



Park Hill School District

Building Successful Futures • Each Student • Every Day

8th Grade American History Curriculum

Course Description: Bringing students closer to events that have shaped our nation today is the focus of 8th Grade Social Studies. Through the examination of American History from colonization through Civil War Reconstruction, a focus on important people, places, themes, events, and questions will guide students' exploration and understanding of the past as well as the present.

In order to leverage and grow students' historical thinking skills (i.e., analyzing historical sources and evidence, making historical connections, chronological reasoning, and creating and supporting a historical argument), this course is designed with inquiry as a central driver for every unit of learning.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2-3 weeks	1: Exploration	Topic 1: First Americans Cultures Topic 2: Impact of Exploration
2-3 weeks	2: Colonization	Topic 1: Colonies Topic 2: Atlantic Slave Trade
5-6 weeks	3: Revolution	Topic 1: Causes of the War Topic 2: Consequences of the War

4 weeks	4: Creating a Government	Topic 1: Principles of the Constitution Topic 2: Rights and Responsibilities Topic 3: Lawmaking Process
4 weeks	5: New Nation	Topic 1: Washington Era Topic 2: Early Expansion Topic 3: Industrial Revolution
3-4 weeks	6: Reshaping the Nation	Topic 1: Jackson Era Topic 2: Manifest Destiny Topic 3: Reform Movements
4-5 weeks	7: Civil War	Topic 1: Causes of the Civil War Topic 2: Consequences of the Civil War
2-3 weeks	8: Reconstruction	Topic 1: Economic Consequences Topic 2: Political Consequences Topic 3: Social Consequences

Curriculum Revisions

Spring 2023:

- Updated standards to reflect Missouri DESE changes
- Added standards-aligned learning targets for each priority standard
- Moved Engaging Scenarios to the beginning of each unit to support backwards planning
- Embedded inquiry design in unit structure

Fall 2018:

- Pacing change due to the shift to block scheduling for the 2019-2020 school year

Spring 2016:

- **Exploration and Colonization now split into two units**
 - **Unit 1: Exploration**
 - Removed Engaging Experience 2 (Guided Notes—Explorers)
 - Original Engaging Scenario from Unit 1 remains (eliminate Federal Holiday from the calendar)
 - **Unit 2: Colonization**
 - Split into two new Topics
 - **Topic 1: Early Colonization**
 - Includes Jamestown, Plymouth, and Roanoke
 - New Engaging Experience: Mayflower Compact
 - **Topic 2: 13 Colonies**
 - Focuses on Immigration, Culture, and Economy of each colony. Includes Triangular Trade
 - New Engaging Experience: Colonial Regions and Map
- **“Reform Movements Unit, Topic 4: The Industrial Revolution” moved to National Expansion Unit**
 - All engaging experiences remain the same. Mill and Plantation Comparison/Primary Source Analysis moved to the National Expansion Unit.

	Assessment Leveling Guide	
	Grade: 8	
ADVANCED	In addition to PROFICIENT , in-depth inferences or applications.	
	Approaching Advanced	In addition to PROFICIENT performance, in-depth inferences and applications with partial success.
PROFICIENT	The student exhibits no major errors or gaps in the TOPIC PRIORITY STANDARDS (complex ideas and processes).	
	Approaching Proficiency	No major errors or gaps in BASIC content and partial knowledge in PROFICIENT content.
BASIC	The student exhibits no major errors or gaps in the simpler details and processes.	
	Approaching Basic	Partial understanding of the BELOW BASIC content with major errors or gaps in PROFICIENT content.
BELOW BASIC	The student exhibits major errors or gaps in the simpler details and processes. The student cannot independently provide evidence of learning the content.	
NO EVIDENCE	The student has produced no evidence.	

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Unit 1: Exploration

Subject: American History

Grade: 8

Name of Unit: Exploration

Length of Unit: 2-3 weeks

Overview of Unit: This unit examines the diversity of indigenous/first American cultures and how European exploration impacts those cultures.

Unit 1 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: ***How did European exploration impact Indigenous cultures and the development of America?***

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.
- 6-8.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.

Supporting Standards for unit:

- 6-8.AH.2.CC.A Trace the causes and consequences of indigenous peoples arriving in the Americas beginning c. 15,000 BCE.
- 6-8.AH.2.CC.B Compare factors motivating Europeans to explore and settle in the New World to explain colonial diversity and regional differences in North and South America.
- 6-8.AH.2.CC.C Trace the causes and consequences of conflict and cooperation between Native Americans and North and South American colonists using multiple viewpoints.
- 6-8.AH.2.G.A Analyze diverse Native American cultures in North, Central and South America to explain the ways they adapted to their various environments.
- 6-8.AH.2.PC.A Analyze the religious, cultural, political and intellectual developments of Spanish, Portuguese, British and French regions to explain the development of diverse cultures throughout the Americas.
- 6-8.AH.2.PC.C Compare and contrast the interaction of European settlers with Native Americans in both North and South America.

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will determine what constitutes a "major" city, "key" world nations, and "major" topographical features.	2
	Apply
Then, students will locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents and oceans; and major topographical features of the United States.	1
	Understand

Compelling Question for Unit: How did European exploration impact Indigenous cultures and the development of America?

Essential Questions:

1. How does knowing various perspectives and context regarding an event help us to gain a more conclusive understanding of that time period?
2. Why does identifying places on a map help us to understand our world today?

Enduring Understanding/Big Ideas:

1. Knowing various perspectives and context regarding an event helps us to have a more holistic understanding of any given event or time period.
2. A global understanding helps us to make connections between where we live in relation to other societies.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Analyze • Evaluate • Descriptive language • Bias ○ Perspective ○ Omission	• Columbian Exchange • Sponsor • Culture • Push/Pull Factors • Civilization • Indigenous/First Americans

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario 2 blocks

You have been invited to a city council meeting to help determine if Kansas City will recognize Columbus Day or Indigenous Peoples Day as an official city holiday. Use the resources you've gathered through your learning experiences and any additional resources you need to support your response.

Presentation Suggestions: debate, Socratic Seminar

This Engaging Scenario should help students answer the **Unit Compelling Question:**
How did European exploration impact Indigenous cultures and the development of America?

Topic 1: First Americans Cultures

Engaging Experience 1

Title: Why did humans migrate to the Americas?

Suggested Length of Time: Half block

Standards Addressed:

Priority Standard: 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard: 6-8.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will determine what constitutes a "major" city, "key" world nations, and "major" topographical features.	2
	Apply
Supporting Standard(s): 6-8.AH.2.CC.A Trace the causes and consequences of indigenous peoples arriving in the Americas beginning c. 15,000 BCE.	

- 6-8.AH.2.G.A Analyze diverse Native American cultures in North, Central and South America to explain the ways they adapted to their various environments.
- 6-8.AH.2.PC.C Compare and contrast the interaction of European settlers with Native Americans in both North and South America.

Detailed Description/Instructions:

Students receive a map activity about the land bridge theory to help understand how/why people originally migrated to the Americas.

[Land Bridge Map Activity](#)

Engaging Experience 2

Title: How complex were the civilizations of the First Americans?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Supporting Standard(s):

- 6-8.AH.2.CC.A Trace the causes and consequences of indigenous peoples arriving in the Americas beginning c. 15,000 BCE.
- 6-8.AH.2.G.A Analyze diverse Native American cultures in North, Central and South America to explain the ways they adapted to their various environments.

Detailed Description/Instructions: Students will receive a copy of the GRAPES notes and complete them for the following First Americans: Wampanoag, Algonquian, and Aztec. Students may use the links provided for research or use their own research skills. Class discussion will follow regarding the complexity of these civilizations.

[GRAPES notes template](#)

Topic 2: Impact of Exploration

Engaging Experience 1

Title: How did Europeans travel in the New World?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will determine what constitutes a "major" city, "key" world nations, and "major" topographical features.	2
	Apply

Then, students will locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents and oceans; and major topographical features of the United States.	1
	Understand
Supporting Standard(s): • 6-8.AH.2.CC.A Trace the causes and consequences of indigenous peoples arriving in the Americas beginning c. 15,000 BCE. • 6-8.AH.2.CC.B Compare factors motivating Europeans to explore and settle in the New World to explain colonial diversity and regional differences in North and South America. • 6-8.AH.2.G.A Analyze diverse Native American cultures in North, Central and South America to explain the ways they adapted to their various environments.	

Detailed Description/Instructions: Students will receive a map activity to complete. They will label major cities, tribes, exploration routes to better understand the how/where Europeans explored the New World.

[Exploration Map Key](#)

[Exploration Map- Student Copy](#)

[Possible Map Quiz](#)

[Map Quiz Key](#)

Engaging Experience 2

Title: What were the differences between the Native American tribes and the Europeans?

Suggested Length of Time: 1 block

Standards Addressed

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate
Supporting Standard(s): 6-8.AH.2.CC.B Compare factors motivating Europeans to explore and settle in the New World to explain colonial diversity and regional differences in North and South America. 6-8.AH.2.CC.C Trace the causes and consequences of conflict and cooperation between Native Americans and North and South American colonists using multiple viewpoints. 6-8.AH.2.G.A Analyze diverse Native American cultures in North, Central and South America to explain the ways they adapted to their various environments. 6-8.AH.2.PC.A Analyze the religious, cultural, political and intellectual developments of Spanish, Portuguese, British and French regions to explain the development of diverse cultures throughout the Americas.	

Detailed Description/Instructions: Students will receive several primary/secondary sources to analyze in order to better understand how Europeans impacted the Native Americans.

[Possible DBQ Activity](#)

Engaging Experience 3

Title: What were the differences between First Americans and Europeans?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate
Supporting Standard(s): 6-8.AH.2.CC.B Compare factors motivating Europeans to explore and settle in the New World to explain colonial diversity and regional differences in North and South America. 6-8.AH.2.CC.C Trace the causes and consequences of conflict and cooperation between Native Americans and North and South American colonists using multiple viewpoints. 6-8.AH.2.PC.A Analyze the religious, cultural, political and intellectual developments of Spanish, Portuguese, British and French regions to explain the development of diverse cultures throughout the Americas.	

Detailed Description/Instructions: Students will analyze what the Columbian Exchange is and how it worked and then investigate what types of things were exchanged during this time period. They will take time to determine which of the things exchanged during this time period were the most significant then and now to help determine the impact that this time in European exploration had on the world.

[Possible Columbian Exchange Activity](#)

Engaging Experience 4

Title: How did exploration impact the world?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate
Supporting Standard(s): • 6-8.AH.2.CC.B Compare factors motivating Europeans to explore and settle in the New World to explain colonial diversity and regional differences in North and South America. • 6-8.AH.2.CC.C Trace the causes and consequences of conflict and cooperation between Native Americans and North and South American colonists using multiple viewpoints. • 6-8.AH.2.PC.A Analyze the religious, cultural, political and intellectual developments of Spanish, Portuguese, British and French regions to explain the development of diverse cultures throughout the Americas.	

Detailed Description/Instructions: Students will analyze various primary sources detailing Christopher Columbus in regards to his exploration of the new world. These primary sources come from a variety of viewpoints that will allow students to really analyze the motives of Christopher Columbus as he sailed/explored the Americas. They will use these primary sources (and possibly others that they may find on their own) to determine whether they believe Christopher Columbus to be a hero or a villain.... Or somewhere in between.

[Columbus DBQ](#)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Why did humans migrate to the Americas?	Students receive a map activity about the land bridge theory to help understand how/why people originally migrated to the Americas.	Half block
1	How complex were the civilizations of the First Americans?	Students will receive a copy of the GRAPES notes and complete them for the following First Americans: Wampanoag, Algonquian, and Aztec. Students may use the links provided for research or use their own research skills. Class discussion will follow regarding the complexity of these civilizations.	Half block
2	How did Europeans travel in the New World?	Students will receive a map activity to complete. They will label major cities, tribes, and exploration routes to better understand the how/where Europeans explore the Americas/New World.	1 block
2	What were the differences between the Native American tribes and the Europeans?	Students will receive several primary/secondary sources to analyze in order to better understand how Europeans impacted the Native Americans.	1 block
2	What were the differences between First Americans and Europeans?	Students will analyze what the Columbian Exchange is and how it worked and then investigate what types of things were exchanged during this time period. They will take time to determine which of the things exchanged during this time period were the most significant then and now to help determine the impact that this time in European exploration had on the world.	1 block

2	How did exploration impact the world?	Students will analyze various primary sources detailing Christopher Columbus in regards to his exploration of the new world. These primary sources come from a variety of viewpoints that will allow students to really analyze the motives of Christopher Columbus as he sailed/explored the Americas. They will use these primary sources (and possibly others that they may find on their own) to determine whether they believe Christopher Columbus to be a hero or a villain.... Or somewhere in between.	1 block
Engaging Scenario		Debate or Socratic Seminar: You have been invited to a city council meeting to help determine if Kansas City will recognize Columbus Day or Indigenous Peoples Day as an official city holiday. Use the resources you've gathered through your learning experiences and any additional resources you need to support your response.	2 blocks

Unit 2: Colonization

Subject: American History

Grade: 8

Name of Unit: Colonization

Length of Unit: 2-3 weeks

Overview of Unit: This unit examines patterns of European colonization/settlement in the Americas.

Unit 2 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: ***How did cultural interactions between Indigenous peoples, European immigrants, and enslaved Africans impact the colonization of America?***

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.
- 6-8.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American History prior to c. 1870.
- 6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Supporting Standards for unit:

- 6-8.AH.2.EC.A Compare sources of labor, emerging economic production, and availability of land in the New World and their impact on economic development in North and South America.
- 6-8.AH.2.G.B Analyze the geography of colonial regions to explain their cultural, social and economic differences.
- 6-8.AH.2.GS.A Compare the governmental systems of European powers to determine their effect on colonization in the Americas.
- 6-8.AH.2.GS.B Explain how the founding of English colonies influenced their governments and expectations for self- rule.

- 6-8.AH.2.GS.C Analyze local and colonial governments to trace the factors influencing their structure and function.
- 6-8.AH.2.PC.B Analyze the religious, cultural, and intellectual developments of the European colonies to explain the development of regionalism and an American identity
- 6-8.AH.3.CC.E Evaluate the responses of early American leaders to the social, political, economic and religious challenges facing the new nation.
- 6-8.AH.3.CC.F Infer how events of this period led to the development of philosophies, interest groups and political parties.
- 6-8.AH.3.EC.B Compare the emerging economic characteristics of the nation and colonial regions to make predictions about future expansion and conflict.
- 6-8.AH.3.PC.B Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity.
- 6-8.AH.3.PC.E Analyze the artistic and intellectual achievements of early Americans to provide evidence of an emerging American identity.
- 6-8.AH.5.G.C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.
- 6-8.AH.5.PC.E Trace the development of African American culture in non-slave states and in the context of slavery.

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American History prior to c. 1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use and create various types of timelines, maps, charts, and data tables to explain and reveal patterns or trends in American history prior to 1870.	2
	Apply
The student will combine multiple sources of information to create a graphic representation.	4
	Create

Priority Standard 6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Using an American history lens, students will examine the origins of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3
	Analyze

Essential Questions:

1. How does knowing various perspectives and context regarding an event help us to gain a more conclusive understanding of that time period?
2. How do these tools help us to explain relationships and reveal patterns in history?
3. What is power and why do people want it?

Enduring Understanding/Big Ideas:

1. Knowing various perspectives and context regarding an event helps us to have a more holistic understanding of any given event or time period.
2. Analyzing relationships and patterns over time can impact the decision-making process of today.
3. Natural consequence of stratifying groups leads to someone taking charge.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Analyze • Create • Evaluate	• Puritans • Colonists • Separatists • Colony • Atlantic Slave Trade • Middle Passage Region • Push/Pull Factors • Immigration • Culture • Economy • Social Structure

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 1 block

You are taking on the role of a Quaker colonist from Pennsylvania. You are going to visit another area in the colonies. While you are away, you will write a letter back to your family describing your experiences with the local people (immigration), culture, and economy. How are they similar or different from the experiences you've had in Pennsylvania? Your letter should have three paragraphs each addressing one of the topics listed above.

This Engaging Scenario should help students answer the **Unit Compelling Question:**
How did cultural interactions between Indigenous peoples, European immigrants, and enslaved Africans impact the colonization of America?

Topic 1: Colonies

Engaging Experience 1

Title: How did immigration, cultural traits, and economic needs create three distinct colonial regions?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard 6-8.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American History prior to c. 1870.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use and create various types of timelines, maps, charts, and data tables to explain and reveal patterns or trends in American history prior to 1870.	2
	Apply
The student will combine multiple sources of information to create a graphic representation.	4
	Create

Priority Standard 6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Learning Targets	Webb's DOK Level
	Bloom's Level
Using an American history lens, students will examine the origins of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3
	Analyze

Supporting Standard(s):

- 6-8.AH.2.EC.A Compare sources of labor, emerging economic production, and availability of land in the New World and their impact on economic development in North and South America.
- 6-8.AH.2.G.B Analyze the geography of colonial regions to explain their cultural, social and economic differences.
- 6-8.AH.2.GS.A Compare the governmental systems of European powers to determine their effect on colonization in the Americas.
- 6-8.AH.2.GS.B Explain how the founding of English colonies influenced their governments and expectations for self- rule.
- 6-8.AH.2.GS.C Analyze local and colonial governments to trace the factors influencing their structure and function.
- 6-8.AH.2.PC.B Analyze the religious, cultural, and intellectual developments of the European colonies to explain the development of regionalism and an American identity
- 6-8.AH.3.CC.E Evaluate the responses of early American leaders to the social, political, economic and religious challenges facing the new nation.
- 6-8.AH.3.CC.F Infer how events of this period led to the development of philosophies, interest groups and political parties.
- 6-8.AH.3.EC.B Compare the emerging economic characteristics of the nation and colonial regions to make predictions about future expansion and conflict.
- 6-8.AH.3.PC.B Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity.
- 6-8.AH.5.G.C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.
- 6-8.AH.5.PC.E Trace the development of African American culture in non-slave states and in the context of slavery.

Detailed Description/Instructions: Using various resources, students will examine the geography, immigration, and cultural traits of the thirteen colonies and record their findings in a graphic organizer. After conferring with their peers and teacher, students will create their own thirteen colonies map reflecting student learning. Maps will also have a section for a Sensory Moment in Time. Students will reflect on one specific colony and imagine what they would have experienced.

Engaging Experience 2

Title: How did the English and the Wampanoag move from contact to cooperation to conflict?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American History prior to c. 1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use and create various types of timelines, maps, charts, and data tables to explain and reveal patterns or trends in American history prior to 1870.	2
	Apply
The student will combine multiple sources of information to create a graphic representation.	4
	Create

Priority Standard 6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.		
Learning Targets	Webb’s DOK Level	
	Bloom’s Level	
Using an American history lens, students will examine the origins of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3	
	Analyze	
Supporting Standard(s): 6-8.AH.3.CC.E Evaluate the responses of early American leaders to the social, political, economic and religious challenges facing the new nation. 6-8.AH.3.CC.F Infer how events of this period led to the development of philosophies, interest groups and political parties. 6-8.AH.3.PC.B Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity. 6-8.AH.3.PC.E Analyze the artistic and intellectual achievements of early Americans to provide evidence of an emerging American identity. 6-8.AH.5.G.C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.		

Detailed Description/Instructions: Using materials from C3 Teachers, Inquiry Design Model, students will examine primary resources to examine the relationship evolution between the Pilgrims of Plymouth and the Wampanoag. Students, divided into groups, will examine one part of this relationship, and make a poster to share with other students what they learned.

Topic 2: Atlantic Slave Trade

Engaging Experience 1

Title: How did people experience the Middle Passage?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Using an American history lens, students will examine the origins of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3
	Analyze

Supporting Standard(s):

- 6-8.AH.2.EC.A Compare sources of labor, emerging economic production, and availability of land in the New World and their impact on economic development in North and South America.
- 6-8.AH.2.PC.B Analyze the religious, cultural, and intellectual developments of the European colonies to explain the development of regionalism and an American identity
- 6-8.AH.3.CC.E Evaluate the responses of early American leaders to the social, political, economic and religious challenges facing the new nation.
- 6-8.AH.3.CC.F Infer how events of this period led to the development of philosophies, interest groups and political parties.
- 6-8.AH.3.EC.B Compare the emerging economic characteristics of the nation and colonial regions to make predictions about future expansion and conflict.
- 6-8.AH.3.PC.E Analyze the artistic and intellectual achievements of early Americans to provide evidence of an emerging American identity.
- 6-8.AH.5.G.C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.
- 6-8.AH.5.PC.E Trace the development of African American culture in non-slave states and in the context of slavery.

Detailed Description/Instructions: Using [primary sources from ship captains and former enslaved persons](#), students will read different accounts of experiencing the Middle Passage within the Atlantic Slave Trade. Students will discuss how examining various peoples' experiences provides a more comprehensive understanding of the impact the Atlantic Slave Trade had on society.

Engaging Experience 2

Title: What types of hierarchies developed following early colonial laws?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Using an American history lens, students will examine the origins of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3
	Analyze

Supporting Standard(s):

- 6-8.AH.2.EC.A Compare sources of labor, emerging economic production, and availability of land in the New World and their impact on economic development in North and South America.
- 6-8.AH.2.GS.C Analyze local and colonial governments to trace the factors influencing their structure and function.
- 6-8.AH.2.PC.B Analyze the religious, cultural, and intellectual developments of the European colonies to explain the development of regionalism and an American identity
- 6-8.AH.3.CC.E Evaluate the responses of early American leaders to the social, political, economic and religious challenges facing the new nation.
- 6-8.AH.3.CC.F Infer how events of this period led to the development of philosophies, interest groups and political parties.
- 6-8.AH.3.PC.B Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity
- 6-8.AH.5.PC.E Trace the development of African American culture in non-slave states and in the context of slavery.

Detailed Description/Instructions: Using [“An act concerning Servants and Slaves” \(1705\)](#), and [“A Report of a Comittee from an Assembly Concerning the freedome of Elizabeth Key” of 1656](#) students will explore how laws affected individuals and groups in Virginia society. In groups, students will discuss the possible causes and effects of these laws and how they impacted servants, enslaved persons, and those who were neither. Students will determine the hierarchies that developed following the creation of these laws.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	How did immigration, cultural traits, and economic needs create three distinct colonial regions?	Using various resources, students will examine the geography, immigration, and cultural traits of the thirteen colonies and record their findings in a graphic organizer. After conferring with their peers and teacher, students will create their own thirteen colonies map reflecting student learning. Maps will also have a section for a Sensory Moment in Time. Students will reflect on one specific colony and imagine what they would have experienced.	1-2 blocks
1	How did the English and the Wampanoag move from contact to cooperation to conflict?	Using materials from C3 Teachers, Inquiry Design Model, students will examine primary resources to examine the relationship evolution between the Pilgrims of Plymouth and the Wampanoag. Students, divided into groups, will examine one part of this relationship and make a poster to share with other students what they learned.	1 block
2	How did people experience the Middle Passage?	Using primary sources from ship captains and former enslaved persons, students will read different accounts of experiencing the Middle Passage within the Atlantic Slave Trade. Students will discuss how examining various peoples' experiences provides a more comprehensive understanding of the impact the Atlantic Slave Trade had on society.	1 block
2	What types of	Using "An act concerning Servants and	1 block

	hierarchies developed following early colonial laws?	Slaves” (1705), and “A Report of a Comittee from an Assembly Concerning the freedome of Elizabeth Key” of 1656 students will explore how laws affected individuals and groups in Virginia society. In groups, students will discuss the possible causes and effects of these laws and how they impacted servants, enslaved persons, and those who were neither.	
Engaging Scenario		You are taking on the role of a Quaker colonist from Pennsylvania. You are going to visit another area in the colonies. While you are away, you will write a letter back to your family describing your experiences with the local people (immigration), culture, and economy.	1 block

Unit 3: Revolution

Subject: American History

Grade: 8

Name of Unit: Revolution

Length of Unit: 5-6 weeks

Overview of Unit: This unit examines the causes and consequences of the American Revolution, including an analysis of the Declaration of Independence.

Unit 3 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: ***Were the British or the colonists more at fault in leading us to the Revolutionary War?***

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American History
- 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.
- 6-8.AH.1.CC.E Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.

Supporting Standards for unit:

- 6-8.AH.2.CC.D Describe the causes and consequences of the Seven Years' War as a turning point in American history.
- 6-8.AH.2.EC.B Analyze the mercantile system to explain colonial responses to economic control by European nations including Great Britain.
- 6-8.AH.3.CC.A Trace the events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints.
- 6-8.AH.3.CC.B Analyze the Declaration of Independence to determine the historical context and political philosophies that influenced its creation.
- 6-8.AH.3.CC.C Evaluate the strengths and weaknesses of the American colonies and Great Britain to explain the American victory in the Revolution.
- 6-8.AH.3.EC.A Describe the function and purpose of taxes imposed by Great Britain following the Seven Years' War, evaluating colonial responses to them.

- 6-8.AH.3.EC.C Trace the development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.
- 6-8.AH.3.GS.A Evaluate the impact of the French and Indian Wars on Great Britain's approach to colonial rule.
- 6-8.AH.3.GS.B Apply the concept of representation to the conflict between the colonies and Great Britain.
- 6-8.AH.3.GS.C Apply the principles of inalienable rights, popular sovereignty, natural rights, and social contract to evaluate the purpose and legacy of the Declaration of Independence.
- 6-8.AH.3.PC.A Analyze the perspectives of diverse individuals and groups to explain the extent of their support for the Revolutionary War.
- 6-8.AH.3.PC.C Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.

Priority Standard 6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American History	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use and/or create various types of timelines, diagrams, maps, and graphs.	4
	Create
Students will use primary and secondary sources to analyze events in American history.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level

Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.E Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will examine a specific problem in American history prior to 1870 and use various types of timelines, diagrams, and primary and secondary sources to determine the cause of the problem.	2
	Apply
Students will recognize the challenges and opportunities faced by those trying to address the problem.	1
	Understand
Students will analyze the results/solutions/consequence to the problem.	3
	Analyze

Essential Questions:

1. How do these tools help us to connect historical events?
2. How does knowing various perspectives and context regarding an event help us to gain a more conclusive understanding of that time period?
3. How does understanding the cause and consequence of an event help us to better understand its relevance?

Enduring Understanding/Big Ideas:

1. Using these tools allows us to visually connect how events in history are related to each other.
2. Knowing various perspectives and context regarding an event helps us to have a more holistic understanding of any given event or time period.
3. Understanding the cause and consequence of an event helps us to make decisions about today's challenges and opportunities.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Identify • Interpret • Analyze • Posterity	• Declaration • Tariff • Loyalist • Patriot • Monarchy • Unalienable rights • Boycott • Popular sovereignty • Common Sense

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 2 blocks

Decide whether you believe the colonists or the British were more at fault for the Revolutionary War. Propose a resolution to the growing disagreement by honoring the needs of both sides. Then be ready to debate your stance and proposal to the group. Can you get them to agree with your plan?

Block 1: Decide and develop proposal

Block 2: Philosophical chairs

This Engaging Scenario should help students answer the **Unit Compelling Question:**
Were the British or the colonists more at fault in leading us to the Revolutionary War?

Topic 1: Causes of the War

Engaging Experience 1

Title: How did the French & Indian War and Proclamation of 1763 change British relations with the colonists?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American History	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use and/or create various types of timelines, diagrams, maps, and graphs.	4
	Create
Students will use primary and secondary sources to analyze events in American history.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.E Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will examine a specific problem in American history prior to 1870 and use various types of timelines, diagrams, and primary and secondary sources to determine the cause of the problem.	2
	Apply
Students will recognize the challenges and opportunities faced by those trying to address the problem.	1
	Understand
Students will analyze the results/solutions/consequences to the problem.	3
	Analyze
Supporting Standard(s): 6-8.AH.2.CC.D Describe the causes and consequences of the Seven Years' War as a turning point in American history. 6-8.AH.3.GS.A Evaluate the impact of the French and Indian Wars on Great Britain's approach to colonial rule.	

Detailed Description/Instructions: In groups, students will analyze British financial graphs to understand the impact recent wars had on the monarchy, examine maps to see the growth of the colonies after the French & Indian War, and read a historical account of how life changed for the colonies after the war. Using this information, students will summarize why relations changed and hypothesize how they changed.

[Resources for Engaging Experience](#)

[Resources for Engaging Experience from C3 Inquiry Design Models](#)

Engaging Experience 2

Title: How did new British policies affect the American colonies?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American History	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use and/or create various types of timelines, diagrams, maps, and graphs.	4
	Create
Students will use primary and secondary sources to analyze events in American history.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.E Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will examine a specific problem in American history prior to 1870 and use various types of timelines, diagrams, and primary and secondary sources to determine the cause of the problem.	2
	Apply
Students will recognize the challenges and opportunities faced by those trying to address the problem.	1
	Understand
Students will analyze the results/solutions/consequences to the problem.	3
	Analyze
Supporting Standard(s): 6-8.AH.2.CC.D Describe the causes and consequences of the Seven Years' War as a turning point in American history. 6-8.AH.3.EC.A Describe the function and purpose of taxes imposed by Great Britain following the Seven Years' War, evaluating colonial responses to them. 6-8.AH.3.EC.C Trace the development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth. 6-8.AH.3.GS.A Evaluate the impact of the French and Indian Wars on Great Britain's approach to colonial rule.	

Detailed Description/Instructions: Using excerpts from various British policies imposed on the colonies over the course of approximately 10 years, students will analyze how the policies economically impacted the colonies. Students can also review how having no input in said policies affected their opinion of the monarchy and being ruled by a monarchy.

[Resources for Engaging Experience](#)

[Resources for Engaging Experience from C3 Inquiry Design Models](#)

Engaging Experience 3

Title: Did the colonists impact the British more through formal channels of communication, or informal channels?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard 6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American History	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use and/or create various types of timelines, diagrams, maps, and graphs.	4
	Create
Students will use primary and secondary sources to analyze events in American history.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.E Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will examine a specific problem in American history prior to 1870 and use various types of timelines, diagrams, and primary and secondary sources to determine the cause of the problem.	2
	Apply
Students will recognize the challenges and opportunities faced by those trying to address the problem.	1
	Understand
Students will analyze the results/solutions/consequence to the problem.	3
	Analyze
Supporting Standard(s): 6-8.AH.2.EC.B Analyze the mercantile system to explain colonial responses to economic control by European nations including Great Britain. 6-8.AH.3.CC.A Trace the events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints. 6-8.AH.3.EC.A Describe the function and purpose of taxes imposed by Great Britain following the Seven Years' War, evaluating colonial responses to them. 6-8.AH.3.GS.B Apply the concept of representation to the conflict between the colonies and Great Britain. 6-8.AH.3.PC.C Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.	

Detailed Description/Instructions: Students will read the formal requests from the Stamp Act Congress in New York in 1765 and identify the points raised in response to the Stamp Act. They will organize these requests into different groups based on motivation and come up with the main points the colonists are asking for. They will also

read excerpts from Patrick Henry's speech "Give Me Liberty or Give Me Death!" and follow the same directions.

[Resources for Colonists Formal Communication](#): Students will then review two major events: Boston Massacre and the Boston Tea Party.

[Boston Massacre Resources](#): Students annotate painting by Paul Revere and a journal entry from a British captain who experienced the event.

[Boston Tea Party](#): Read accounts from a participant and an account from the Pennsylvania Gazette.

Students will discuss which avenues met their needs: formal channels of communication, or informal channels?

Engaging Experience 4

Title: How did historical events lead to the Revolutionary War?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard 6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American History	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use and/or create various types of timelines, diagrams, maps, and graphs.	4
	Create
Students will use primary and secondary sources to analyze events in American history.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.E Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will examine a specific problem in American history prior to 1870 and use various types of timelines, diagrams, and primary and secondary sources to determine the cause of the problem.	2
	Apply
Students will recognize the challenges and opportunities faced by those trying to address the problem.	1
	Understand
Students will analyze the results/solutions/consequences to the problem.	3
	Analyze
Supporting Standard(s): 6-8.AH.3.CC.A Trace the events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints. 6-8.AH.3.GS.B Apply the concept of representation to the conflict between the colonies and Great Britain. 6-8.AH.3.PC.C Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.	

Detailed Description/Instructions: Using information from prior experiences, students will create a Cause & Effect Chain illustrating the events leading up to the Revolutionary War. Each chain should state the event, how it impacted British and colonists, and why it led to the next event (chain).

Topic 2: Achieving Independence

Engaging Experience 1

Title: Is it really “Common Sense” to declare independence from Britain?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American History	
Learning Targets	Webb’s DOK Level
	Bloom’s Level
Students will use and/or create various types of timelines, diagrams, maps, and graphs.	4
	Create
Students will use primary and secondary sources to analyze events in American history.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples’ perspectives at the time in American history.	
Learning Targets	Webb’s DOK Level
	Bloom’s Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.E Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will examine a specific problem in American history prior to 1870 and use various types of timelines, diagrams, and primary and secondary sources to determine the cause of the problem.	2
	Apply
Students will recognize the challenges and opportunities faced by those trying to address the problem.	1
	Understand
Students will analyze the results/solutions/consequences to the problem.	3
	Analyze
Supporting Standard(s): 6-8.AH.3.CC.A Trace the events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints. 6-8.AH.3.GS.B Apply the concept of representation to the conflict between the colonies and Great Britain. 6-8.AH.3.PC.A Analyze the perspectives of diverse individuals and groups to explain the extent of their support for the Revolutionary War. 6-8.AH.3.PC.C Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.	

Detailed Description/Instructions: In partners, students will read excerpts from Thomas Paine's Common Sense. They will put into their own words how the excerpt calls for Independence.

They will compare this to James Chalmers' Plain Truth, written 3 months after Common Sense. Students will use excerpts to put into their own words how the excerpt calls for staying with the monarchy.

[Common Sense Excerpts](#)

[Plain Truth by James Chalmers](#)

Engaging Experience 2

Title: How do the grievances of the DOI make a strong argument for independence?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American History	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use and/or create various types of timelines, diagrams, maps, and graphs.	4
	Create
Students will use primary and secondary sources to analyze events in American history.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.E Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will examine a specific problem in American history prior to 1870 and use various types of timelines, diagrams, and primary and secondary sources to determine the cause of the problem.	2
	Apply
Students will recognize the challenges and opportunities faced by those trying to address the problem.	1
	Understand
Students will analyze the results/solutions/consequences to the problem.	3
	Analyze
Supporting Standard(s): 6-8.AH.3.CC.B Analyze the Declaration of Independence to determine the historical context and political philosophies that influenced its creation. 6-8.AH.3.GS.B Apply the concept of representation to the conflict between the colonies and Great Britain. 6-8.AH.3.GS.C Apply the principles of inalienable rights, popular sovereignty, natural rights, and social contract to evaluate the purpose and legacy of the Declaration of Independence. 6-8.AH.3.PC.A Analyze the perspectives of diverse individuals and groups to explain the extent of their support for the Revolutionary War. 6-8.AH.3.PC.C Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.	

Detailed Description/Instructions: Divide the 27 grievances into groups of three

- Grievances 1-12: Grievances on abuse of power by King George III
- Grievances 13-22: Actions by the King and Parliament that violated the British Constitution
- Grievances 23-27: Changes against the king for making war on the colonists

Divide the class into groups and have them write the grievances into their own words and explain why the colonists would list this as support for independence. Have students create a poster explaining their grievances and if they agree with the colonists. Posters are shared around the room.

27 Grievances

Engaging Experience 3

Title: What advantages and disadvantages did the British and Americans experience during the Revolutionary War?

Suggested Length of Time: 2 blocks

Standards Addressed:

Priority Standard 6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American History	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use and/or create various types of timelines, diagrams, maps, and graphs.	4
	Create
Students will use primary and secondary sources to analyze events in American history.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.E Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will examine a specific problem in American history prior to 1870 and use various types of timelines, diagrams, and primary and secondary sources to determine the cause of the problem.	2
	Apply
Students will recognize the challenges and opportunities faced by those trying to address the problem.	1
	Understand
Students will analyze the results/solutions/consequences to the problem.	3
	Analyze
Supporting Standard(s): 6-8.AH.3.CC.C Evaluate the strengths and weaknesses of the American colonies and Great Britain to explain the American victory in the Revolution. 6-8.AH.3.PC.A Analyze the perspectives of diverse individuals and groups to explain the extent of their support for the Revolutionary War.	

Detailed Description/Instructions: Using their research skills, students will explore various aspects of the war including but not limited to: military strategy, military strength and training, geography, alliances, and funding. In groups they can then evaluate and rank these factors to help determine why the Americans won.

Students can then discuss hypotheticals such as: Had x not happened, could Y have happened?

[Battles & Peoples Organizer](#)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	How did the French & Indian War and Proclamation of 1763 change British relations with the colonists?	In groups, students will analyze British financial graphs to understand the impact recent wars had on the monarchy, examine maps to see the growth of the colonies after the French & Indian War, and read a historical account of how life changed for the colonies after the war. Using this information, students will summarize why relations changed and hypothesize how they changed.	1 block
1	How did new British policies affect the American colonies?	Using excerpts from various British policies imposed on the colonies over the course of approximately 10 years, students will analyze how the policies economically impacted the colonies. Students can also review how having no input in said policies affected their opinion of the monarchy and being ruled by a monarchy.	1 block
1	Did the colonists impact the British more through formal channels of communication, or informal channels?	Students will read the formal requests from the Stamp Act Congress in New York in 1765 and identify the points raised in response to the Stamp Act. They will organize these requests into different groups based on motivation and come up with the main points the colonists are asking for. They will also read excerpts from Patrick Henry's speech "Give Me Liberty or Give Me Death!" and follow the same directions. Students will then review two major events: Boston Massacre and the Boston Tea Party.	1-2 blocks

		Boston Massacre Resources: Students annotate painting by Paul Revere and a journal entry from a British captain who experienced the event. Boston Tea Party: Read accounts from a participant and an account from the Pennsylvania Gazette. Students will discuss which avenues met their needs: Did the colonists impact the British more through formal channels of communication, or informal channels?	
1	How did historical events lead to the Revolutionary War?	Using information from prior experiences, students will create a Cause & Effect Chain illustrating the events leading up to the Revolutionary War. Each chain should state the event, how it impacted British and colonists, and why it led to the next event (chain).	1-2 blocks
2	Is it really “Common Sense” to declare independence from Britain?	In partners, students will read excerpts from Thomas Paine’s Common Sense. They will put into their own words how the excerpt calls for Independence. They will compare this to James Chalmers’ Plain Truth, written 3 months after Common Sense. Students will use excerpts to put into their own words how the excerpt calls for staying with the monarchy.	1 block
2	How do the grievances of the DOI make a strong argument	Divide the class into groups and have them write the grievances into their own words and explain why the colonists would list this as support for independence. Have students	1 block

	for independence?	create a poster explaining their grievances and if they agree with the colonists. Posters are shared around the room.	
2	What advantages and disadvantages did the British and Americans experience during the Revolutionary War?	Using their research skills, students will explore various aspects of the war including but not limited to: military strategy, military strength and training, geography, alliances, and funding. In groups they can then evaluate and rank these factors to help determine why the Americans won. Students can then discuss hypotheticals such as: Had x not happened, could Y have happened?	2 blocks
Engaging Scenario		Decide whether you believe the colonists or the British were more at fault for the Revolutionary War. Propose a resolution to the growing disagreement by honoring the needs of both sides. Then be ready to debate your stance and proposal to the group. Can you get them to agree with your plan?	2 blocks

Unit 4: Creating a Government

Subject: American History

Grade: 8

Name of Unit: Creating a Government

Length of Unit: 4 weeks

Overview of Unit: This unit will explore the creation of a new government as the Revolutionary War came to an end. Students will examine the U.S. Constitution, learn about the 6 principles of the Constitution, and learn how it plays out in their everyday lives.

Unit 4 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: ***Did the Constitution establish a just government?***

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.
- 6-8.AH.1.CC.D Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.
- 6-8.AH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in American history prior to c.1870.

Supporting Standards for unit:

- 6-8.AH.3.CC.D Explain the major debates that occurred during the adoption of the Constitution and their ultimate resolution.
- 6-8.AH.3.G.B Evaluate the relationships among population, representation, and their effect on power in the new government.
- 6-8.AH.3.GS.D Evaluate the successes and challenges of the Articles of Confederation to explain the need for a Constitutional Convention.
- 6-8.AH.3.GS.E Apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purposes and functions of the Constitution.

- 6-8.AH.3.GS.F Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties.
- 6-8.AH.3.GS.G Examine elections, issues, laws, and events of this time period to explain how the concepts of judicial review, elastic clause, and an amendment process were established or used to meet challenges.
- 6-8.AH.3.PC.D Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- 6-8.AH.4.EC.C Trace the continued development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.
- 6-8.AH.5.GS.B Analyze federalism and popular sovereignty to explain peoples' expectations of the role of government and their place in governance.

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.D Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will create a research question about American history prior to 1870.	3
	Evaluate
Students will determine print and/or media resources that address multiple points of view.	2
	Apply
Students will select credible resources that represent multiple points of view to demonstrate viewpoint changes over time.	2
	Apply

Priority Standard 6-8.AH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in American history prior to c.1870.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will examine and analyze laws, policies, and processes in American history prior to 1870.	3
	Analyze

Students will read and interpret the law, policy, or process and determine how individuals and groups are affected.	2
	Apply
Students will summarize and form an opinion as to what the law, policy, or process means.	3
	Analyze
Students will cite historical evidence to determine how this law, policy, or process affected individuals or groups.	3
	Analyze

Essential Questions:

1. How does knowing various perspectives and context regarding an event help us to gain a more conclusive understanding of that time period?
2. How does asking critical thinking questions of the past help us to identify resources that will include different perspectives?
3. How do governments impact the lives of those living within their boundaries?

Enduring Understanding/Big Ideas:

1. Knowing various perspectives and context regarding an event helps us to have a more holistic understanding of any given event or time period.
2. Being able to identify resources using different perspectives helps us to critically reflect on events from the past.
3. Understanding how the government has impacted people in the past helps us to recognize the significance of it in our daily lives.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
- Analyze - Apply - Explain	- Articles of Confederation - Great Compromise 3/5ths Compromise - Limited government - Rule of law - Separation of powers - Checks and balances - Federalism - Popular sovereignty - Due process

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 2 blocks

You are at the final constitutional convention to ratify the constitution. Will you vote to ratify this final version or suggest further revisions. Justify your position.

Possibilities: Debate, Socratic Seminar, virtual discussion board, philosophical chairs

This Engaging Scenario should help students answer the **Unit Compelling Question:**
Did the Constitution establish a just government?

Topic 1: Articles of Confederation to Constitution

Engaging Experience 1

Title: Were the Articles of Confederation really that bad?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.D Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will create a research question about American history prior to 1870.	3
	Evaluate

Students will determine print and/or media resources that address multiple points of view.	2
	Apply
Students will select credible resources that represent multiple points of view to demonstrate viewpoint changes over time.	2
	Apply

Priority Standard 6-8.AH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in American history prior to c.1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will examine and analyze laws, policies, and processes in American history prior to 1870.	3
	Analyze
Students will read and interpret the law, policy, or process and determine how individuals and groups are affected.	2
	Apply
Students will summarize and form an opinion as to what the law, policy, or process means.	3
	Analyze
Students will cite historical evidence to determine how this law, policy, or process affected individuals or groups.	3
	Analyze
Supporting Standard(s): 6-8.AH.3.GS.D Evaluate the successes and challenges of the Articles of Confederation to explain the need for a Constitutional Convention. 6-8.AH.4.EC.C Trace the continued development of the American economic	

system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.

- 6-8.AH.5.GS.B Analyze federalism and popular sovereignty to explain peoples' expectations of the role of government and their place in governance.

Detailed Description/Instructions: Students will analyze a political cartoon relating to the Articles of Confederation. Individually, and then in groups, students will answer the questions regarding the cartoon. They will then create their own critical thinking questions about the Articles of Confederation.

To possibly answer their questions, students will read excerpts from the Articles of Confederation and discuss why they were included based on the colonists' history with England's monarchy. Reflections will be noted on their T-chart.

[Articles of Confederation Political Cartoon and T-Chart](#)

Engaging Experience 2

Title: Is compromise always fair?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.D Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will create a research question about American history prior to 1870.	3
	Evaluate
Students will determine print and/or media resources that address multiple points of view.	2
	Apply

Students will select credible resources that represent multiple points of view to demonstrate viewpoint changes over time.	2
	Apply

Priority Standard 6-8.AH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in American history prior to c.1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will examine and analyze laws, policies, and processes in American history prior to 1870.	3
	Analyze
Students will read and interpret the law, policy, or process and determine how individuals and groups are affected.	2
	Apply
Students will summarize and form an opinion as to what the law, policy, or process means.	3
	Analyze
Students will cite historical evidence to determine how this law, policy, or process affected individuals or groups.	3
	Analyze
Supporting Standard(s): 6-8.AH.3.CC.D Explain the major debates that occurred during the adoption of the Constitution and their ultimate resolution. 6-8.AH.3.G.B Evaluate the relationships among population, representation, and their effect on power in the new government. 6-8.AH.3.PC.D Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals. 6-8.AH.4.EC.C Trace the continued development of the American economic	

system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.

Detailed Description/Instructions: Modified from this C3 Compelling Question
<https://c3teachers.org/inquiries/great-compromise/>

Using primary sources, students will compare and contrast the Virginia Plan and New Jersey Plan. They will then read how the Great Compromise was made and form an opinion on whether this was a “Great” compromise.

Students will then review the Three-Fifths Compromise based on primary sources. Students will discuss how this compromise affects representation and taxation between northern and southern states.

[Is Compromise Always Fair?](#)

Topic 2: Organization of the Constitution

Engaging Experience 1

Title: How is our government organized?

Suggested Length of Time: 2 blocks

Standards Addressed:

Priority Standard 6-8.AH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in American history prior to c.1870.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will examine and analyze laws, policies, and processes in American history prior to 1870.	3
	Analyze
Students will read and interpret the law, policy, or process and determine how individuals and groups are affected.	2
	Apply
Students will summarize and form an opinion as to what the law, policy, or process means.	3
	Analyze
Students will cite historical evidence to determine how this law, policy, or process affected individuals or groups.	3
	Analyze

Supporting Standard(s):

- 6-8.AH.3.G.B Evaluate the relationships among population, representation, and their effect on power in the new government.
- 6-8.AH.5.GS.B Analyze federalism and popular sovereignty to explain peoples' expectations of the role of government and their place in governance.

Detailed Description/Instructions: Print the constitution into different sections. Student groups will decipher what their section states about the government and create a one-pager to share with the class. After the one-pagers are completed, students will gallery walk learning about each section.

Engaging Experience 2

Title: What are the 5 principles of the Constitution?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in American history prior to c.1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will examine and analyze laws, policies, and processes in American history prior to 1870.	3
	Analyze
Students will read and interpret the law, policy, or process and determine how individuals and groups are affected.	2
	Apply
Students will summarize and form an opinion as to what the law, policy, or process means.	3
	Analyze
Students will cite historical evidence to determine how this law, policy, or process affected individuals or groups.	3
	Analyze
Supporting Standard(s): 6-8.AH.3.GS.E Apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purposes and functions of the Constitution. 6-8.AH.5.GS.B Analyze federalism and popular sovereignty to explain peoples' expectations of the role of government and their place in governance.	

Detailed Description/Instructions: Students will create vocabulary slides with the principals according to the support standard (GS.E). Slides will include word, definition, how the principal is reflected in the Constitution, and how it relates to their life today.

Engaging Experience 3

Title: How do the principles of the Constitution connect to previous historical events?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in American history prior to c.1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will examine and analyze laws, policies, and processes in American history prior to 1870.	3
	Analyze
Students will read and interpret the law, policy, or process and determine how individuals and groups are affected.	2
	Apply
Students will summarize and form an opinion as to what the law, policy, or process means.	3
	Analyze
Students will cite historical evidence to determine how this law, policy, or process affected individuals or groups.	3
	Analyze
Supporting Standard(s): 6-8.AH.3.GS.E Apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purposes and functions of the Constitution. 6-8.AH.5.GS.B Analyze federalism and popular sovereignty to explain peoples' expectations of the role of government and their place in governance.	

Detailed Description/Instructions: Students will create a [concept map](#) using the vocabulary words from the previous Engaging Experience.

Topic 3: Amendments

Engaging Experience 1

Title: Does the new government have too much power?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.D Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will create a research question about American history prior to 1870.	3
	Evaluate

Students will determine print and/or media resources that address multiple points of view.	2
	Apply
Students will select credible resources that represent multiple points of view to demonstrate viewpoint changes over time.	2
	Apply

Priority Standard 6-8.AH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in American history prior to c.1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will examine and analyze laws, policies, and processes in American history prior to 1870.	3
	Analyze
Students will read and interpret the law, policy, or process and determine how individuals and groups are affected.	2
	Apply
Students will summarize and form an opinion as to what the law, policy, or process means.	3
	Analyze
Students will cite historical evidence to determine how this law, policy, or process affected individuals or groups.	3
	Analyze
Supporting Standard(s): 6-8.AH.3.GS.E Apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purposes and functions of the Constitution.	

- 6-8.AH.3.GS.F Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties.
- 6-8.AH.5.GS.B Analyze federalism and popular sovereignty to explain peoples' expectations of the role of government and their place in governance.

Detailed Description/Instructions: Have students read various excerpts from Hamilton and Jefferson to compare the Federalist and Anti-Federalist ideas. The class can then debate and defend their answer to the question, Does the new government have too much power?

Engaging Experience 2

Title: How is the government limited in power?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.D Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will create a research question about American history prior to 1870.	3
	Evaluate
Students will determine print and/or media resources that address multiple points of view.	2
	Apply

Students will select credible resources that represent multiple points of view to demonstrate viewpoint changes over time.	2
	Apply

Priority Standard 6-8.AH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in American history prior to c.1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will examine and analyze laws, policies, and processes in American history prior to 1870.	3
	Analyze
Students will read and interpret the law, policy, or process and determine how individuals and groups are affected.	2
	Apply
Students will summarize and form an opinion as to what the law, policy, or process means.	3
	Analyze
Students will cite historical evidence to determine how this law, policy, or process affected individuals or groups.	3
	Analyze
Supporting Standards for unit: 6-8.AH.3.GS.F Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties. 6-8.AH.3.GS.G Examine elections, issues, laws, and events of this time period to explain how the concepts of judicial review, elastic clause, and an amendment process were established or used to meet challenges.	

Detailed Description/Instructions: Using a copy of the Bill Rights students work in groups in a gallery walk review various pictures, cartoons, or scenarios and must identify which amendment is being represented.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Were the Articles of Confederation really that bad?	Students will analyze a political cartoon relating to the Articles of Confederation. Individually, and then in groups, students will answer the questions regarding the cartoon. They will then create their own critical thinking questions about the Articles of Confederation. To possibly answer their questions, students will read excerpts from the Articles of Confederation and discuss why they were included based on the colonists' history with England's monarchy. Reflections will be noted on their T-chart.	1 block
1	Is compromise always fair?	Using primary sources, students will compare and contrast the Virginia Plan and New Jersey Plan. They will then read how the Great Compromise was made and form an opinion on whether this was a "Great" compromise. Students will then review the Three-Fifths Compromise based on primary sources. Students will discuss how this compromise affects representation and taxation between northern and southern states.	1-2 blocks
2	How is our government organized?	Print the constitution into different sections. Student groups will decipher what their section states about the government and create a one-pager to share with the class. After the one-pagers are completed students	2 blocks

		will gallery walk learning about each section.	
2	What are the 5 Principles of the Constitution?	Students will create vocabulary slides with the principals according to the support standard (GS.E). Slides will include word, definition, how the principal is reflected in the Constitution, and how it relates to their life today.	1 block
2	How do the principles of the Constitution connect to previous historical events?	Students will create a concept map using the vocabulary words from the previous Engaging Experience.	1 block
3	Does the new government have too much power?	Have students read various excerpts from Hamilton and Jefferson to compare the Federalist and Anti-Federalist ideas. The class can then debate and defend their answer to the question, Does the new government have too much power?	1 block
3	How is the government limited in power?	Using a copy of the Bill Rights students work in groups in a gallery walk to review various pictures, cartoons, or scenarios and must identify which amendment is being represented.	1 block
Engaging Scenario		You are at the final Constitutional Convention to ratify the constitution. Will you vote to ratify this final version or suggest further revisions. Justify your position. Possibilities: Debate, Socratic Seminar, virtual discussion board, philosophical chairs	2 blocks

Unit 5: New Nation

Subject: American History

Grade: 8

Name of Unit: New Nation

Length of Unit: 4 weeks

Overview of Unit: This unit explores the economic, political, and cultural factors that motivated Americans to migrate westward across North America, significant people/events associated with expansion, and the impact of migration.

Unit 5 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: ***How did westward expansion and the industrial revolution impact the economic growth of early America?***

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.
- 6-8.AH.1.G.B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.

Supporting Standards for unit:

- 6-8.AH.2.G.C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.
- 6-8.AH.3.G.A Draw conclusions about regional conflict and cooperation as a consequence of physical geography.
- 6-8.AH.3.G.C Compare major patterns of population distribution, demographics and migrations in the United States during this era c. 1763-1812.
- 6-8.AH.4.EC.A Analyze the origins and characteristics of coercive labor systems, including slavery, and their impact on economic and political expansion.
- 6-8.AH.4.EC.B Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship among those regions.

- 6-8.AH.4.G.C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life c.1812-1848.
- 6-8.AH.4.PC.C Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation.
- 6-8.AH.4.PC.E Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development.
- 6-8.AH.5.EC.A Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship among those regions.

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain where populations lived and the natural environments of regions within the Americas prior to 1870.	3
	Analyze

Students will explain regional and national changes in identity and culture over time.	3
	Analyze
Students will explain ways that regions identify ethnically, socially, politically, and economically over time.	3
	Analyze

Essential Questions:

1. How does knowing various perspectives and context regarding an event help us to gain a more conclusive understanding of that time period?
2. Why does geography impact the identity and culture of different regions?

Enduring Understanding/Big Ideas:

1. Knowing various perspectives and context regarding an event helps us to have a more holistic understanding of any given event or time period.
2. Physical and human characteristics directly influence the development of the region's society.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Evaluate • Analyze	• Expansionism • Entrepreneur • Innovation • Migration • Industrial Revolution • Louisiana Purchase

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 1 block

You are presenting a sales pitch to possible investors to start your new city/company. Create a multimedia presentation outlining where your city/company is to be located and why. Your investor is opposed to enslaved labor so that should be reflected in your proposal.

This Engaging Scenario should help students answer the **Unit Compelling Question:** *How did westward expansion and the industrial revolution impact the economic growth of early America?*

Topic 1: Washington Era

Engaging Experience 1

Title: How did Washington's presidency set the precedent for presidencies to come?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain where populations lived and the natural environments of regions within the Americas prior to 1870.	3
	Analyze
Students will explain regional and national changes in identity and culture over time.	3
	Analyze

Students will explain ways that regions identify ethnically, socially, politically, and economically over time.	3
	Analyze
Supporting Standard(s): 6-8.AH.4.PC.C Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation.	

Detailed Description/Instructions: Students will complete Washington’s Presidency online interactive notes to gain a basic understanding of the key components of Washington’s presidency and the impact on future presidents.

[Washington's Presidency Online Notes](#)

Engaging Experience 2

Title: What challenges did Washington face as the nation's first president?

Suggested Length of Time: Half to 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain where populations lived and the natural environments of regions within the Americas prior to 1870.	3
	Analyze
Students will explain regional and national changes in identity and culture over time.	3
	Analyze

Students will explain ways that regions identify ethnically, socially, politically, and economically over time.	3
	Analyze
Supporting Standard(s): 6-8.AH.4.PC.C Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation.	

Detailed Description/Instructions: Students will participate in a whole group simulation to better understand the challenges Washington faced as our nation's first president.

[Challenges of Washington Simulation](#)

Engaging Experience 3

Title: What was the lasting impact of Washington's presidency?

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain where populations lived and the natural environments of regions within the Americas prior to 1870.	3
	Analyze
Students will explain regional and national changes in identity and culture over time.	3
	Analyze
Students will explain ways that regions identify ethnically, socially, politically, and economically over time.	3
	Analyze
Supporting Standard(s): 6-8.AH.4.PC.C Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation.	

Detailed Description/Instructions: Students will complete a social media profile for George Washington to show their overall understanding of the lasting impact of his presidency.

[Washington Social Media Scoring Guide](#)
[Instagram Profile Template](#)

Topic 2: Early Expansion

Engaging Experience 1

Title: What role did Jefferson have in expanding our country westward?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain where populations lived and the natural environments of regions within the Americas prior to 1870.	3
	Analyze
Students will explain regional and national changes in identity and culture over time.	3
	Analyze

Students will explain ways that regions identify ethnically, socially, politically, and economically over time.	3
	Analyze
Supporting Standard(s): 6-8.AH.2.G.C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life. 6-8.AH.3.G.A Draw conclusions about regional conflict and cooperation as a consequence of physical geography. 6-8.AH.4.PC.E Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development. 6-8.AH.3.G.C Compare major patterns of population distribution, demographics, and migrations in the United States during this era c. 1763-1812.	

Detailed Description/Instructions: Students learn about, or review, Jefferson's presidency by reading 9 passages covering people and events related to his time in office (both foreign and domestic).

[Jefferson Era Gallery Walk](#)

Engaging Experience 2

Title: How did the westward explorers lead our country to expand west?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain where populations lived and the natural environments of regions within the Americas prior to 1870.	3
	Analyze
Students will explain regional and national changes in identity and culture over time.	3
	Analyze

Students will explain ways that regions identify ethnically, socially, politically, and economically over time.	3
	Analyze
Supporting Standard(s): 6-8.AH.2.G.C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life. 6-8.AH.3.G.A Draw conclusions about regional conflict and cooperation as a consequence of physical geography. 6-8.AH.4.PC.E Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development. 6-8.AH.3.G.C Compare major patterns of population distribution, demographics, and migrations in the United States during this era c. 1763-1812.	

Detailed Description/Instructions: Students will view various resources and scenarios to better understand who the westward explorers were and how they led to our nation expanding westward.

[Westward Explorers Activity](#)

Engaging Experience 3

Title: What role did the Louisiana Purchase and the explorers who explored the land have in our nation expanding westward?

Suggested Length of Time: Quarter block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain where populations lived and the natural environments of regions within the Americas prior to 1870.	3
	Analyze
Students will explain regional and national changes in identity and culture over time.	3
	Analyze

Students will explain ways that regions identify ethnically, socially, politically, and economically over time.	3
	Analyze
Supporting Standard(s): 6-8.AH.2.G.C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life. 6-8.AH.3.G.A Draw conclusions about regional conflict and cooperation as a consequence of physical geography. 6-8.AH.3.G.C Compare major patterns of population distribution, demographics, and migrations in the United States during this era c. 1763-1812. 6-8.AH.4.PC.E Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development.	

Detailed Description/Instructions: Students will complete the proficiency check to show their understanding of how Jefferson and westward explorers led our country in expanding westward.

[Unit 5: Topic 2 Proficiency Check](#)

Engaging Experience 4

Title: How did James Madison and the War of 1812 impact the growth of our nation?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain where populations lived and the natural environments of regions within the Americas prior to 1870.	3
	Analyze
Students will explain regional and national changes in identity and culture over time.	3
	Analyze

Students will explain ways that regions identify ethnically, socially, politically, and economically over time.	3
	Analyze
Supporting Standard(s): 6-8.AH.2.G.C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life. 6-8.AH.3.G.A Draw conclusions about regional conflict and cooperation as a consequence of physical geography. 6-8.AH.4.PC.E Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development.	

Detailed Description/Instructions: Students will analyze the causes and effects of the War of 1812. To understand the causes, the class will visit an interactive website that discusses why people were both for and against the War of 1812. In order to understand the impact of the war, students will visit four stations which represent varying impacts. They include westward movement, the growth of American art and literature, the destruction of Washington D.C., and the growth of Andrew Jackson's popularity after the Battle of New Orleans. Students will examine primary sources to find the evidence related to those impacts.

[War of 1812 Stations](#)

Engaging Experience 5

Title: How was independence solidified by the War of 1812?

Suggested Length of Time: 2-3 blocks

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain where populations lived and the natural environments of regions within the Americas prior to 1870.	3
	Analyze
Students will explain regional and national changes in identity and culture over time.	3
	Analyze

Students will explain ways that regions identify ethnically, socially, politically, and economically over time.	3
	Analyze
Supporting Standard(s): 6-8.AH.2.G.C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life. 6-8.AH.3.G.A Draw conclusions about regional conflict and cooperation as a consequence of physical geography. 6-8.AH.4.PC.E Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development.	

Detailed Description/Instructions: Students will create a theme park to help them make the connection between the events of the war and how it led to the nation’s official independence.

[War of 1812 Theme Park Assessment](#)

Topic 3: Industrial Revolution

Engaging Experience 1

Title: How did the Industrial Revolution lead to urbanization and the expansion of our nation?

Suggested Length of Time: Half to 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain where populations lived and the natural environments of regions within the Americas prior to 1870.	3
	Analyze

Students will explain regional and national changes in identity and culture over time.	3
	Analyze
Students will explain ways that regions identify ethnically, socially, politically, and economically over time.	3
	Analyze
Supporting Standard(s): 6-8.AH.4.EC.A Analyze the origins and characteristics of coercive labor systems, including slavery, and their impact on economic and political expansion. 6-8.AH.4.EC.B Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship among those regions. 6-8.AH.4.G.C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life c.1812-1848. 6-8.AH.4.PC.C Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation. 6-8.AH.4.PC.E Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development. 6-8.AH.5.EC.A Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship among those regions.	

Detailed Description/Instructions: Students will complete the Urbanization game as a class to better understand how the Industrial Revolution led to Urbanization and its impact on the growth of the nation/cities.

[Urbanization Game](#)

Engaging Experience 2

Title: How did industrialization, urbanization and scientific/technological changes bring about massive social, economic, and cultural change?

Suggested Length of Time: 2 blocks

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain where populations lived and the natural environments of regions within the Americas prior to 1870.	3
	Analyze
Students will explain regional and national changes in identity and culture over time.	3
	Analyze

Students will explain ways that regions identify ethnically, socially, politically, and economically over time.	3
	Analyze
Supporting Standard(s): 6-8.AH.4.EC.A Analyze the origins and characteristics of coercive labor systems, including slavery, and their impact on economic and political expansion. 6-8.AH.4.EC.B Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship among those regions. 6-8.AH.4.G.C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life c.1812-1848. 6-8.AH.4.PC.C Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation. 6-8.AH.4.PC.E Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development. 6-8.AH.5.EC.A Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship among those regions.	

Detailed Description/Instructions: Students will complete the Industrial Revolution stations 1-3 to better understand how industrialization and urbanization affected workers & cities and how scientific and technological changes bring about massive social, economic, and cultural change?

[Industrial Revolution Stations](#)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	How did Washington's presidency set the precedent for presidencies to come?	Students will complete Washington's Presidency online interactive notes to gain a basic understanding of the key components of Washington's presidency and the impact on future presidents.	1 block
1	What challenges did Washington face as the nation's first president?	Students will participate in a whole group simulation to better understand the challenges Washington faced as our nation's first president.	½-1 block
1	What was the lasting impact of Washington's presidency?	Students will complete a social media profile for George Washington to show their overall understanding of the lasting impact of his presidency.	1-2 blocks
2	What role did Jefferson have in expanding our country westward?	Students learn about, or review, Jefferson's presidency by reading 9 passages covering people and events related to his time in office (both foreign and domestic).	1 block
2	How did the westward explorers lead our country to expand west?	Students will view various resources and scenarios to better understand who the westward explorers were and how they led to our nation expanding westward.	1 block
2	What role did the Louisiana Purchase and the explorers	Students will complete the proficiency check to show their understanding of how Jefferson and westward explorers led our country in expanding westward	¼ block

	who explored the land have in our nation expanding westward?		
3	How did James Madison and the War of 1812 impact the growth of our nation?	Students will analyze the causes and effects of the War of 1812. To understand the causes, the class will visit an interactive website that discusses why people were both for and against the War of 1812. In order to understand the impact of the war, students will visit four stations which represent varying impacts. They include westward movement, the growth of American art and literature, the destruction of Washington D.C., and the growth of Andrew Jackson's popularity after the Battle of New Orleans. Students will examine primary sources to find the evidence related to those impacts.	1 block
3	How was independence solidified by the War of 1812?	Students will create a theme park to help them make the connection between the events of the war and how it led to the nation's official independence.	2-3 blocks Depending if Share out
4	How did the Industrial Revolution lead to urbanization and the expansion of our nation?	Students will complete the Urbanization game as a class to better understand how the Industrial Revolution led to Urbanization and its impact on the growth of the nation/cities.	½-1 block
4	How did industrialization, urbanization and scientific/technological changes bring about	Students will complete the Industrial Revolution stations 1-3 to better understand how industrialization and urbanization affected workers & cities and how scientific and technological changes bring about massive social, economic, and cultural	2 block

	massive social, economic, and cultural change?	change?	
Engaging Scenario	You are presenting a sales pitch to possible investors to start your new city/company. Create a multi-media presentation outlining where your city/company is to be located and why. Your investor is opposed to enslaved labor so that should be reflected in your proposal.		1 block

Unit 6: Reshaping the Nation

Subject: American History

Grade: 8

Name of Unit: Reshaping the Nation

Length of Unit: 3-4 weeks

Overview of Unit: This unit continues to explore the factors that motivated Americans to migrate westward along with major reform movements of the 19th century such as abolitionism, women's movement, and Jacksonian democracy.

Unit 6 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: ***Which of these had the greatest impact on reshaping our history: Manifest Destiny, Women's Rights, or Abolition?***

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.
- 6-8.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American History prior to c. 1870.
- 6-8.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.

Supporting Standards for unit:

- 6-8.AH.2.CC.E Analyze the concept of Manifest Destiny as a catalyst for change in American history.
- 6-8.AH.4.CC.A Analyze the expansion of the United States in the early nineteenth century to trace U.S. growth and form hypotheses about future conflicts.
- 6-8.AH.4.CC.C Analyze the forced removal and resettlements of Native Americans to determine its impact on their cultures and civilizations.

- 6-8.AH.4.G.A Trace the changing boundaries of the United States and describe how it represents the changing relationships with its neighbors and Native Americans.
- 6-8.AH.4.G.B Assess Manifest Destiny in relation to push-pull factors, geographic features, and human environmental interactions to determine their influence on the movement of goods, people and ideas.
- 6-8.AH.4.GS.A Trace the expansion of voting rights and patterns and explain how it impacted elections and political movements.
- 6-8.AH.4.GS.B Analyze landmark Supreme Court cases to determine the effect on the definition and expansion of federal power.
- 6-8.AH.4.GS.C Explain how the principles of rule of law, separation of powers, checks and balances, and federalism were impacted by Jacksonian Democracy.
- 6-8.AH.4.PC.A Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals.
- 6-8.AH.4.PC.D Describe the culture and accomplishments of native American cultures to compare the various ways they responded to American expansion.
- 6-8.AH.5.PC.C Analyze the evolution of the women's movement to trace its continued development and evaluate its impact.
- 6-8.AH.5.PC.D Analyze the evolution of the Abolitionist Movement to trace its continued development and evaluate its impact.

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American History prior to c. 1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use and create various types of timelines, maps, charts, and data tables to explain and reveal patterns or trends in American history prior to 1870.	2
	Apply
The student will combine multiple sources of information to create a graphic representation.	4
	Create

Priority Standard 6-8.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will determine what constitutes a "major" city, "key" world nations, and "major" topographical features.	2
	Apply
Students will locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents and oceans; and major topographical features of the United States.	1
	Understand

Essential Questions:

1. How does knowing various perspectives and context regarding an event help us to gain a more conclusive understanding of that time period?

2. How do these tools help us to explain relationships and reveal patterns in history?
3. Why does identifying places on a map help us to understand our world today?

Enduring Understanding/Big Ideas:

1. Knowing various perspectives and context regarding an event helps us to have a more holistic understanding of any given event or time period.
2. Analyzing relationships and patterns over time can impact the decision-making process of today.
3. A global understanding helps us to make connections between where we live in relation to other societies.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Analyze • Apply • Create • Evaluate	• Expansionism • Manifest Destiny • Gold Rush • Entrepreneur • Innovation • Migration • Abolitionism • Jacksonian Democracy • Declaration of Sentiments • Suffrage • Spoil's System • Temperance • Disenfranchisement • Underground Railroad • Secede • Abolish • Division

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 2-3 blocks

Create a museum exhibition to outline which change (manifest destiny, women's rights movement, abolition) you believe had the biggest impact on reshaping our nation.

This Engaging Scenario should help students answer the **Unit Compelling Question:**
Which of these had the greatest impact on reshaping our history: Manifest Destiny, Women's Rights, or Abolition?

Topic 1: Jackson Era

Engaging Experience 1

Title: How did the idea of Manifest Destiny/Andrew Jackson impact the Native Americans?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American History prior to c. 1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use and create various types of timelines, maps, charts, and data tables to explain and reveal patterns or trends in American history prior to 1870.	2
	Apply

The student will combine multiple sources of information to create a graphic representation.	4
	Create
Supporting Standard(s): ● 6-8.AH.2.CC.E Analyze the concept of Manifest Destiny as a catalyst for change in American history. ● 6-8.AH.4.CC.A Analyze the expansion of the United States in the early nineteenth century to trace U.S. growth and form hypotheses about future conflicts. ● 6-8.AH.4.CC.C Analyze the forced removal and resettlements of Native Americans to determine its impact on their cultures and civilizations. ● 6-8.AH.4.G.A Trace the changing boundaries of the United States and describe how it represents the changing relationships with its neighbors and Native Americans.	

Detailed Description/Instructions: Students analyze various resources to determine how the members of the Cherokee Nation both assimilate white culture and resist white expansion as well as the key events that led to the Trail of Tears.

[Copy of Indian Removal](#)

Engaging Experience 2

Title: How did Andrew Jackson play a part in the idea of Manifest Destiny?

Suggested Length of Time: 2 blocks

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate
Supporting Standard(s): ● 6-8.AH.2.CC.E Analyze the concept of Manifest Destiny as a catalyst for change in American history. ● 6-8.AH.4.CC.A Analyze the expansion of the United States in the early nineteenth century to trace U.S. growth and form hypotheses about future conflicts. ● 6-8.AH.4.CC.C Analyze the forced removal and resettlements of Native Americans to determine its impact on their cultures and civilizations. ● 6-8.AH.4.G.A Trace the changing boundaries of the United States and describe how it represents the changing relationships with its neighbors and Native Americans.	

Detailed Description/Instructions: Students will analyze various sources to develop an opinion about Andrew Jackson's actions as president and how they impacted the nation. Was he a hero or a villain. Students will develop their opinion, write a short essay, and possibly discuss in a Socratic Seminar.

[Butler: Andrew Jackson: Hero or Villain](#)

Topic 2: Manifest Destiny

Engaging Experience 1

Title: How did the idea of Manifest Destiny impact our nation?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American History prior to c. 1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use and create various types of timelines, maps, charts, and data tables to explain and reveal patterns or trends in American history prior to 1870.	2
	Apply

The student will combine multiple sources of information to create a graphic representation.	4
	Create

Priority Standard 6-8.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will determine what constitutes a "major" city, "key" world nations, and "major" topographical features.	2
	Apply
Students will locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents and oceans; and major topographical features of the United States.	1
	Understand
Supporting Standard(s): 6-8.AH.2.CC.E Analyze the concept of Manifest Destiny as a catalyst for change in American history. 6-8.AH.4.CC.A Analyze the expansion of the United States in the early nineteenth century to trace U.S. growth and form hypotheses about future conflicts. 6-8.AH.4.CC.C Analyze the forced removal and resettlements of Native Americans to determine its impact on their cultures and civilizations. 6-8.AH.4.G.A Trace the changing boundaries of the United States and describe how it represents the changing relationships with its neighbors and Native Americans. 6-8.AH.4.G.B Assess Manifest Destiny in relation to push-pull factors, geographic features, and human environmental interactions to determine their influence on the movement of goods, people and ideas.	

Detailed Description/Instructions: Students will analyze documents and answer the short-answer questions that follow each document in the space provided. They will then use the information gathered to complete a short essay.

[Manifest Destiny Document Based Questions/Summary.doc](#)

Topic 3: Reform Movements

Engaging Experience 1

Title: What kind of change was the nation facing during the second great awakening?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American History prior to c. 1870.

Supporting Standard(s):

- 6-8.AH.4.GS.A Trace the expansion of voting rights and patterns and explain how it impacted elections and political movements.
- 6-8.AH.4.GS.B Analyze landmark Supreme Court cases to determine the effect on the definition and expansion of federal power.
- 6-8.AH.4.GS.C Explain how the principles of rule of law, separation of powers, checks and balances, and federalism were impacted by Jacksonian Democracy.
- 6-8.AH.4.PC.A Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals.
- 6-8.AH.4.PC.D Describe the culture and accomplishments of native American cultures to compare the various ways they responded to American expansion.

- 6-8.AH.5.PC.C Analyze the evolution of the women's movement to trace its continued development and evaluate its impact.
- 6-8.AH.5.PC.D Analyze the evolution of the Abolitionist Movement to trace its continued development and evaluate its impact.

Detailed Description/Instructions: Students will analyze primary source images or graphs from each reform movement to make predictions about the reform movements. After each prediction question students will read a short passage about that reform movement and answer comprehension questions to gain a better understanding of the different reform movements during this time period.

[Reform Movements](#)

Engaging Experience 2

Title: What kind of change was the nation facing during the second great awakening?

Suggested Length of Time: 3 blocks

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American History prior to c. 1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use and create various types of timelines, maps, charts, and data tables to explain and reveal patterns or trends in American history prior to 1870.	2
	Apply
The student will combine multiple sources of information to create a graphic representation.	4
	Create

Priority Standard 6-8.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will determine what constitutes a "major" city, "key" world nations, and "major" topographical features.	2
	Apply
Students will locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents and oceans; and major topographical features of the United States.	1
	Understand
Supporting Standard(s): 6-8.AH.4.GS.A Trace the expansion of voting rights and patterns and explain how it impacted elections and political movements. 6-8.AH.4.GS.B Analyze landmark Supreme Court cases to determine the effect on the definition and expansion of federal power. 6-8.AH.4.GS.C Explain how the principles of rule of law, separation of powers, checks and balances, and federalism were impacted by Jacksonian Democracy. 6-8.AH.4.PC.A Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals. 6-8.AH.4.PC.D Describe the culture and accomplishments of native American cultures to compare the various ways they responded to American expansion. 6-8.AH.5.PC.C Analyze the evolution of the women's movement to trace its continued development and evaluate its impact. 6-8.AH.5.PC.D Analyze the evolution of the Abolitionist Movement to trace its continued development and evaluate its impact.	

Detailed Description/Instructions: Students will research a particular reform movement from this time period and determine 10 of the most impactful events relating to that movement. They will then create a GoogleTrek to present to the class. The GoogleTrek will show where these events took place as well as explain why they were impactful.

[Reform Movement GoogleTrek Project](#)

[Reform Movement GoogleTrek Project Presentations](#)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	How did the idea of Manifest Destiny/Andrew Jackson impact the Native Americans?	Students analyze various resources to determine how the members of the Cherokee Nation both assimilate white culture and resist white expansion as well as the key events that led to the Trail of Tears.	1 block
1	How did Andrew Jackson play a part in the idea of Manifest Destiny?	Students will analyze various sources to develop an opinion about Andrew Jackson's actions as president and how they impacted the nation. Was he a hero or a villain? Students will develop their opinion, write a short essay, and possibly discuss in a Socratic Seminar.	2 blocks
2	How did the idea of Manifest Destiny impact our nation?	Students will analyze documents and answer the short-answer questions that follow each document in the space provided. They will then use the information gathered to complete a short essay.	1-2 blocks
3	What kind of change was the nation facing during the second great awakening?	Students will analyze primary source images or graphs from each reform movement to make predictions about the reform movements. After each prediction question students will read a short passage about that reform movement and answer comprehension questions to gain a better understanding of the different reform movements during this time period.	1 block
3	What kind of change was the nation facing	Students will research a particular reform movement from this time period and determine 10 of the most impactful events	2-3 blocks

	during the second great awakening?	relating to that movement. They will then create a GoogleTrek to present to the class. The GoogleTrek will show where these events took place as well as explain why they were impactful.	
Engaging Scenario		Create a museum exhibition to outline which change (manifest destiny, women's rights movement, abolition) you believe had the biggest impact on reshaping our nation.	2-3 blocks

Unit 7: Civil War

Subject: American History

Grade: 8

Name of Unit: Civil War

Length of Unit: 4-5 weeks

Overview of Unit: This unit focuses on the events leading up to the Civil War and the consequences of the war itself.

Unit 7 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: ***What was the most impactful cause and consequence of the Civil War?***

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.
- 6-8.AH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.
- 6-8.AH.1.EC.A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.

Supporting Standards for unit:

- 6-8.AH.4.CC.B Evaluate the responses of North and South American leaders to the social, political, economic and religious challenges of the period.
- 6-8.AH.4.PC.B Analyze the experiences of enslaved peoples in North and South America to determine their cultural impact and consequences.
- 6-8.AH.5.CC.A Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts.
- 6-8.AH.5.CC.B Trace the events as well as political, cultural, economic and social conditions leading to conflict between Northern and Southern states.
- 6-8.AH.5.CC.C Describe critical developments and turning points in the Civil War, including major battles.

- 6-8.AH.5.G.A Analyze the United States' geography of North, South, and West in order to explain regional cultural, social and economic differences.
- 6-8.AH.5.G.B Evaluate the significance of geography on the conduct of the war and strategy of the North and South.
- 6-8.AH.5.GS.C Analyze the election of 1860 to explain the development of political parties and how they influence the selection of leaders.

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.	
Learning Targets	Webb's DOK Level
	Bloom's Level

After examining current events issues and analyzing historical themes, students will develop a research plan (graphic organizer, to-do list, topic/thesis), identify appropriate source materials (and use proper note-taking strategies), and create a research product (using various media and formats). The final product should make a connection between an American history issue prior to 1870 and a contemporary issue.	4
	Create

Priority Standard 6-8.AH.1.EC.A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Given an economic event in American society prior to 1870, students will identify positives (benefits) and negatives (costs) of economic decisions and determine the overall effects on the individual and society.	3
	Analyze
Students will analyze economic decisions to determine the opportunity costs and benefits to individuals and groups.	3
	Analyze

Essential Questions:

1. How does knowing various perspectives and context regarding an event help us to gain a more conclusive understanding of that time period?
2. How does effectively researching the past help us to understand the present?
3. How do economic decisions affect the lives of a society?

Enduring Understanding/Big Ideas:

1. Knowing various perspectives and context regarding an event helps us to have a more holistic understanding of any given event or time period.
2. Being able to effectively research the past to better understand the present helps us to become more actively engaged citizens.
3. Economic decisions can have varying impacts on things like autonomy, quality of life, and available opportunities for individuals and systems within a society.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Analyze • Evaluate • Create	• Union • Confederacy • Nullification Secede • Compromise • Popular Sovereignty • Emancipation • Sectionalism • Agrarian • Antebellum

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 3 blocks

You are creating a pilot podcast to share with various sponsors. You've decided that the topic will address what you believe to be the most impactful cause and consequences of the Civil War. You will want to share your thoughts in a way that targets a wide audience to have the best chance of getting your podcast on the air.

This Engaging Scenario should help students answer the **Unit Compelling Question:**
What was the most impactful cause and consequence of the Civil War?

Topic 1: Causes of the Civil War

Engaging Experience 1

Title: What were the differences between the North and South around the time of the Civil War?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.	
Learning Targets	Webb's DOK Level
	Bloom's Level

After examining current events issues and analyzing historical themes, students will develop a research plan (graphic organizer, to-do list, topic/thesis), identify appropriate source materials (and use proper note-taking strategies), and create a research product (using various media and formats). The final product should make a connection between an American history issue prior to 1870 and a contemporary issue.	4
	Create

Priority Standard 6-8.AH.1.EC.A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Given an economic event in American society prior to 1870, students will identify positives (benefits) and negatives (costs) of economic decisions and determine the overall effects on the individual and society.	3
	Analyze
Students will analyze economic decisions to determine the opportunity costs and benefits to individuals and groups.	3
	Analyze
Supporting Standard(s): 6-8.AH.4.CC.B Evaluate the responses of North and South American leaders to the social, political, economic and religious challenges of the period. 6-8.AH.4.PC.B Analyze the experiences of enslaved peoples in North and South America to determine their cultural impact and consequences. 6-8.AH.5.CC.A Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts. 6-8.AH.5.CC.B Trace the events as well as political, cultural, economic and social conditions leading to conflict between Northern and Southern states. 6-8.AH.5.G.A Analyze the United States' geography of North, South, and West in order to explain regional cultural, social and economic differences.	

- 6-8.AH.5.G.B Evaluate the significance of geography on the conduct of the war and strategy of the North and South.
- 6-8.AH.5.GS.C Analyze the election of 1860 to explain the development of political parties and how they influence the selection of leaders.

Detailed Description/Instructions: Students will analyze several statistical graphs to better compare the North and South during this time period. They will be able to better understand the perspectives of each region and how that led to sectional differences.

[Butler- The North & South "Graph Walk" Investigation e20](#)

Engaging Experience 2

Title: What were some of the major issues leading the U.S to Civil War?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.	
Learning Targets	Webb's DOK Level
	Bloom's Level
After examining current events issues and analyzing historical themes, students will develop a research plan (graphic organizer, to-do list, topic/thesis), identify appropriate source materials (and use proper note-taking strategies), and create a research product (using various media and formats). The final product should make a connection between an American history issue prior to 1870 and a contemporary issue.	4
	Create

Priority Standard 6-8.AH.1.EC.A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Given an economic event in American society prior to 1870, students will identify positives (benefits) and negatives (costs) of economic decisions and determine the overall effects on the individual and society.	3
	Analyze
Students will analyze economic decisions to determine the opportunity costs and benefits to individuals and groups.	3
	Analyze
Supporting Standard(s): 6-8.AH.4.CC.B Evaluate the responses of North and South American leaders to the social, political, economic and religious challenges of the period. 6-8.AH.4.PC.B Analyze the experiences of enslaved peoples in North and South America to determine their cultural impact and consequences. 6-8.AH.5.CC.A Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts. 6-8.AH.5.CC.B Trace the events as well as political, cultural, economic and social conditions leading to conflict between Northern and Southern states. 6-8.AH.5.G.A Analyze the United States' geography of North, South, and West in order to explain regional cultural, social and economic differences. 6-8.AH.5.G.B Evaluate the significance of geography on the conduct of the war and strategy of the North and South. 6-8.AH.5.GS.C Analyze the election of 1860 to explain the development of political parties and how they influence the selection of leaders.	

Detailed Description/Instructions: Students will use various resources to get a better understanding of the various issues that lead to the Civil War. It may be helpful for students to work together to discuss through their thoughts as they complete this activity. They will then make a short video submission explaining which of the causes they believe to be the most significant at this point in their learning.

[Civil War Causes Video Investigation](#)

Engaging Experience 3

Title: What role did the Election of 1860 play in causing the Civil War?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.	
Learning Targets	Webb's DOK Level
	Bloom's Level
After examining current events issues and analyzing historical themes, students will develop a research plan (graphic organizer, to-do list, topic/thesis), identify appropriate source materials (and use proper note-taking strategies), and create a research product (using various media and formats). The final product should make a connection between an American history issue prior to 1870 and a contemporary issue.	4
	Create

Priority Standard 6-8.AH.1.EC.A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Given an economic event in American society prior to 1870, students will identify positives (benefits) and negatives (costs) of economic decisions and determine the overall effects on the individual and society.	3
	Analyze
Students will analyze economic decisions to determine the opportunity costs and benefits to individuals and groups.	3
	Analyze
Supporting Standard(s): 6-8.AH.4.CC.B Evaluate the responses of North and South American leaders to the social, political, economic and religious challenges of the period. 6-8.AH.4.PC.B Analyze the experiences of enslaved peoples in North and South America to determine their cultural impact and consequences. 6-8.AH.5.CC.A Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts. 6-8.AH.5.CC.B Trace the events as well as political, cultural, economic and social conditions leading to conflict between Northern and Southern states. 6-8.AH.5.G.A Analyze the United States' geography of North, South, and West in order to explain regional cultural, social and economic differences. 6-8.AH.5.G.B Evaluate the significance of geography on the conduct of the war and strategy of the North and South. 6-8.AH.5.GS.C Analyze the election of 1860 to explain the development of political parties and how they influence the selection of leaders.	

Detailed Description/Instructions: Students will role play the election of 1860 to better understand its relationship to the Civil War.

[election-of-1860.pdf](#)

Topic 2: Consequences of the Civil War

Engaging Experience 1

Title: How did the Gettysburg Address impact the outcome of the war?

Suggested Length of Time: Half block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.

Learning Targets	Webb's DOK Level
	Bloom's Level

After examining current events issues and analyzing historical themes, students will develop a research plan (graphic organizer, to-do list, topic/thesis), identify appropriate source materials (and use proper note-taking strategies), and create a research product (using various media and formats). The final product should make a connection between an American history issue prior to 1870 and a contemporary issue.	4
	Create
Supporting Standard(s): ● 6-8.AH.5.CC.A Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts. ● 6-8.AH.5.CC.B Trace the events as well as political, cultural, economic and social conditions leading to conflict between Northern and Southern states. ● 6-8.AH.5.CC.C Describe critical developments and turning points in the Civil War, including major battles. ● 6-8.AH.5.G.A Analyze the United States' geography of North, South, and West in order to explain regional cultural, social and economic differences. ● 6-8.AH.5.G.B Evaluate the significance of geography on the conduct of the war and strategy of the North and South.	

Detailed Description/Instructions: Students will read about the Gettysburg Address and then work together to put the key concepts from the speech into their own words. They will then summarize the point/impact of the speech.

[GettysburgAddressAnalysisWorksheetCommonCore.pdf](#)

Engaging Experience 2

Title: What was the impact of the Emancipation Proclamation?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.	
Learning Targets	Webb's DOK Level
	Bloom's Level

After examining current events issues and analyzing historical themes, students will develop a research plan (graphic organizer, to-do list, topic/thesis), identify appropriate source materials (and use proper note-taking strategies), and create a research product (using various media and formats). The final product should make a connection between an American history issue prior to 1870 and a contemporary issue.	4
	Create

Priority Standard 6-8.AH.1.EC.A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Given an economic event in American society prior to 1870, students will identify positives (benefits) and negatives (costs) of economic decisions and determine the overall effects on the individual and society.	3
	Analyze
Students will analyze economic decisions to determine the opportunity costs and benefits to individuals and groups.	3
	Analyze
Supporting Standard(s): 6-8.AH.4.CC.B Evaluate the responses of North and South American leaders to the social, political, economic and religious challenges of the period. 6-8.AH.4.PC.B Analyze the experiences of enslaved peoples in North and South America to determine their cultural impact and consequences. 6-8.AH.5.CC.A Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts. 6-8.AH.5.CC.B Trace the events as well as political, cultural, economic and social conditions leading to conflict between Northern and Southern states. 6-8.AH.5.CC.C Describe critical developments and turning points in the Civil War, including major battles. 6-8.AH.5.G.A Analyze the United States' geography of North, South, and West in	

order to explain regional cultural, social and economic differences.

- 6-8.AH.5.G.B Evaluate the significance of geography on the conduct of the war and strategy of the North and South.

Detailed Description/Instructions: Students will evaluate the provisions of the Emancipation Proclamation and its intended effect on the waging of the Civil War. Trace the stages that led to Lincoln's formulation of this policy and explore African American opinion on the Proclamation.

Following this analysis students will document the multifaceted significance of the Emancipation Proclamation within the context of the Civil War era.

<https://edsitement.neh.gov/lesson-plans/emancipation-proclamation-freedoms-first-steps>

Engaging Experience 3

Title: What were the various outcomes of the Civil War?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.	
Learning Targets	Webb's DOK Level
	Bloom's Level
After examining current events issues and analyzing historical themes, students will develop a research plan (graphic organizer, to-do list, topic/thesis), identify appropriate source materials (and use proper note-taking strategies), and create a research product (using various media and formats). The final product should make a connection between an American history issue prior to 1870 and a contemporary issue.	4
	Create

Priority Standard 6-8.AH.1.EC.A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Given an economic event in American society prior to 1870, students will identify positives (benefits) and negatives (costs) of economic decisions and determine the overall effects on the individual and society.	3
	Analyze
Students will analyze economic decisions to determine the opportunity costs and benefits to individuals and groups.	3
	Analyze
Supporting Standard(s): 6-8.AH.4.CC.B Evaluate the responses of North and South American leaders to the social, political, economic and religious challenges of the period. 6-8.AH.4.PC.B Analyze the experiences of enslaved peoples in North and South America to determine their cultural impact and consequences. 6-8.AH.5.CC.A Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts. 6-8.AH.5.CC.C Describe critical developments and turning points in the Civil War, including major battles.	

Detailed Description/Instructions: Students will analyze the various documents to see the many outcomes of the Civil War era.

[Effects-of-Civil-War-DBQ.docx](#)

Engaging Experience 4

Title: How did photography change our understanding of the Civil War?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.	
Learning Targets	Webb's DOK Level
	Bloom's Level
After examining current events issues and analyzing historical themes, students will develop a research plan (graphic organizer, to-do list, topic/thesis), identify appropriate source materials (and use proper note-taking strategies), and create a research product (using various media and formats). The final product should make a connection between an American history issue prior to 1870 and a contemporary issue.	4
	Create

Priority Standard 6-8.AH.1.EC.A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Given an economic event in American society prior to 1870, students will identify positives (benefits) and negatives (costs) of economic decisions and determine the overall effects on the individual and society.	3
	Analyze
Students will analyze economic decisions to determine the opportunity costs and benefits to individuals and groups.	3
	Analyze
Supporting Standard(s): 6-8.AH.5.CC.C Describe critical developments and turning points in the Civil War, including major battles.	

Detailed Description/Instructions: Students will view several pictures taken by Mathew Brady and other photographers who were out in the field. They will sort through their photographs and find one that will bring the war alive, as if you were going to write a newspaper story for the Civil War and you needed the best photograph to encompass that story. Once you find this "perfect" picture, you will address why it is the best.

[CivilWarPhotography](#)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	What were the differences between the North and South around the time of the Civil War?	Students will analyze several statistical graphs to better compare the North and South during this time period. They will be able to better understand the perspectives of each region and how that led to sectional differences.	1 block
1	What were some of the major issues leading the U.S to Civil War?	Students will use various resources to get a better understanding of the various issues that lead to the Civil War. It may be helpful for students to work together to discuss through their thoughts as they complete this activity. They will then make a short video submission explaining which of the causes they believe to be the most significant at this point in their learning.	1-2 blocks
1	What role did the Election of 1860 play in causing the Civil War?	Students will role play the election of 1860 to better understand its relationship to the Civil War.	1-2 blocks
2	How did the Gettysburg Address impact the outcome of the war?	Students will read about the Gettysburg Address and then work together to put the key concepts from the speech into their own words. They will then summarize the point/impact of the speech.	1/2 block
2	What was the impact of the Emancipation Proclamation?	Students will evaluate the provisions of the Emancipation Proclamation and its intended effect on the waging of the Civil War. Trace the stages that led to Lincoln's formulation of this policy and explore African American opinion on the Proclamation. Following this	1 block

		analysis students will document the multifaceted significance of the Emancipation Proclamation within the context of the Civil War era.	
2	What were the various outcomes of the Civil War?	Students will conduct a DBQ to analyze the various documents to see the many outcomes of the Civil War era.	1-2 blocks
2	How did photography change our understanding of the Civil War?	Students will view several pictures taken by Mathew Brady and other photographers who were out in the field. They will sort through their photographs and find one that will bring the war alive, as if you were going to write a newspaper story for the Civil War and you needed the best photograph to encompass that story. Once you find this "perfect" picture, you will address why it is the best.	1 block
Engaging Scenario		You are creating a pilot podcast to share with various sponsors. You've decided that the topic will address what you believe to be the most impactful cause and consequences of the Civil War. You will want to share your thoughts in a way that targets a wide audience to have the best chance of getting your podcast on the air.	3 blocks

Unit 8: Reconstruction

Subject: American History

Grade: 8

Name of Unit: Reconstruction

Length of Unit: 2-3 weeks

Overview of Unit: This unit covers the agricultural and industrial economic challenges faced by the South during Reconstruction and examines the emerging economic, political, and social relationships between the north and south regions.

Unit 8 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: ***How did African Americans make use of social, economic, and political opportunities after the war?***

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.
- 6-8.AH.1.EC.A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.
- 6-8.AH.1.PC.A Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Supporting Standards for unit:

- 6-8.AH.5.EC.B Compare the economic strengths and weaknesses of the North and South before, during and immediately after the Civil War.
- 6-8.AH.5.GS.A Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and immediately after the Civil War.

- 6-8.AH.5.GS.D Compare and contrast the governmental systems of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems.
- 6-8.AH.5.PC.A Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the perspectives of American people, groups and movements.
- 6-8.AH.5.PC.B Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and diverse groups.

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.EC.A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Given an economic event in American society prior to 1870, students will identify positives (benefits) and negatives (costs) of economic decisions and determine the overall effects on the individual and society.	3
	Analyze

Students will analyze economic decisions to determine the opportunity costs and benefits to individuals and groups.	3
	Analyze

Priority Standard 6-8.AH.1.PC.A Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe the origin of artifacts and sources in American history.	1
	Understand
Students will understand historical context surrounding the creation of the artifact/source.	2
	Apply
Students will understand the perspective/intent/beliefs/use to the creator/author of the artifact/source	3
	Analyze

Priority Standard 6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	
Learning Targets	Webb's DOK Level
	Bloom's Level

Using an American history lens, students will examine the origins of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3
	Analyze
Using an American history lens, students will examine the influence of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3
	Analyze

Essential Questions:

1. How does knowing various perspectives and context regarding an event help us to gain a more conclusive understanding of that time period?
2. How do economic decisions affect the lives of a society?
3. How does one's life events impact their understanding of what's happening around them?
4. What is power and why do people want it?

Enduring Understanding/Big Ideas:

1. Knowing various perspectives and context regarding an event helps us to have a more holistic understanding of any given event or time period.
2. Economic decisions can have varying impacts on things like autonomy, quality of life, and available opportunities for individuals and systems within a society.
3. Everyone interprets and reflects information through their personal scope of understanding.
4. Natural consequence of stratifying groups leads to someone taking charge.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Understand • Apply • Analyze • Racism	• Reconstruction • Sharecropping • Jim Crow Laws • Carpetbaggers • Impeachment • Literacy test • Poll tax • Tenant farming • Freedman's Bureau • Scalawags • Assassination

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 2 blocks

Using conversation tools students have gained over the course of this year's engaging scenarios, the class will have a robust conversation using their research to discuss how African Americans took advantage of social, economic, and political opportunities after the Civil War.

[Possible Reconstruction Discussion Notes Sheet](#)

This Engaging Scenario should help students answer the **Unit Compelling Question:**
How did African Americans make use of social, economic, and political opportunities after the war?

Topic 1: Economic Consequences

Engaging Experience 1

Title: What were the economic consequences of the Reconstruction era?

Suggested Length of Time: Quarter block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.EC.A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Given an economic event in American society prior to 1870, students will identify positives (benefits) and negatives (costs) of economic decisions and determine the overall effects on the individual and society.	3
	Analyze

Students will analyze economic decisions to determine the opportunity costs and benefits to individuals and groups.	3
	Analyze

Priority Standard 6-8.AH.1.PC.A Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe the origin of artifacts and sources in American history.	1
	Understand
Students will understand historical context surrounding the creation of the artifact/source.	2
	Apply
Students will understand the perspective/intent/beliefs/use to the creator/author of the artifact/source.	3
	Analyze

Priority Standard 6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	
Learning Targets	Webb's DOK Level
	Bloom's Level

Using an American history lens, students will examine the origins of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3
Using an American history lens, students will examine the influence of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3
Supporting Standard(s): 6-8.AH.5.EC.B Compare the economic strengths and weaknesses of the North and South before, during and immediately after the Civil War. 6-8.AH.5.GS.A Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and immediately after the Civil War. 6-8.AH.5.GS.D Compare and contrast the governmental systems of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems. 6-8.AH.5.PC.B Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and diverse groups.	

Detailed Description/Instructions: Students will begin with the Overview of Reconstruction slides. They should do the introduction and the ECONOMIC problems section. Students will complete these slides and then discuss what they've learned thus far.

[An Overview of Reconstruction](#)

Engaging Experience 2

Title: What were the economic consequences of the Reconstruction era?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.EC.A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Given an economic event in American society prior to 1870, students will identify positives (benefits) and negatives (costs) of economic decisions and determine the overall effects on the individual and society.	3
	Analyze
Students will analyze economic decisions to determine the opportunity costs and benefits to individuals and groups.	3
	Analyze

Priority Standard 6-8.AH.1.PC.A Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe the origin of artifacts and sources in American history.	1
	Understand
Students will understand historical context surrounding the creation of the artifact/source.	2
	Apply
Students will understand the perspective/intent/beliefs/use to the creator/author of the artifact/source.	3
	Analyze

Priority Standard 6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Using an American history lens, students will examine the origins of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3
	Analyze

Using an American history lens, students will examine the influence of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3
	Analyze
Supporting Standard(s): 6-8.AH.5.EC.B Compare the economic strengths and weaknesses of the North and South before, during and immediately after the Civil War. 6-8.AH.5.GS.D Compare and contrast the governmental systems of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems.	

Detailed Description/Instructions: Students will understand the cycle of debt that sharecroppers got into due to supply costs, rent, and natural forces. The REFLECTION questions allow for students to analyze the dilemma that many sharecroppers faced in trying to get out of debt and eventually earn enough money to buy their own farmland.

[SharecroppingCycle-1.pdf](#)

Topic 2: Political Consequences

Engaging Experience 1

Title: What were the political consequences of the Reconstruction era?

Suggested Length of Time: Half block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.PC.A Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe the origin of artifacts and sources in American history.	1
	Understand
Students will understand historical context surrounding the creation of the artifact/source.	2
	Apply

Students will understand the perspective/intent/beliefs/use to the creator/author of the artifact/source.	3
	Analyze

Priority Standard 6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Using an American history lens, students will examine the origins of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3
	Analyze
Using an American history lens, students will examine the influence of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3
	Analyze
Supporting Standard(s): 6-8.AH.5.GS.A Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and immediately after the Civil War. 6-8.AH.5.GS.D Compare and contrast the governmental systems of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems.	

Detailed Description/Instructions: Students will begin with the Overview of Reconstruction slides. They should do the introduction and the POLITICAL problems section. Students will complete these slides and then discuss what they've learned thus far.

[An Overview of Reconstruction](#)

Engaging Experience 2

Title: What were the political consequences of the Reconstruction era?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.PC.A Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe the origin of artifacts and sources in American history.	1
	Understand
Students will understand historical context surrounding the creation of the artifact/source.	2
	Apply

Students will understand the perspective/intent/beliefs/use to the creator/author of the artifact/source.	3
	Analyze

Priority Standard 6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Using an American history lens, students will examine the origins of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3
	Analyze
Using an American history lens, students will examine the influence of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3
	Analyze
Supporting Standard(s): 6-8.AH.5.GS.A Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and immediately after the Civil War. 6-8.AH.5.GS.D Compare and contrast the governmental systems of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems. 6-8.AH.5.PC.A Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the perspectives of American people, groups and movements.	

Detailed Description/Instructions: Students will analyze the political cartoon called “The Man That Blocks Up the Highway” to help them better understand some of the political issues that were going on in the country during reconstruction.

[Political Impacts of Reconstruction- Political Cartoon Analysis.pdf](#)

Topic 3: Social Consequences

Engaging Experience 1

Title: What were the social consequences of the Reconstruction era?

Suggested Length of Time: 1/2 block

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.PC.A Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe the origin of artifacts and sources in American history.	1
	Understand
Students will understand historical context surrounding the creation of the artifact/source.	2
	Apply

Students will understand the perspective/intent/beliefs/use to the creator/author of the artifact/source.	3
	Analyze

Priority Standard 6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Using an American history lens, students will examine the origins of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3
	Analyze
Using an American history lens, students will examine the influence of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3
	Analyze
Supporting Standard(s): 6-8.AH.5.GS.A Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and immediately after the Civil War. 6-8.AH.5.GS.D Compare and contrast the governmental systems of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems.	

Detailed Description/Instructions: Students will begin with the Overview of Reconstruction slides. They should do the introduction and the SOCIAL problems section. Students will complete these slides and then discuss what they've learned thus far.

[An Overview of Reconstruction](#)

Engaging Experience 2

Title: What were the social consequences of the Reconstruction era?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard 6-8.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in American history.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain events in American history using historical context and individual/group perspectives.	3
	Analyze
Students will make connections between events and the multiple perspectives of the historical players.	4
	Evaluate

Priority Standard 6-8.AH.1.EC.A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Given an economic event in American society prior to 1870, students will identify positives (benefits) and negatives (costs) of economic decisions and determine the overall effects on the individual and society.	3
	Analyze
Students will analyze economic decisions to determine the opportunity costs and benefits to individuals and groups.	3
	Analyze

Priority Standard 6-8.AH.1.PC.A Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe the origin of artifacts and sources in American history.	1
	Understand
Students will understand historical context surrounding the creation of the artifact/source.	2
	Apply
Students will understand the perspective/intent/beliefs/use to the creator/author of the artifact/source.	3
	Analyze

Priority Standard 6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Using an American history lens, students will examine the origins of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3
	Analyze

Using an American history lens, students will examine the influence of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.	3
Supporting Standard(s): 6-8.AH.5.GS.A Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and immediately after the Civil War. 6-8.AH.5.GS.D Compare and contrast the governmental systems of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems. 6-8.AH.5.PC.A Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the perspectives of American people, groups and movements. 6-8.AH.5.PC.B Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and diverse groups.	Analyze

Detailed Description/Instructions: Students will complete a gallery walk to analyze different photographs/resources related to the various economic, political, and social issues of reconstruction. They will use the background knowledge they've gained about the Reconstruction era to help them better analyze what they see in the pictures.

[Gallery Walk Resources](#)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	What were the economic consequences of the Reconstruction era?	Students will begin with the Overview of Reconstruction slides. They should do the introduction and the ECONOMIC problems section. Students will complete these slides and then discuss what they've learned thus far.	Quarter block
1	What were the economic consequences of the Reconstruction era?	Students will understand the cycle of debt that sharecroppers got into due to supply costs, rent, and natural forces and reflect on the activity.	1 block
2	What were the political consequences of the Reconstruction era?	Students will begin with the Overview of Reconstruction slides. They should do the introduction and the POLITICAL problems section. Students will complete these slides and then discuss what they've learned thus far.	Half block
2	What were the political consequences of the Reconstruction era?	Students will analyze the political cartoon called "The Man That Blocks Up the Highway."	1 block
3	What were the social consequences of the Reconstruction era?	Students will begin with the Overview of Reconstruction slides. They should do the introduction and the SOCIAL problems section. Students will complete these slides and then discuss what they've learned thus far.	Half block
3	What were the	Students will complete a gallery walk to	1-2 blocks

	social consequences of the Reconstruction era?	analyze different photographs/resources related to the various economic, political, and social issues of reconstruction. They will use the background knowledge they've gained about the Reconstruction era to help them better analyze what they see in the pictures.	
Engaging Scenario		Using conversation tools students have gained over the course of this year's engaging scenarios, the class will have a robust conversation using their research to discuss how African Americans took advantage of social, economic, and political opportunities after the Civil War.	2 blocks