementation, and consequences of public policies in multiple settings.
CIV 8.4	Compare historical and contemporary means of changing societies, and promoting the common good.
ECO 8.1	Explain how economic decisions affect the well-being of individuals, businesses, and society.
CCS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCS.ELA-Literacy.RH.6-8.2	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.
CCS.ELA-Literacy.RH.6-8.3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCS.ELA-Literacy.RH.6-8.10	Read and comprehend history/social studies texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.WHST.6-8.1	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
CCS.ELA-Literacy.WHST.6-8.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ol>

- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCS.ELA-Literacy.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
CCS.ELA-Literacy.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCS.ELA-Literacy.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Unit Essential Question**

- How does the Constitution reflect American beliefs?

## Scope and Sequence

- Content
  - a) America’s Founding Ideals
  - b) Philosophical influences
  - c) Founding documents
    - i. Declaration of Independence
    - ii. Articles of Confederation
    - iii. The Constitution
    - iv. The Bill of Rights
  - d) Convention to Ratification
    - i. The role of compromise
    - ii. Federalist v. Anti-Federalist
  - e) Division of power
    - i. Three branches
    - ii. Federalism and shared power
  - f) Challenges for the new nation
  - g) Connecticut connections
  - h) Current issues
- Skills
  - a) Annotating text effectively
  - b) Summarizing text
  - c) Demonstrating understanding of key academic and content-specific vocabulary
  - d) Reading and evaluating informational and argumentative texts
  - e) Corroborating facts using multiple sources
  - f) Making inferences based on text and other sources
  - g) Citing text evidence to support their analysis of a document
  - h) Producing and developing writing mindful of task, purpose, and audience
  - i) Analyzing and evaluating visuals, charts, graphs, tables, and maps
  - j) Using strategies and techniques for effective academic conversation, presentation, and debate
  - k) Participating in collaborative learning groups

## Assured Assessments

### Formative Assessments:

Students will participate in a variety of formative assessments as they continue to develop their active reading and writing strategies, as well as their source analysis and oral discourse skills.

### Summative Assessments:

A simulation, a content assessment, a skills assessment, and a Declaration of Independence DBQ (Document-Based Question) writing assessment common to both middle schools will be used.



Common rubrics will be used to assess the responses, and grades will be factored into the trimester grade as a major element in a manner common to all grade 8 social studies teachers at both middle schools.

## **Resources**

### Core

- Close Up Foundation. *Close Up Washington DC*. <https://closeup.org/in-the-classroom/resource-libraries/>. Web.
- Scholastic. *The New York Times Upfront Magazine*. Various issues.
- TCI History Alive! *Pursuing American Ideals*. <https://www.teachtci.com/social-studies/high-school-social-studies/>. Web.
- TCI History Alive! *The United States through Industrialism*. <https://www.teachtci.com/social-studies/middle-school-social-studies/>. Web.
- Relevant digital resources (e.g., Newsela)
- Various additional primary and secondary sources

### Supplemental

- Guest speakers and/or field trips (e.g., Philadelphia)

## **Time Allotment**

- Approximately 12 weeks

## **UNIT 3**

### **Marginalized in America**

#### **Unit Goals**

At the completion of this unit, students will:

- INQ 6-8.1 Explain how a question represents key ideas in the field.
- INQ 6-8.2 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 6-8.3 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- INQ 6-8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- INQ 6-8.5 Determine the kind of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- INQ 6-8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 6-8.7 Evaluate the credibility of a source by determining its relevance and intended use.
- INQ 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- INQ 6-8.9 Develop claims and counterclaims while pointing out the strengths and limitations of both.
- INQ 6-8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- INQ 6-8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- INQ 6-8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audience and venues outside the classroom using print and

oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

- INQ 6-8.13 Critique arguments for credibility.
- INQ 6-8.14 Critique the structure of explanations.
- INQ 6-8.15 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- INQ 6-8.16 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.
- INQ 6-8.17 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
- HIST 8.1 Analyze connections among events and developments in historical contexts.
- HIST 8.2 Classify series of historical events and developments as examples of change and/or continuity.
- HIST 8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.
- HIST 8.4 Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women).
- HIST 8.5 Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- HIST 8.6 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- HIST 8.7 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- HIST 8.8 Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

HIST 8.9	Explain multiple causes and effects of events and developments in the past.
HIST 8.10	Organize applicable evidence into a coherent argument about the past.
CCS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCS.ELA-Literacy.RH.6-8.2	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.
CCS.ELA-Literacy.RH.6-8.3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCS.ELA-Literacy.RH.6-8.10	Read and comprehend history/social studies texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.WHST.6-8.1	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> </ul>

- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

CCS.ELA-Literacy.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCS.ELA-Literacy.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCS.ELA-Literacy.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
CCS.ELA-Literacy.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCS.ELA-Literacy.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Unit Essential Question**

- What happens when belief systems of societies and individuals come into conflict?

### **Scope and Sequence**

- Content
  - a) Modern discrimination
  - b) Methods of marginalization
  - c) Impacted peoples
  - d) Non-linear progress
- Skills
  - a) Evaluating credibility of sources
  - b) Research skills
  - c) Inquiry into historical underpinnings

### **Assured Assessments**

Formative Assessments:

Students will participate in a variety of formative assessments as they continue to develop their active reading and writing strategies, as well as their source analysis and oral discourse skills.

### Summative Assessment:

An inquiry presentation, focused on tracing a current issue through history, common to both middle schools will be used. A common rubric will be used to assess the presentation, and grades will be factored into the trimester grade as a major element in a manner common to all grade 8 social studies teachers at both middle schools.

### Resources

#### Core

- Close Up Foundation. *Close Up Washington DC*. <https://closeup.org/in-the-classroom/resource-libraries/>. Web.
- Scholastic. *The New York Times Upfront Magazine*. Various issues.
- TCI History Alive! *Pursuing American Ideals*. <https://www.teachtci.com/social-studies/high-school-social-studies/>. Web.
- TCI History Alive! *The United States through Industrialism*. <https://www.teachtci.com/social-studies/middle-school-social-studies/>. Web.
- Relevant digital resources (e.g., Newsela)
- Various additional primary and secondary sources

### Time Allotment

- Approximately 3 weeks

## UNIT 4<sup>1</sup>

### Divisions in America

#### Unit Goals

At the completion of this unit, students will:

- INQ 6-8.1 Explain how a question represents key ideas in the field.
- INQ 6-8.2 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 6-8.3 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- INQ 6-8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- INQ 6-8.5 Determine the kind of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- INQ 6-8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 6-8.7 Evaluate the credibility of a source by determining its relevance and intended use.
- INQ 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- INQ 6-8.9 Develop claims and counterclaims while pointing out the strengths and limitations of both.
- INQ 6-8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- INQ 6-8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

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<sup>1</sup> Units 4 & 5 may be taught in either order.



- INQ 6-8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audience and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- INQ 6-8.13 Critique arguments for credibility.
- INQ 6-8.14 Critique the structure of explanations.
- INQ 6-8.15 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- INQ 6-8.16 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.
- INQ 6-8.17 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
- HIST 8.1 Analyze connections among events and developments in historical contexts.
- HIST 8.2 Classify series of historical events and developments as examples of change and/or continuity.
- HIST 8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.
- HIST 8.4 Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women).
- HIST 8.5 Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- HIST 8.6 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- HIST 8.7 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

HIST 8.8	Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
HIST 8.9	Explain multiple causes and effects of events and developments in the past.
HIST 8.10	Organize applicable evidence into a coherent argument about the past.
CIV 8.1	Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
CIV 8.2	Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
CIV 8.3	Analyze the purposes, implementation, and consequences of public policies in multiple settings.
CIV 8.4	Compare historical and contemporary means of changing societies, and promoting the common good.
ECO 8.1	Explain how economic decisions affect the well-being of individuals, businesses, and society.
ECO 8.4	Explain how inflation, deflation, and unemployment affect different groups.
GEO 8.1	Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
GEO 8.2	Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
CCS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCS.ELA-Literacy.RH.6-8.2	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.
CCS.ELA-Literacy.RH.6-8.3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCS.ELA-Literacy.RH.6-8.10	Read and comprehend history/social studies texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.WHST.6-8.1	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
CCS.ELA-Literacy.WHST.6-8.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include</li> </ol>

formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCS.ELA-Literacy.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCS.ELA-Literacy.WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCS.ELA-Literacy.WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCS.ELA-Literacy.WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCS.ELA-Literacy.WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCS.ELA-Literacy.WHST.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Unit Essential Question**

- How has race shaped the American identity?

### **Scope and Sequence**

- Content
  - a) Legacy of slavery
  - b) Slavery
    - i. Slave trade
    - ii. Constitutional compromises
    - iii. Resistance and the Abolitionist Movement
    - iv. Connecticut connections
  - c) Expansion
    - i. Manifest Destiny
    - ii. Westward Expansion
    - iii. Conflict and compromise
  - d) The Civil War
    - i. Differences between the North and the South leading to war
    - ii. Key events
    - iii. Women's roles and experiences
    - iv. African-American experiences
    - v. Impact on the American identity
  - e) Reconstruction
    - i. Plans for Reconstruction
    - ii. The Compromise of 1877
    - iii. Impact of Reconstruction – culture of prejudice
  - f) Modern issues
- Skills
  - a) Annotating text effectively
  - b) Summarizing text
  - c) Demonstrating understanding of key academic and content-specific vocabulary
  - d) Reading and evaluating informational and argumentative texts
  - e) Corroborating facts using multiple sources
  - f) Making inferences based on text and other sources
  - g) Citing text evidence to support their analysis of a document
  - h) Producing and developing writing mindful of task, purpose, and audience
  - i) Analyzing and evaluating visuals, charts, graphs, tables, and maps

- j) Using strategies and techniques for effective academic conversation, presentation, and debate
- k) Participating in collaborative learning groups

### **Assured Assessments**

#### Formative Assessments:

Students will participate in a variety of formative assessments as they continue to develop their active reading and writing strategies, as well as their source analysis and oral discourse skills.

#### Summative Assessments:

A content assessment, a skills assessment, and an interdisciplinary assessment common to both middle schools will be used. Common rubrics will be used to assess the responses, and grades will be factored into the trimester grade as a major element in a manner common to all grade 8 social studies teachers at both middle schools.

### **Resources**

#### Core

- Close Up Foundation. *Close Up Washington DC*. <https://closeup.org/in-the-classroom/resource-libraries/>. Web.
- Scholastic. *The New York Times Upfront Magazine*. Various issues.
- TCI History Alive! *Pursuing American Ideals*. <https://www.teachtci.com/social-studies/high-school-social-studies/>. Web.
- TCI History Alive! *The United States through Industrialism*. <https://www.teachtci.com/social-studies/middle-school-social-studies/>. Web.
- Relevant digital resources (e.g., Newsela)
- Various additional primary and secondary sources

#### Supplemental

- Guest speakers and/or field trips (e.g., Amistad Center at the Wadsworth Atheneum)

### **Time Allotment**

- Approximately 8 weeks

## UNIT 5<sup>2</sup>

### Expansion and Economic Growth

#### Unit Goals

At the completion of this unit, students will:

- INQ 6-8.1 Explain how a question represents key ideas in the field.
- INQ 6-8.2 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 6-8.3 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- INQ 6-8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- INQ 6-8.5 Determine the kind of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- INQ 6-8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 6-8.7 Evaluate the credibility of a source by determining its relevance and intended use.
- INQ 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- INQ 6-8.9 Develop claims and counterclaims while pointing out the strengths and limitations of both.
- INQ 6-8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- INQ 6-8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

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<sup>2</sup> Units 4 & 5 may be taught in either order.

- INQ 6-8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audience and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- INQ 6-8.13 Critique arguments for credibility.
- INQ 6-8.14 Critique the structure of explanations.
- INQ 6-8.15 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- INQ 6-8.16 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.
- INQ 6-8.17 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
- HIST 8.1 Analyze connections among events and developments in historical contexts.
- HIST 8.2 Classify series of historical events and developments as examples of change and/or continuity.
- HIST 8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.
- HIST 8.4 Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women).
- HIST 8.5 Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- HIST 8.6 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- HIST 8.7 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.



HIST 8.8	Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
HIST 8.9	Explain multiple causes and effects of events and developments in the past.
HIST 8.10	Organize applicable evidence into a coherent argument about the past.
CIV 8.2	Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
CIV 8.3	Analyze the purposes, implementation, and consequences of public policies in multiple settings.
CIV 8.4	Compare historical and contemporary means of changing societies, and promoting the common good.
ECO 8.1	Explain how economic decisions affect the well-being of individuals, businesses, and society.
ECO 8.2	Describe the role of competition in the determination of prices and wages in a market economy.
ECO 8.3	Analyze the role of innovation and entrepreneurship in a market economy.
ECO 8.4	Explain how inflation, deflation, and unemployment affect different groups.
ECO 8.5	Explain why standards of living increase as productivity improves.
ECO 8.6	Explain the benefits and the costs of trade policies to individuals, businesses, and society.
GEO 8.1	Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
GEO 8.2	Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
GEO 8.3	Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

GEO 8.4	Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
CCS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCS.ELA-Literacy.RH.6-8.2	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.
CCS.ELA-Literacy.RH.6-8.3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCS.ELA-Literacy.RH.6-8.10	Read and comprehend history/social studies texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.WHST.6-8.1	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an</li> </ul>

understanding of the topic or text, using credible sources.

- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

CCS.ELA-Literacy.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCS.ELA-Literacy.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCS.ELA-Literacy.WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCS.ELA-Literacy.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCS.ELA-Literacy.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Unit Essential Question**

- What impact did economic growth have on America’s national identity?

**Scope and Sequence**

- Content
  - a) Expansion and economic growth
    - i. Opportunity and conflict
    - ii. Industrialization
    - iii. Imperialism
  - b) Native Americans
    - i. History
    - ii. Government policy
    - iii. Native American perspective
    - iv. Current issues
  - c) Immigrants
    - i. History
    - ii. Government policy
    - iii. Immigrant perspective
    - iv. Current issues
  - d) Women in society
    - i. Changing roles of woman through the expansion era
    - ii. Suffrage movement
    - iii. Current issues
  - e) The environment

- i. History
  - ii. The impact of economic growth on the American landscape
  - iii. Government policy
  - iv. Conservation and preservation
  - v. Current issues
- Skills
  - a) Annotating text effectively
  - b) Summarizing text
  - c) Demonstrating understanding of key academic and content-specific vocabulary
  - d) Reading and evaluating informational and argumentative texts
  - e) Corroborating facts using multiple sources
  - f) Making inferences based on text and other sources
  - g) Citing text evidence to support their analysis of a document
  - h) Producing and developing writing mindful of task, purpose, and audience
  - i) Analyzing and evaluating visuals, charts, graphs, tables, and maps
  - j) Using strategies and techniques for effective academic conversation, presentation, and debate
  - k) Participating in collaborative learning groups

### **Assured Assessments**

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Students will participate in a variety of formative assessments as they continue to develop their active reading and writing strategies, as well as their source analysis and oral discourse skills.

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### **Resources**

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- Relevant digital resources (e.g., Newsela)
- Various additional primary and secondary sources

Supplemental

- Guest speakers and/or field trips (e.g., Pequot Museum)

**Time Allotment**

- Approximately 8 weeks

## **STUDENT PERFORMANCE ASSESSMENTS**

- Assured DBQ Rubrics (attached)
- Sample Formative Assessment: Key Terms in Context (attached)
- Sample Formative Assessment: The Boston Massacre – Source Analysis (attached)

## ASSURED DBQ RUBRICS

Name \_\_\_\_\_

Per. \_\_\_\_\_

<b>4</b> Exceeds grade-level expectation	<b>3</b> Meets grade-level expectation	<b>2</b> Approaching grade-level expectation	<b>1</b> Below grade-level expectation
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Component	Level 3 Description	Level Achieved 4-3-2-1	Points Earned	Feedback
<b>Booklet/Process</b>				
<b>Source Analysis</b> 25 points	<ul style="list-style-type: none"> <li>● Source annotations are appropriate and complete</li> <li>● Answers to questions are complete and accurate</li> <li>● Answers demonstrate an adequate understanding of the source</li> </ul>			
<b>Organization and Planning</b> 20 points	Evidence Organizer <ul style="list-style-type: none"> <li>● Identifies evidence that is accurate and relevant to answer the inquiry question</li> <li>● Adequately provides context and elaboration to demonstrate how evidence supports claim</li> </ul> Essay Organizer <ul style="list-style-type: none"> <li>● Takes a position</li> <li>● No full sentences (except claim)</li> <li>● Addresses all components of the essay</li> <li>● Identifies and utilizes sufficient information that is accurate and relevant from multiple historical sources</li> </ul>			
<b>Collaboration &amp; Time Management</b> 5 points	<ul style="list-style-type: none"> <li>● Contributes to group discussion</li> <li>● Listens to ideas of tablemates</li> <li>● Builds an understanding through group analysis and discussion</li> <li>● Uses time effectively</li> <li>● Requires no prompting to stay on task</li> </ul>			

Score: \_\_\_\_\_ / 50



	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Purpose – Organization</b>	<p><b>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused:</b></p> <ul style="list-style-type: none"> <li>- Claim clearly answers the question (<i>data based</i>), effectively communicates the focus of the essay, and demonstrates a strong understanding of the issue</li> <li>- Focus is strongly maintained for the purpose, audience, and task</li> <li>- Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>- Effective introduction and conclusion</li> <li>- Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p><b>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</b></p> <ul style="list-style-type: none"> <li>- Claim clearly answers the question (<i>data based</i>), adequately communicates the focus of the essay, and demonstrates an adequate understanding of the issue</li> <li>- Focus is mostly maintained for the purpose, audience, and task</li> <li>- Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>- Adequate introduction and conclusion</li> <li>- Adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p><b>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</b></p> <ul style="list-style-type: none"> <li>- Claim answers the question (<i>data based</i>), but there is weak or no communication of the focus of the essay and demonstrates a limited understanding of the issue</li> <li>- Focus may be insufficiently sustained for the purpose, audience, and task</li> <li>- Inconsistent use of transitional strategies and/or little variety</li> <li>- Introduction or conclusion, if present, may be weak</li> <li>- Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas</li> </ul>	<p><b>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</b></p> <ul style="list-style-type: none"> <li>- Claim may be missing, does not answer the question (<i>data based</i>) or may be confusing or ambiguous, demonstrating little to no understanding of the issue</li> <li>- Response may be too brief or the focus may drift from the purpose, audience, or task</li> <li>- Few or no transitional strategies are evident</li> <li>- Introduction and/or conclusion may be missing</li> <li>- Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>
<b>Evidence</b>	<p><b>The response demonstrates a strong understanding of historical content and provides thorough support/evidence for the arguments and claim that includes the effective use of sources:</b></p> <ul style="list-style-type: none"> <li>- Comprehensive evidence from sources is integrated; references are relevant and specific</li> <li>- All evidence is cited appropriately</li> </ul>	<p><b>The response demonstrates an adequate understanding of historical content and provides adequate support/evidence for the arguments and claim that includes the use of sources:</b></p> <ul style="list-style-type: none"> <li>- Adequate evidence from sources is integrated; most evidence is relevant; some references may be general</li> <li>- All evidence is cited</li> </ul>	<p><b>The response demonstrates some understanding of historical content and provides uneven, cursory support/evidence for the arguments and claim that includes partial or uneven use of sources:</b></p> <ul style="list-style-type: none"> <li>- Some evidence from sources may be weakly integrated, imprecise, or repetitive; some evidence is relevant; references may be vague</li> <li>- Some evidence is cited</li> </ul>	<p><b>The response demonstrates limited understanding of historical content and provides minimal support/evidence for the arguments and claim that includes little or no use of sources:</b></p> <ul style="list-style-type: none"> <li>- Evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</li> <li>- Little or no evidence is cited</li> </ul>

<b>Analysis</b>	<p><b>The response demonstrates a depth of understanding of the evidence. The response clearly and effectively expresses ideas, using precise language:</b></p> <ul style="list-style-type: none"> <li>- Analysis of evidence is accurate and effectively explains how the evidence supports the argument</li> <li>- Effective use of a variety of elaborative techniques</li> <li>- Effective, appropriate style enhances content</li> <li>- Vocabulary is clearly appropriate for the audience and purpose</li> </ul>	<p><b>The response demonstrates an adequate understanding of the evidence. The response adequately expresses ideas, employing a mix of precise with more general language:</b></p> <ul style="list-style-type: none"> <li>- Analysis of evidence is accurate and adequately explains how the evidence supports the argument</li> <li>- Adequate use of some elaborative techniques</li> <li>- Generally appropriate style is evident</li> <li>- Vocabulary is generally appropriate for the audience and purpose</li> </ul>	<p><b>The response demonstrates some understanding of the evidence. The response expresses ideas unevenly, using simplistic language:</b></p> <ul style="list-style-type: none"> <li>- Analysis of evidence may contain some errors and is somewhat ineffective in explaining how the evidence supports the argument</li> <li>- Weak or uneven use of elaborative techniques; development may consist primarily of source summary or may rely on emotional appeal</li> <li>- Inconsistent or weak attempt to create appropriate style</li> <li>- Vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> </ul>	<p><b>The response demonstrates limited understanding of the evidence. The response's expression of ideas is vague, lacks clarity, or is confusing:</b></p> <ul style="list-style-type: none"> <li>- Analysis of evidence may be missing or substantially inaccurate and does not demonstrate how the evidence supports the argument</li> <li>- Minimal, if any, use of elaborative techniques; emotional appeal may dominate</li> <li>- Little or no evidence of appropriate style</li> <li>- Vocabulary is limited or ineffective for the audience and purpose</li> </ul>
<b>Conventions</b>	<p><b>The response demonstrates strong and effective command of conventions:</b></p> <ul style="list-style-type: none"> <li>- Consistent use of correct sentence formation, punctuation, capitalization, grammar usage (<i>including use of past tense</i>)</li> <li>- <i>No use of first person</i></li> </ul>	<p><b>The response demonstrates an adequate command of conventions:</b></p> <ul style="list-style-type: none"> <li>- Adequate use of correct sentence formation, punctuation, capitalization, and grammar usage (<i>including use of past tense</i>)</li> <li>- <i>Consistent use of third person</i></li> </ul>	<p><b>The response demonstrates a partial command of conventions:</b></p> <ul style="list-style-type: none"> <li>- Limited use of correct sentence formation, punctuation, capitalization, grammar usage (<i>including use of past tense</i>)</li> <li>- <i>Inconsistent use of third person</i></li> </ul>	<p><b>The response demonstrates little or no command of conventions:</b></p> <ul style="list-style-type: none"> <li>- Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage (<i>including use of past tense</i>)</li> <li>- <i>Little to no use of third person</i></li> </ul>

Purpose/Organization: \_\_\_\_ Evidence: \_\_\_\_ Depth/Analysis: \_\_\_\_ Conventions: \_\_\_\_ Level: \_\_\_\_ Score: \_\_\_\_ / 50

**SAMPLE FORMATIVE ASSESSMENT:  
KEY TERMS IN CONTEXT  
without word bank (+1)**

Name \_\_\_\_\_

Per. \_\_\_\_\_

**Part I: Fill in the blank with the appropriate vocabulary term. (1 point each)** 1. Due to the great deal of debt acquired during the French and Indian War, Great Britain's \_\_\_\_\_ decided to pass the Stamp Act in order to raise government funds.

2. Paul Revere's engraving of the Boston Massacre served as an effective piece of \_\_\_\_\_, persuading otherwise neutral colonists to support the call for Independence from Great Britain.

3. In response to the effective boycotts conducted by colonists, Great Britain decided to \_\_\_\_\_ the Stamp Act in 1766.

4 & 5. Mohawk Indian Joseph Brant, a staunch \_\_\_\_\_, swore support for and to be an \_\_\_\_\_ to Great Britain and led four of the six Iroquois nations against the colonists.

6 & 7. To fight against the perceived \_\_\_\_\_ of the British government's use of power, colonists armed themselves and formed \_\_\_\_\_ that were prepared to take up arms against the crown.

**Part II: Determine whether the correct vocabulary term (underlined> is used in the sentence. If not, draw a line through the word and write the correct term on the line following the question. (1 point each)**

8. One action the colonists found particularly irritating was the Propaganda Act, which required colonists to provide accommodations for British troops. \_\_\_\_\_

9. When people are unhappy with the government's decisions, one possible course of action that they could pursue to persuade those in charge to change policy is to organize a protest.  
\_\_\_\_\_

10. In response to being taxed without any chance for representation, the colonies decided to violate British goods in order to avoid the taxes they would have to pay.  
\_\_\_\_\_

11. At the First Continental Congress, the delegates from the colonies agreed to send a message to King George, urging him to consider their complaints and to recognize their rights.  
\_\_\_\_\_

12. Some of the colonists saw the Intolerable Acts against Boston as another way the British chose to boycott their rights, and united to defy the unacceptable laws.  
\_\_\_\_\_





The BLOODY MASSACRE perpetrated in King-Street BOSTON on March 5<sup>th</sup> 1770 by a party of the 29<sup>th</sup> REG



Engrav'd Printed & Sold by PAUL REVERE BOSTON

Unhappy Boston! see thy Sons deplore,  
Thy hallow'd Walks bein ear'd with guiltless Gore,  
While faithless P—n and his savage Bands  
With murderous Rancour stretch their blood-hounds  
Like fierce Barbarians grinning o'er their prey  
Approve the Carnage, and enjoy the Day

if scalding Drops from Rage from Anguish Wring  
Speechless Sorrows lab'ring for a Tongue  
Of a weeping World can ought appease  
The plaintive Ghosts of Victims such as these:  
The Patriot's copious Tears for each are shed,  
A glorious Tribute which embalms the Dead.

But know, Fate summons to that awful Genl.  
Where JUSTICE strips the Murderer of his Soul:  
Should venal C—ts the scandal of the Land,  
Snatch the relentless Villain from her Hand,  
Keen Execrations on this Plate inscrib'd,  
Shall reach a JUDGE who never can be brib'd.

*The unhappy sufferers were Messrs SAM<sup>l</sup> GRAY, SAM<sup>l</sup> MAVERICK, JAM<sup>l</sup> CALDWELL, CRISPUS ATTUCKS & PAT<sup>l</sup> CARE  
Killed Six wounded two of them (CHRIST<sup>l</sup> MONK & JOHN CLARK) Mortally*

**Step 2:** Let's compare with another primary source. This is an excerpt of a transcript of the account given by a British officer, Captain Preston, in court, regarding the details of the events leading up to the massacre, as well as the massacre itself.

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One of their justices . . . openly and publicly in the hearing of great numbers of people and from the seat of justice, declared "*that the soldiers must now take care of themselves, nor trust too much to their arms, for they were but a handful; that the inhabitants carried weapons concealed under their clothes, and would destroy them in a moment, if they pleased.*" This, considering the malicious temper of the people, was an alarming circumstance to the soldiery. Since which several disputes have happened between the townspeople and the soldiers of both regiments, the former being encouraged thereto by the countenance of even some of the magistrates, and by the protection of all the party against government . . . .

On Monday night about 8 o'clock two soldiers were attacked and beat . . . . About 9 some of the guard came to and informed me the town inhabitants were assembling to attack the troops . . . .

. . . In my way there I saw the people in great commotion, and heard them use the most cruel and horrid threats against the troops. In a few minutes after I reached the guard, about 100 people passed it and went towards the custom house where the king's money is lodged. They immediately surrounded the sentry posted there, and with clubs and other weapons threatened to execute their vengeance on him. I was soon informed by a townsman their intention was to carry off the soldier from his post and probably murder him . . . .

The mob still increased and were more outrageous, striking their clubs or bludgeons one against another, and calling out, *come on you rascals, you bloody backs, you lobster scoundrels, fire if you dare, G-d damn you, fire and be damned, we know you dare not*, and much more such language was used. At this time I was between the soldiers and the mob, parleying with, and endeavouring all in my power to persuade them to retire peaceably, but to no purpose. They advanced to the points of the bayonets, struck some of them and even the muzzles of the pieces, and seemed to be endeavouring to close with the soldiers. On which some well behaved persons asked me if the guns were charged. I replied yes. They then asked me if I intended to order the men to fire. I answered no, by no means, observing to them that I was advanced before the muzzles of the men's pieces, and must fall a sacrifice if they fired . . . . While I was thus speaking, one of the soldiers having received a severe blow with a stick, stepped a little on one side and instantly fired, on which turning to and asking him why he fired without orders, I was struck with a club on my arm, which for some time deprived me of the use of it . . . .

On this a general attack was made on the men by a great number of heavy clubs and snowballs being thrown at them, by which all our lives were in imminent danger, some persons at the same time from behind calling out, *damn your bloods – why don't you fire*. Instantly three or four of the soldiers fired, one after another, and directly after three more in the same confusion and hurry. The mob then ran away, except three unhappy men who instantly expired . . . . The whole of this melancholy affair was transacted in almost 20 minutes. On my asking the soldiers why they fired without orders, they said they heard the word fire and supposed it came from me. This might be the case as many of the mob called out fire, fire, but I assured the men that I gave no

such order; that my words were, don't fire, stop your firing. In short, it was scarcely possible for the soldiers to know who said fire, or don't fire, or stop your firing.

SOURCE the document:

6. When was it written?

7. Where was it written?

8. Who is the author?

9. Is it reliable? Explain.

10. How does Captain Preston's account differ from the engraving? Cite two pieces of evidence from the transcript and explain how each compares to the portrayal of events shown by Revere's engraving.

Quote/Paraphrased Evidence 1:

Explanation of comparison:



Quote/Paraphrased Evidence 2:

Explanation of comparison:

**Step 3:** Use the link below to explore the details of the image. How many did you pick out yourselves? Explain the reasons this is considered a piece of propaganda.

<https://www.gilderlehrman.org/content/paul-revere%E2%80%99s-engraving-boston-massacre-1770>

What role did Revere's engraving play in the American Revolution?