8th Grade SPED Resource 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, and events will guide students’ understanding of the historical past’s connection to present day.

Scope and Sequence:

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<td>Causes of the Civil War</td>
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<td>Political Consequences</td>
<td>Economic Consequences</td>
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</table>

*This document contains the entire 8th Grade Social Studies curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the 8th grade Resource classroom.*
Curriculum Revisions

Fall, 2018:
- Pacing change due to the shift to block scheduling for the 2019-2020 school year

Spring, 2017:
- Aligned to Missouri Learning Standards
- Incorporated new ISTE Standards
- 8th Grade:
  - Unit 4:
    - Deleted Unit 4 Topic 3 because it no longer fits the priority or supporting standards.
    - Deleted Unit 4 Topic 2 Engaging Experience 2 because this topic is covered in the Innovation Module (topic 1)
  - Unit 7:
    - Deleted Unit 7 Topic 3 in its entirety, because there are no standards about the consequences of the Civil War.
    - Deleted Unit 8 Topic 3 in its entirety because there is no longer a standard about the social consequences of the Civil War.
  - Unit 8:
    - Added another Engaging Experience to Unit 8, Topic 2. We added this because 6-8.AH.5EC.B (Priority Standard) was not addressed.

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.
Unit 1: Exploration

Subject: American History
Grade: 8
Name of Unit: Exploration
Length of Unit: 2-3 weeks
Overview of Unit: This unit examines how exploration affects the development of a nation and the diversity of pre-Columbian native cultures.

Priority Standards for unit:

- 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.

Supporting Standards for unit:

- 6-8.AH.3.CC.E. Evaluate the responses of North and South American leaders to the social, political, economic and religious challenges of the period.
- 6-8.AH.2.G.A. Analyze diverse Native American cultures in north, Central and South America to explain the way they adapted to their various environments.
- 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.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.CC.B. Explain connections between historical context and 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.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.
- 6-8.AH.1.PC.A. Using an American history lens, describe how peoples’ perspectives shaped the sources/artifacts they created.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
● ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

● ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

● ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

● ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>motivating factors leading European nations to settle in the New World</td>
<td>Compare</td>
<td>Understanding</td>
<td>2</td>
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<tr>
<td>colonial diversity in North America.</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Colonial diversity in South America</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Regional differences in North America</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Regional differences in South America</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How did European exploration impact Native American cultures?
2. How did European exploration affect the development of America?

**Enduring Understanding/Big Ideas:**
1. Native American culture was advanced with the introduction of new technology, new ideas, and new goods. Native American culture was damaged because of loss of population, traditions, land, and sovereignty.
2. After conquest, Spanish America became very wealthy due to their enslavement of the native populations. After exploration, New France made alliances with Natives and focused on economic gain. After exploration, England struggled to gain a foothold in the New World and had mixed relations with the natives.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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</thead>
<tbody>
<tr>
<td>Analyze</td>
<td>Conquistadors</td>
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<td>Evaluate</td>
<td>Columbian Exchange</td>
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<td>Descriptive language</td>
<td>Sponsor</td>
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<td></td>
<td>Important People</td>
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<tr>
<td>Bias</td>
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<td>Perspective</td>
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<td>Omission</td>
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Resources for Vocabulary Development:
Double bubble strategy
Engaging Experience 1
Title: Native American Voices
Suggested Length of Time: 30 minutes

Standards Addressed
Priority:
- 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

Supporting:
- 6-8.AH.2.G.A. Analyze diverse Native American cultures in north, Central and South America to explain the way they adapted to their various environments.
- 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.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.CC.B. Explain connections between historical context and 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.A. Using an American history lens, describe how peoples’ perspectives shaped the sources/artifacts they created

Detailed Description/Instructions: Student will be given a handout with multiple first-hand accounts of life in pre-colonial America from the perspective of natives. They will actively read the accounts using a close reading strategy. They will then work with a partner to create a lotus diagram depicting viability and diversity of native cultures prior to European influence. After that, they will be given an excerpt of a European explorer's account of Native Americans. They will then create a separate lotus comparing the two.

RESOURCE MODIFICATION: Consider pairs or read aloud with handouts. Consider more time for the reading.

Bloom’s Levels: 4
Webb’s DOK: 3

Board Approved—May 14, 2015
Revised—March, 2016 & April, 2017
Board Approved with Round 2 Revisions: Nov. 8, 2019
Engaging Experience 1

Title: Literary Comparison-Columbus

Suggested Length of Time: 60 minutes

Standards Addressed

Priority:
- 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.

Supporting:
- 6-8.AH.3.CC.E. Evaluate the responses of North and South American leaders to the social, political, economic and religious challenges of the period
- 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.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.1.CC.B. Explain connections between historical context and perspectives at the time in American history.
- 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.

Detailed Description/Instructions: Students will be given two informational texts that tell the story of Christopher Columbus as an explorer. Their job is to create a t-chart of important information as they read. Then, they examine their t-charts for differences and similarities in the author's depiction of Columbus. They need to search for differences including bias, perspective and omission of information that changes the reader's opinion/understanding.

RESOURCE MODIFICATION: Consider a leveled reading on Christopher Columbus.

Bloom’s Levels: 3
Webb’s DOK: 3
**Engaging Experience 2**

**Title:** Critical writing--Exploration  
**Suggested Length of Time:** 30 minutes

**Standards Addressed:**

*Priority:*
- 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.

*Supporting:*
- 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.CC.B. Explain connections between historical context and perspectives at the time in American history.

**Detailed Description/Instructions:** Students synthesize the knowledge gained from the exploration portion of the unit. They will be given a prompt asking them to assess which explorer had the greatest impact on the development of America and support their position using details. They will need to critically write in a clear and coherent way.

**RESOURCE MODIFICATION:** Consider a visual representation, graphic organizer or other options for a coherent writing.

**Bloom’s Levels:** 5  
**Webb’s DOK:** 3
Engaging Scenario

Due to the recent government shutdown and ongoing economic constraints, the Federal government has expressed the need to eliminate one Federal holiday from the calendar. You have been selected as a committee member to evaluate Columbus Day. Your job is to write a letter to the Congressional Finance Committee recommending whether or not to eliminate Columbus Day as a Federal Holiday. You must reference at least 2 classroom texts as evidence for your choice.
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<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tbody>
<tr>
<td>Native Americans</td>
<td>Native American Voices</td>
<td>Student will be given a handout with multiple first-hand accounts of life in pre-colonial America from the perspective of natives. They will actively read the accounts using a close reading strategy. They will then work with a partner to create a lotus diagram depicting viability and diversity of native cultures prior to European influence. After that, they will be given an excerpt of a European explorer's account of native Americans. They will then create a separate lotus comparing the two.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Exploration</td>
<td>Literary Comparison- Columbus</td>
<td>Students will be given two informational texts that tell the story of Christopher Columbus as explorer. Their job is to create a t-chart of important information as they read. Then, they examine their t-charts for differences and similarities in the author's depiction of Columbus. They need to search for differences including bias, perspective and omission of information that changes the reader's opinion/understanding.</td>
<td>60 minutes</td>
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<td>Exploration</td>
<td>Critical writing- Exploration</td>
<td>Students synthesize the knowledge gained from the exploration portion of the unit. They will be given a prompt asking them to assess which explorer had the greatest impact on the development of America and support their position using details. They will need to critically write in a clear and coherent way.</td>
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Unit 2: Colonization

Subject: American History
Grade: 8
Name of Unit: Colonization
Length of Unit: 2-3 weeks
Overview of Unit: This unit examines how settlements affect the development of a nation and patterns of European colonization are explored.

Priority Standards for unit:
- 6-8.AH.2.PC.C. Compare and contrast the interaction of European settlers with native populations.
- 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.2.PC.B. Analyze the religious, cultural, and intellectual developments of the English colonies to explain the development of regionalism and an American identity.
- 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.4.PC.E. Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development of the United States.

Supporting Standards for unit:
- 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.GS.C. Analyze local and colonial governments to trace the factors influencing their structure and function.
- 6-8.AH.2.GS.B. Explain how the founding of English colonies influenced their governments and expectations for self-rule.
- 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.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.
- 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.
- 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.3.G.A. Draw conclusions about regional conflict and cooperation as a consequence of physical geography.
6-8.AH.2.G.B. Analyze the geography of colonial regions to explain their cultural, social and economic differences.
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.CC.A. Create and use tools to analyze a chronological sequence of related events 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.
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.

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<td>The interaction of European settlers with native populations.</td>
<td>Compare</td>
<td>Understanding</td>
<td>2</td>
</tr>
<tr>
<td>The interaction of European settlers with native populations.</td>
<td>Contrast</td>
<td>Understanding</td>
<td>2</td>
</tr>
<tr>
<td>The emerging economic characteristics of the nation and colonial regions.</td>
<td>Compare</td>
<td>Understanding</td>
<td>2</td>
</tr>
<tr>
<td>About future expansion and conflict</td>
<td>Predict</td>
<td>Understanding</td>
<td>2</td>
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<tr>
<td>Religious developments of the English colonies</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Cultural developments of the English colonies</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Intellectual developments of the English colonies</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>The development of regionalism and an American identity.</td>
<td>Explain</td>
<td>Understanding</td>
<td>2</td>
</tr>
<tr>
<td>Populations of colonies/states to explain how their cultural characteristics influenced the emergence of regional identity</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
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<tr>
<td>Patterns of immigration to determine their impacts on the cultural development of the United States</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Patterns of immigration to determine their impacts on the social development of the United States</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
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<tr>
<td>Patterns of immigration to determine their impacts on the political development of the United States</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
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<tr>
<td>Patterns of immigration to determine their impacts on the economic development of the United States</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
</tbody>
</table>

**Essential Questions:**

1. Why did regions in America develop differently after the settlement of Europeans and enslaved Africans?
2. How did the trading system, the Triangular Trade, impact the development of early America?

**Enduring Understanding/Big Ideas:**

1. Three distinct colonial regions, Northern, Middle, and Southern, developed in America based on the settler's unique reasons for immigration, cultural traits, and economic needs.
2. Early America benefitted from a three-way trade with Europe and Africa. Early America was a source of raw materials, Europe was a source of finished goods, and Africa was a source of human labor.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigration</td>
<td>Puritans</td>
</tr>
<tr>
<td>Culture</td>
<td>Colonists</td>
</tr>
<tr>
<td>Economy</td>
<td>Separatists</td>
</tr>
<tr>
<td></td>
<td>Colony</td>
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<tr>
<td></td>
<td>Triangular Trade</td>
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<td>Proprietary</td>
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<td></td>
<td>Charter</td>
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<td>Middle Passage</td>
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<td></td>
<td>Region</td>
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<tr>
<td>Important People</td>
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<td>John Smith</td>
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<td>John Rolfe</td>
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<td>King James I</td>
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<td>Pocahontas</td>
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<td>William Bradford</td>
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<td>William Penn</td>
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</tbody>
</table>

**Resources for Vocabulary Development:** Double bubble strategy
Topic 1: Early Colonization

Engaging Experience 1
Title: Mayflower Compact Analysis
Suggested Length of Time: 40 minutes

Standards Addressed:

Priority:
- 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.2.PC.C. Compare and contrast the interaction of European settlers with native populations.

Supporting:
- 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.GS.B. Explain how the founding of English colonies influenced their governments and expectations for self-rule.

Detailed Description/Instructions: Students receive a copy of the Mayflower Compact and investigate the purpose and lasting impacts of the document.

RESOURCE MODIFICATION: Consider more time (2 days).
Bloom’s Levels: 3
Webb’s DOK: 3

Engaging Experience 2
Title: Triangular Trade Silent Tea Party
Suggested Length of Time: 40 minutes

Standards Addressed:

Priority:
- 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.4.PC.E. Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development of the United States.
Supporting:

- 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.
- 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.

**Detailed Description/Instructions:** Two primary sources, written by a slave trade captain, Alexander Falconbridge and a slave, Olaudah Equiano, were cut into strips/excerpts. The students will receive an essential questions sheet that will guide students to apply knowledge gained from the text to determine what the Middle Passage is. Students receive one strip at a time and use the information from the primary source to answer as many questions as the information provides. Students then silently trade their slips for the remaining time to continue to answer all the questions. At the end of the lesson the teacher debriefs to determine that all students have a good understanding of the Middle Passage. Debriefs could take on the form of an exit ticket, a reflection paragraph, a white board Q & A, or another format.

**Bloom’s Levels:** 4
**Webb’s DOK:** 4

**Engaging Experience 3**

**Title:** Salem Witch Trial Narrative

**Suggested Length of Time:** 30 minutes

**Standards Addressed:**

**Priority:**

- 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.

**Supporting:**

- 6-8.AH.2.GS.C. Analyze local and colonial governments to trace the factors influencing their structure and function.
- 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.
- 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.CC.A. Create and use tools to analyze a chronological sequence of related events in American history.
**Detailed Description/Instructions:** After learning about the Salem witch trials, student will choose a point of view from either an accused person, a judge, or a townsperson that was involved in the Salem Witch Trials. Then students will use descriptive language, background knowledge, and age appropriate cultural norms to create a first-person narrative.

**RESOURCE MODIFICATION:** Consider more time (2 days).

**Bloom’s Levels:** 3

**Webb’s DOK:** 3
Engaging Experience 1
Title: Colonial Export Game
Suggested Length of Time: 120 minutes
Standards Addressed
Priority:
- 6-8.AH.2.PC.B. Analyze the religious, cultural, and intellectual developments of the English colonies to explain the development of regionalism and an American identity.
Supporting:
- 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.2.G.B. Analyze the geography of colonial regions to explain their cultural, social and economic differences.
- 6-8.AH.2.GS.C. Analyze local and colonial governments to trace the factors influencing their structure and function.

Detailed Description/Instructions: Students "travel" from one colony to the next and invest their money in a set of colonial products/exports. They apply their knowledge of colonial regions to help them determine the best products to invest in. After they invest, they will find out how much money they made or lost. At the close of the game, students complete a reflection and game wrap-up sheet.

RESOURCE MODIFICATION: Consider more time (4-5 days). Also complete as a whole class.
Bloom’s Levels: 3
Webb’s DOK: 4

Engaging Experience 2
Title: Colonial Regions Information and Map
Suggested Length of Time: 40 minutes
Standards Addressed
Priority:
- 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.
Supporting:

- 6-8.AH.2.G.B. Analyze the geography of colonial regions to explain their cultural, social and economic differences.
- 6-8.AH.3.G.A. Draw conclusions about regional conflict and cooperation as a consequence of physical geography.
- 6-8.AH.2.GS.B. Explain how the founding of English colonies influenced their governments and expectations for self-rule.
- 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.
- 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.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.

Detailed Description/Instructions: Students will compare the economies, climates, settlement, and cultures of the three colonial regions utilizing maps and charts.

Bloom’s Levels: 3
Webb’s DOK: 3
Engaging Scenario

The British Empire needs to increase their revenue and amount of raw materials they are getting from the 13 colonies. The Colonial Chamber of Commerce has been tasked to increase the number of colonists settling in America, which will increase production. You have been selected to be a member of this committee. Your job is to create a poster advertising one of the thirteen colonies. Your poster will be viewed by potential colonists that are looking to move to the 13 colonies. They will evaluate the successfulness of your advertising campaign.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Colonization</td>
<td>Mayflower Compact Analysis</td>
<td>Students receive a copy of the Mayflower Compact and investigate the purpose and lasting impacts of the document.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Early Colonization</td>
<td>Triangular Trade Silent Tea Party</td>
<td>Two primary sources, written by a slave trade captain, Alexander Falconbridge and a slave, Olaudah Equiano, were cut into strips/excerpts. The students will receive an essential questions sheet that will guide students to apply knowledge gained from the text to determine what the Middle Passage is. Students receive one strip at a time and use the information from the primary source to answer as many questions as the information provides. Students then silently trade their slips for the remaining time to continue to answer all the questions. At the end of the lesson the teacher debriefs to determine that all students have a good understanding of the Middle Passage. Debriefs could take on the form of an exit ticket, a reflection paragraph, a white board Q &amp; A, or another format.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Early Colonization</td>
<td>Salem Witch Trials Narrative</td>
<td>After learning about the Salem witch trials, student will choose a point of view from either an accused person, a judge, or a towns person that was involved in the Salem Witch Trials. Then students will use descriptive language, background knowledge, and age appropriate cultural norms to create a first-person narrative.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Thirteen Colonies</td>
<td>Colonial Export Game</td>
<td>Students &quot;travel&quot; from one colony to the next and invest their money in a set of colonial products/exports. They apply their knowledge of colonial regions to help them</td>
<td>120 minutes</td>
</tr>
<tr>
<td>Thirteen Colonies</td>
<td>Colonial Regions Information and Map</td>
<td>Students will compare the economies, climates, settlement, and cultures of the three colonial regions utilizing maps and charts.</td>
<td>40 minutes</td>
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</tbody>
</table>

determine the best products to invest in. After they invest, they will find out how much money they made or lost. At the close of the game, students complete a reflection and game wrap-up sheet.
Unit 3: The Revolution

**Subject:** American History  
**Grade:** 8  
**Name of Unit:** The Revolution  
**Length of Unit:** 6-7 weeks

**Overview of Unit:** This unit covers the events leading up to American Revolution and examines the perspectives of loyalists and patriots in relation to independence from Great Britain. Important principles of the Declaration of Independence are analyzed. The Revolutionary War is examined through the lens of major war strategies, battles, and outcomes.

**Priority Standards for unit:**
- 6-8.AH.3.CC.B. Analyze the Declaration of Independence to determine the historical forces and political philosophies that influenced its creation.  
- 6-8.AH.3.CC.C. Evaluate the strengths and weaknesses of the American colonies and England to explain the American victory in the Revolution.  
- 6-8.AH.3.EC.C. 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.2.GS.C. Analyze local and colonial governments to trace the factors influencing their structure and function.  
- 6-8.AH.2.GS.B. Explain how the founding of English colonies influenced their governments and expectations for self-rule.

**Supporting Standards for unit:**
- 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.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.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.  
- 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.GS.B. Apply the concept of representation to the conflict between the colonies and Great Britain.
- 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.1.PC.B. Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 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.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 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.A. Using an American history lens, describe how peoples’ perspectives shaped the sources/artifacts they created.
- 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.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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</thead>
<tbody>
<tr>
<td>The development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.</td>
<td>Trace</td>
<td>Understanding</td>
<td>3</td>
</tr>
<tr>
<td>The Declaration of Independence</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>The political philosophies that influenced the creation of the Declaration of Independence</td>
<td>Determine</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>The historical forces that influenced the creation of the Declaration of Independence</td>
<td>Determine</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Strengths of the American colonies</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
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<tr>
<td>Weaknesses of the American colonies</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>Strengths of England</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>Weaknesses of England</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>The American victory in the Revolution.</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints.</td>
<td>Trace</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>The function of taxes imposed by Great Britain following the Seven Years War</td>
<td>Describe</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>The purpose of taxes imposed by Great Britain following the Seven Years War</td>
<td>Describe</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Colonial responses to taxes imposed by Great Britain following the Seven Years War</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
</tbody>
</table>
Local governments to trace the factors influencing their structure | Analyze | Analyze | 3
Colonial governments to trace the factors influencing their structure | Analyze | Analyze | 3
Local governments to trace the factors influencing their function | Analyze | Analyze | 3
Colonial governments to trace the factors influencing their function | Analyze | Analyze | 3
How the founding of English colonies influenced their governments | Explain | Understand | 2
How the founding of English colonies influenced their expectations for self-rule | Explain | Understand | 2

**Essential Questions:**
1. How did the development of the colonies lead to rebellion?
2. Why were colonists divided over the issue of independence?
3. How did specific individuals, battles and resources shape the outcome of the Revolutionary War?
4. How did the Declaration of Independence set a precedent for American governance?

**Enduring Understanding/Big Ideas:**
1. Major differences developed between the English and their colonial subjects. Colonists developed separate cultural traits because of the geographic separation. Colonists were used to having some semblance of representative democracy within their colonial governments.
3. The English colonies won the war of independence because of their strength in leadership both militarily and politically.
4. The Declaration of Independence laid out specific demands that all American citizens would have protection of life, liberty and the pursuit of happiness.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
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<tbody>
<tr>
<td>Identify</td>
<td>Declaration</td>
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<td>Interpret</td>
<td>Tariff</td>
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<td>Analyze</td>
<td>Loyalist</td>
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<td>Posterity</td>
<td>Patriot</td>
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<td>Monarchy</td>
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<td>Unalienable rights</td>
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<td>Boycott</td>
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<td></td>
<td>Popular sovereignty</td>
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<td>Important People</td>
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<tr>
<td>George Washington</td>
<td></td>
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<tr>
<td>John Adams</td>
<td></td>
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<td>Thomas Jefferson</td>
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<td>King George III</td>
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<td>Samuel Adams</td>
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<td>Marquis de Lafayette</td>
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<tr>
<td>John Locke</td>
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<tr>
<td>Thomas Paine</td>
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</tbody>
</table>

**Resources for Vocabulary Development:** Vocabulary charades
Topic 1: Road to the Revolution

Engaging Experience 1

Title: Road to Revolution Simulation

Suggested Length of Time: Two 40-minute periods

Standards Addressed

Priority:

- 6-8.AH.3.EC.C. 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.

Supporting:

- 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.1.CC.A. Create and use tools to analyze a chronological sequence of related events in American history.
- 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.
- 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.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.B. Apply the concept of representation to the conflict between the colonies and Great Britain.
- 6-8.AH.1.CC.B. Explain connections between historical context and perspectives at the time in American history.
- 6-8.AH.1.PC.A. Using an American history lens, describe how peoples’ perspectives shaped the sources/artifacts they created

Detailed Description/Instructions: Students will be assigned a role in colonial society (soldier, governor, tradesman, frontier man, professional, farmer, tax collector, etc.) In this role they will be subjected to a series of laws and taxed enacted by the King and Parliament to simulate what the colonists experienced in the pre-Revolutionary War period. Students will complete a debriefing reflection worksheet and throughout the remainder of the unit this simulation is often referenced.
RESOURCE MODIFICATION: Consider grouping students with specific roles and discussing their location, colonization and how it lead to the revolution.

Bloom’s Levels: 4
Webb’s DOK: 3

Engaging Experience 2
Title: Boston Massacre Source Comparison
Suggested Length of Time: Two 40-minute class periods

Standards Addressed:

**Priority:**
- 6-8.AH.3.EC.C. Trace the events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints.

**Supporting:**
- 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.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.E. Analyze the artistic and intellectual achievements of early Americans to provide evidence of an emerging American identity.
- 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.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.1.CC.B. Explain connections between historical context and perspectives at the time in American history.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
Detailed Description/Instructions: Students will look at varying textbook, art, primary source accounts, and video resources that portray different views of the Boston Massacre. Students will look for themes of perspective, bias, and propaganda as they relate to motivations for independence. Students will write a paragraph responding to the prompt: “Was the Boston Massacre appropriately named?”

RESOURCE MODIFICATION: This activity may take longer than 2 class periods.

Bloom’s Levels: 4
Webb’s DOK: 4

Engaging Experience 3
Title: Thomas Paine Common Sense Activity
Suggested Length of Time: 40 minutes
Standards Addressed:
Priority:
- 6-8.AH.3.EC.C. Trace the events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints.

Supporting:
- 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.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.1.CC.B. Explain connections between historical context and perspectives at the time in American history.

Detailed Description/Instructions: Students will be given a packet containing excerpts from Thomas Paine's writing, Common Sense. They will analyze and evaluate Paine's claims for the need for independence. Their evaluation will also include role analysis of both patriots and loyalists. If desired, the teacher can include a compare and contrast to Chalmers’s response The Plain Truth. [http://www.earlyamerica.com/review/fall96/loyalists.html](http://www.earlyamerica.com/review/fall96/loyalists.html)

Bloom’s Levels: 4
Webb’s DOK: 3
Engaging Experience 1
Title: Military History of the War
Suggested Length of Time: 40 minutes
Standards Addressed
Priority:
● 6-8.AH.3.CC.C. Evaluate the strengths and weaknesses of the American colonies and England to explain the American victory in the Revolution.
Supporting:
● 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.

Detailed Description/Instructions: Students will be given a large variety of resources, all including information about the Continental Army and the British military. Students will create a military profile for each army listing strengths, weaknesses, and likeliness to win the war.

RESOURCE MODIFICATION: Consider working in groups where they come up with strengths and weaknesses of why they could win the war. Consider leveled reading.
Bloom’s Levels: 3
Webb’s DOK: 2

Engaging Experience 2
Title: Foreign Alliance Evaluation
Suggested Length of Time: 40 minutes
Standards Addressed:
Priority:
● 6-8.AH.3.CC.C. Evaluate the strengths and weaknesses of the American colonies and England to explain the American victory in the Revolution.
Supporting:
● 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.
**Detailed Description/Instructions:** Students will evaluate the impact of the foreign alliances (Prussia, Germany, France, and Spain) on the outcome of the Revolutionary War. Students will identify the alliance's impact, organize/rank the importance of each alliance on the outcome of the war, and evaluate in a written response how the outcome of the war would have been different without the alliance.

**RESOURCE MODIFICATION:** Consider doing the activity as a whole group instead of written response.

**Bloom’s Levels:** 3

**Webb’s DOK:** 3
Topic 3: Declaring Independence

Engaging Experience 1

Title: Declaration of Independence “Break-up Letter”

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- 6-8.AH.3.CC.B. Analyze the Declaration of Independence to determine the historical forces and political philosophies that influenced its creation.
- 6-8.AH.2.GS.C. Analyze local and colonial governments to trace the factors influencing their structure and function.
- 6-8.AH.2.GS.B. Explain how the founding of English colonies influenced their governments and expectations for self-rule.

Supporting:

- 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.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.E. Analyze the artistic and intellectual achievements of early Americans to provide evidence of an emerging American identity.
- 6-8.AH.1.CC.B. Explain connections between historical context and perspectives at the time in American history.

Detailed Description/Instructions: Students will be surprised by the teacher who presents a "breakup note" found on the floor. The teacher will read the note to students and ask if anyone has any information about the letter. Meanwhile, the letter is actually one created by the teacher and it subtly outlines the Declaration of Independence using two people "breaking up" as the metaphor. After the presentation of the letter, the teacher introduces the Declaration of Independence, its parts, its purpose, author, etc. Students then get a copy of the student breakup letter and they will need to break down the parts and figure out each piece of the metaphor. This serves as a way to outline the intention and various parts of the Declaration.

Bloom’s Levels: 3

Webb’s DOK: 3
Engaging Experience 2
Title: Analysis of the Declaration of Independence
Suggested Length of Time: Two 40-minute class periods
Standards Addressed:

Priority:
- 6-8.AH.3.CC.B. Analyze the Declaration of Independence to determine the historical forces and political philosophies that influenced its creation.
- 6-8.AH.2.GS.C. Analyze local and colonial governments to trace the factors influencing their structure and function.
- 6-8.AH.2.GS.B. Explain how the founding of English colonies influenced their governments and expectations for self-rule.

Supporting:
- 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.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.E. Analyze the artistic and intellectual achievements of early Americans to provide evidence of an emerging American identity.
- 6-8.AH.1.CC.B. Explain connections between historical context and perspectives at the time in American history.

Detailed Description/Instructions: Students will receive a copy of the Declaration of Independence and an analysis worksheet. They will determine why the document was written, what perspective the document was from, why the colonists made the claims they did, and how the Declaration will influence all of American history from this point forward.

RESOURCE MODIFICATION: Consider more time (4 - 5 days).
Bloom’s Levels: 4
Webb’s DOK: 3
**Engaging Experience 3**

**Title:** John Locke: Life, Liberty, and Property

**Suggested Length of Time:** 40 minutes

**Standards Addressed:**

*Priority:*
- 6-8.AH.2.GS.B. Explain how the founding of English colonies influenced their governments and expectations for self-rule.

*Supporting:*
- 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.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.

**Detailed Description/Instructions:** Students will apply their understanding of John Locke's theories to this lesson. They will receive 18 cards each featuring a current government program that protects either life, liberty or property. Students will then categorize this programs according to which right is protected. Students will then analyze which rights are most/least protected and create a brand new program to protect one of these rights.

**Bloom’s Levels:** 6

**Webb’s DOK:** 4
Engaging Scenario

Students will be given the task of picking a person from the Revolutionary War deserving of a monument to celebrate their contributions to the Revolution. Their job is to create a pitch and presentation justifying their contribution. They will then compete against classmates to have one of the pitches accepted by a member of the local historical society.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Road to the Revolution</td>
<td>Road to War Simulation</td>
<td>Students will be assigned a role in colonial society (soldier, governor, tradesman, frontier man, professional, farmer, tax collector, etc.) In this role they will be subjected to a series of laws and taxed enacted by the King and Parliament to simulate what the colonists experienced in the pre-Revolutionary War period.</td>
<td>Two 40-minute classes</td>
</tr>
<tr>
<td>Road to the Revolution</td>
<td>Boston Massacre Art Comparison</td>
<td>Students will look at varying textbook, art, primary source accounts, and video resources that portray different views of the Boston Massacre. Student will look for themes of perspective, bias, and propaganda as they relate to motivations for independence. Students will write a paragraph responding to the prompt: “Was the Boston Massacre appropriately named?”</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Road to the Revolution</td>
<td>Thomas Paine Pamphlet Analysis</td>
<td>Student will be given a packet containing excerpts from Thomas Paine's writing, Common Sense. They will analyze and evaluate Paine's claims for the need for independence. Their evaluation will also include role analysis of both patriots and loyalists. If desired, the teacher can include a compare and contrast to Chalmers’s response The Plain Truth, <a href="http://www.earlyamerica.com/review/fall96/loyalists.html">http://www.earlyamerica.com/review/fall96/loyalists.html</a></td>
<td>40 minutes</td>
</tr>
<tr>
<td>The War</td>
<td>Military History of the War</td>
<td>Students will be given a large variety of resources, all including information about the Continental Army and the British military. Student will then create a military profile for each army listing strengths, weaknesses, and likeliness to win the war.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>The War</td>
<td>Foreign Alliance Evaluation</td>
<td>Students will evaluate the impact of the foreign alliances (Prussia, Germany, France, and Spain) on the outcome of the Revolutionary War. Students will identify the alliance's impact, organize/rank the</td>
<td>40 minutes</td>
</tr>
<tr>
<td>The War</td>
<td>Declaration of Independence “Break-up Letter”</td>
<td>Students will be surprised by the teacher who presents a &quot;breakup note&quot; found on the floor. The teacher will read the note to students and ask if anyone has any information about the letter. Meanwhile, the letter is actually one created by the teacher and it subtly outlines the Declaration of Independence using two people &quot;breaking up&quot; as the metaphor. After the presentation of the letter, the teacher introduces the Declaration of Independence, its parts, its purpose, author, etc. Students then get a copy of the student breakup letter and they will need to break down the parts and figure out each piece of the metaphor. This serves as a way to outline the intention and various parts of the Declaration.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>The War</td>
<td>Analysis of the Declaration of Independence</td>
<td>Students will receive a copy of the Declaration of Independence and an analysis worksheet. They will determine why the document was written, what perspective the document was from, why the colonists made the claims they did, and how the Declaration will influence all of American history from this point forward.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>The War</td>
<td>John Locke: Life, Liberty, and Property</td>
<td>Students will apply their understanding of John Locke's theories to this lesson. They will receive 18 cards each featuring a current government program that protects either life, liberty or property. Students will then categorize this programs according to which right is protected. Students will then analyze which rights are most/least protected and create a brand new program to protect one of these rights.</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>
Unit 4: Creating a Government

Subject: American History
Grade: 8
Name of Unit: Creating a Government
Length of Unit: 4-5 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.

Priority Standards for unit:

- 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.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.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.

Supporting Standards for unit:

- 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.
- 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.
- 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.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.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.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>The successes of the Articles of Confederation</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>The challenges of the Articles of Confederation</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>The need for a constitutional convention.</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>The origins of the Bill of Rights</td>
<td>Describe</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>The purposes of the Bill of Rights</td>
<td>Describe</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>The enduring significance of these concepts to the preservation of individual rights and liberties.</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>The principle of rule of law</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>The principle of representation</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>The principle of separation of powers</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>The principle of checks and balances</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>The principle of federalism</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>Explain the purposes of the Constitution</td>
<td>Explain</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>The function of the Constitution</td>
<td>Explain</td>
<td>Understand</td>
<td>3</td>
</tr>
</tbody>
</table>
Essential Questions:
1. What is the structure of the US Constitution?
2. What are the six underlying principles of the Constitution and why are they necessary?
3. How is the Constitution a living document?
4. How did the U.S. Constitution address the weaknesses of the Articles of Confederation?
5. What role did compromise play in writing the U.S. Constitution?

Enduring Understanding/Big Ideas:
1. The U.S. Constitution has a preamble, 7 Articles, and 27 Amendments.
2. The six underlying principles of the Constitution are popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism. They are all important as they contribute to a democracy and the idea of shared power between the government and the people.
3. The U.S. Constitution can be amended and changed. Its wording allows for interpretation by the Supreme Court.
4. The U.S. Constitution created an executive branch, included the "elastic clause", added the ability to amend, and included the 6 main principles which improved it from the Article of Confederation.
5. Without compromise, the U.S Constitution would not have been able to be created. The Great Compromise, and the 3/5th Compromise allowed the Constitution to be ratified by 3/4ths of the states.
Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
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<tbody>
<tr>
<td>Analyze</td>
<td>Articles of Confederation</td>
</tr>
<tr>
<td>Apply</td>
<td>Great Compromise</td>
</tr>
<tr>
<td>Explain</td>
<td>3/5ths Compromise</td>
</tr>
<tr>
<td></td>
<td>Limited government</td>
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<tr>
<td></td>
<td>Rule of law</td>
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<tr>
<td></td>
<td>Separation of powers</td>
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<tr>
<td></td>
<td>Checks and balances</td>
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<tr>
<td></td>
<td>Federalism</td>
</tr>
<tr>
<td></td>
<td>Popular sovereignty</td>
</tr>
<tr>
<td></td>
<td>Due process</td>
</tr>
<tr>
<td>Important People</td>
<td></td>
</tr>
<tr>
<td>George Washington</td>
<td></td>
</tr>
<tr>
<td>John Adams</td>
<td></td>
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<tr>
<td>Thomas Jefferson</td>
<td></td>
</tr>
<tr>
<td>Daniel Shays</td>
<td></td>
</tr>
<tr>
<td>Alexander Hamilton</td>
<td></td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development: Active reading (Flooding)
Engaging Experience 1
Title: Preamble Song and Rewrite
Suggested Length of Time: 30 minutes
Standards Addressed

Priority:
- 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.

Supporting:
- 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.
- 6-8.AH.3.G.B. Evaluate the relationships among population, representation, and their effect on power in the new government.

Detailed Description/Instructions: Students will begin this activity by listening to the School House Rock video that teaches the Preamble. Their job is to memorize the song, thus memorizing the preamble. Then, their task is to break down each of the goals (i.e. form a more perfect union, ensure domestic tranquility, etc.) and rewrite them in their own words to show understanding.

Bloom’s Levels: 2
Webb’s DOK: 2

Engaging Experience 2
Title: Government Concept Map
Suggested Length of Time: 80 minutes
Standards Addressed

Priority:
- 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.

Supporting:
- 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.

Detailed Description/Instructions: Students will receive a list of government terms. They will have to apply their understanding of the functions of government to create a concept map where all the terms are appropriately linked to one another.
**RESOURCE MODIFICATION:** Consider more time (3 to 4 days).

**Bloom’s Levels:** 6

**Webb’s DOK:** 4

**Engaging Experience 3**

**Title:** Cheers and Jeers for Articles of Confederation

**Suggested Length of Time:** 40 minutes

**Standards Addressed**

**Priority:**
- 6-8.AH.3.GS.D. Evaluate the successes and challenges of the Articles of Confederation to explain the need for a constitutional convention.

**Supporting:**
- 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.
- 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.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

**Detailed Description/Instructions:** Students will analyze the Articles of the Confederation to determine the positive and negative aspects of the nation’s first government. They will evaluate whether each aspect is a cheer or jeer. Students will be provided with a pre-copied cheer and jeer t-chart. Once the chart is completed, students will pair and share their charts with other students.

**RESOURCE MODIFICATION:** Consider more time.

**Bloom’s Levels:** 4

**Webb’s DOK:** 3
Engaging Experience 1
Title: Student Handbook Identification
Suggested Length of Time: 40 minutes
Standards Addressed

Priority:
- 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.

Supporting:
- 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: Using the online version of our student handbook, students will be asked to color code rights and responsibilities of students in their building. They will need to be able to identify rights versus responsibilities and how those play out in their everyday lives. Then, the class will have a discussion about the necessity of the responsibilities and the rights to which they are given. Students will complete an exit slip defining the difference between right and responsibility.

Bloom’s Levels: 2
Webb’s DOK: 3

Engaging Experience 2
Title: One Vote Counts
Suggested Length of Time: 40 minutes
Standards Addressed

Priority:
- 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.

Supporting:
- 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
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will research voting statistics. They will evaluate
why people over 50 are more likely to vote than young voters. They will analyze close elections, such as the 2000 presidential election, and determine why one vote matters. Following this analysis, students will write a short argumentative script convincing their parents to vote. Their homework will be to present this script to their parents.

**RESOURCE MODIFICATION:** Provide the students with the voting statistics.

**Bloom’s Levels:** 3

**Webb’s DOK:** 2
Engaging Scenario

In this simulation, students will be assigned a role as a delegate to the Constitutional Convention. Their initial task is to research how their delegate chose to vote and interact during the convention in 1787. Then, they will create an online profile of their delegate on www.ning.com in the private cyber convention network. The scenario moves toward a re-enactment of the Constitutional Convention by having students blog, converse, vote and ratify various parts of the document to create their own Constitution.

RESOURCE MODIFICATION: Complete the initial task only.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of the Constitution</td>
<td>Preamble Song and Rewrite</td>
<td>Students will begin this activity by listening to the School House Rock video that teaches the Preamble. Their job is to memorize the song, thus memorizing the preamble. Then, their task is to break down each of the goals (i.e. form a more perfect union, ensure domestic tranquility, etc.) and rewrite them in their own words to show understanding.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Principles of the Constitution</td>
<td>Government Concept Map</td>
<td>Students will receive a list of government terms. They will have to apply their understanding of the functions of government to create a concept map where all the terms are appropriately linked to one another.</td>
<td>80 minutes</td>
</tr>
<tr>
<td>Principles of the Constitution</td>
<td>Cheers and Jeers for Articles of Confederation</td>
<td>Students will analyze the Articles of the Confederation to determine the positive and negative aspects of the nation’s first government. They will evaluate whether each aspect is a cheer or jeer. Students will be provided with a pre-copied cheer and jeer t-chart. Once the chart is completed, students will pair and share their charts with other students.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Rights and Responsibilities</td>
<td>Student Handbook Identification</td>
<td>Using the online version of our student handbook, students will be asked to color code rights and responsibilities of students in their building. They will need to be able to identify rights versus responsibilities and how those play out in their everyday lives. Then, the class...</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>
Students will have a discussion about the necessity of the responsibilities and the rights to which they are given. Students will complete an exit slip defining the difference between right and responsibility.

| Rights and Responsibilities | One Vote Matters | Students will research voting statistics. They will evaluate why people over 50 are more likely to vote than young voters. They will analyze close elections, such as the 2000 presidential election, and determine why one vote matters. Following this analysis, students will write a short argumentative script convincing their parents to vote. Their homework will be to present this script to their parents. | 40 minutes |
Unit 5: National Expansion

Subject: American History
Grade: 8
Name of Unit: National Expansion
Length of Unit: 5-6 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.

Priority Standards for unit:
- 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. Analyze the concept of Manifest Destiny as a catalyst for change in American history.
- 6-8.AH.4.EC.B. Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.
- 6-8.AH.4.CC.A. Analyze the expansion of the United States in the early 19th century to trace U.S. growth and form hypotheses about future conflicts.
- 6-8.AH.5.GS.A. Analyze the geography of North, South, and West in order to explain their cultural, social and economic differences.

Supporting Standards for unit:
- 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.
- 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.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 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.
- 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.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.
• 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.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
• 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.4.GS.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.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.
• ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
• ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
• ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
• ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
• ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
• ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trace the changing boundaries of the United States</td>
<td>Trace</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Describe how it represents the changing relationships with its neighbors and Native Americans</td>
<td>Describe</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Analyze the concept of Manifest Destiny as a catalyst for change in American history</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Explain how the expansion of industrialization, transportation and technological developments influenced different regions and</td>
<td>Explain</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>The relationship between industrialization, transportation, and technological developments</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Analyze the expansion of the United States in the early 19th century to trace U.S. growth</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Form hypotheses about future conflicts</td>
<td>Hypothesize</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>Analyze the geography of North, South, and West in order</td>
<td>Analyze</td>
<td>Analyze</td>
<td>1</td>
</tr>
<tr>
<td>Explain their cultural, social and economic differences</td>
<td>Explain</td>
<td>Understand</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**

1. How did U.S. expansion change the American Identity?
2. Why did America feel the need to expand?
3. What role did conflict play in Westward Expansion?
4. What role did technology play in Westward Expansion?
Enduring Understanding/Big Ideas:

1. America at its founding has the intention of spreading from “sea to shining sea” (manifest destiny). Americans in the early 1800s were given the ability to achieve this goal. Americans began to form an identity of independence, bravery, hard work, entrepreneurship and a renewed sense of adventure. Because the country expanded so quickly and drastically, a new sectionalism developed and microcosms of cultures sprung up.

2. Americans felt the need to expand to keep up with population growth. They also wanted to compete with European nations on a world stage. Americans knew land meant power.

3. Conflict with native groups, conflict with immigrant groups, and conflict with neighboring nations forced the United States to make distinct foreign policy.

4. Technology allowed for a faster and easier trip to the west. It allowed for quick communication and ease of living (i.e. barbed wire, mechanized farm machinery, railroads, telegraphs, steam engines, etc.) Though the nation’s borders expanded tremendously, the nation stayed united with these new forms of technology.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneur</td>
<td>Expansionism</td>
</tr>
<tr>
<td>Innovation</td>
<td>Manifest Destiny</td>
</tr>
<tr>
<td></td>
<td>Barbed wire</td>
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<tr>
<td></td>
<td>Gold Rush</td>
</tr>
<tr>
<td></td>
<td>Entrepreneur</td>
</tr>
<tr>
<td></td>
<td>Innovation</td>
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<td></td>
<td>Migration</td>
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<td></td>
<td>Industrial Revolution</td>
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<td>Important People</td>
<td></td>
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<tr>
<td>Thomas Jefferson</td>
<td></td>
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<td>Meriwether Lewis</td>
<td></td>
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<tr>
<td>William Clark</td>
<td></td>
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<tr>
<td>Sacagawea</td>
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<td>Francis Lowell</td>
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<td>General de Santa Anna</td>
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<td>Stephen Austin</td>
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<td>Sam Houston</td>
<td></td>
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<td>James K. Polk</td>
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<td>Donner Party</td>
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<tr>
<td>Davy Crockett</td>
<td>Henry Clay</td>
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</tbody>
</table>

**Resources for Vocabulary Development:** Talk a mile a minute
**Topic 1: Motivations**

**Engaging Experience 1**

**Title:** Lewis and Clark Expedition Journals  
**Suggested Length of Time:** 40 minutes  
**Standards Addressed**

*Priority:*
- 6-8.AH.4.CC.A. Analyze the expansion of the United States in the early 19th century to trace U.S. growth and form hypotheses about future conflicts.
- 6-8.AH.5.GS.A. Analyze the geography of North, South, and West in order to explain their cultural, social and economic differences.

*Supporting:*
- 6-8.AH.1.CC.B. Explain connections between historical context and 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.A. Using an American history lens, describe how peoples’ perspectives shaped the sources/artifacts they created

**Detailed Description/Instructions:** President Jefferson sent Meriwether Lewis and William Clark to explore the vast territory of the Louisiana Purchase. Besides exploring, Jefferson charged the men to keep extensive journals describing anything from interactions with natives, to plant life, to landforms, etc.) For this activity, students will examine excerpts of the Corps of Discovery journals and use them to fill out the student activity sheet (found at [http://www.pbs.org/lewisandclark/class/l04.html](http://www.pbs.org/lewisandclark/class/l04.html))

**Bloom’s Levels:** 2  
**Webb’s DOK:** 2

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**Engaging Experience 2**

**Title:** Motivation Stations  
**Suggested Length of Time:** 80 minutes  
**Standards Addressed**

*Priority:*
- 6-8.AH.4.G.B. Analyze the concept of Manifest Destiny as a catalyst for change in American history.

*Supporting:*
geographic features, and human environmental interactions to determine their influence on the movement of goods, people and ideas.

- 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.4.GS.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.1.PC.A. Using an American history lens, describe how peoples’ perspectives shaped the sources/artifacts they created.
- 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.1.CC.A. Create and use tools to analyze a chronological sequence of related events in American history.

**Detailed Description/Instructions:** Students will travel to stations around the room to analyze motivations for moving west in early to mid-19th century America. They will determine, using an analysis worksheet, why Americans wanted to go west, how these Americans were viewed, and what their impact on their new homes was.

**Bloom’s Levels:** 4
**Webb’s DOK:** 3

**Engaging Experience 3**

**Title:** Missouri Compromise Analysis and Map

**Suggested Length of Time:** 40 minutes

**Standards Addressed**

**Priority:**

- 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.CC.A. Analyze the expansion of the United States in the early 19th century to trace U.S. growth and form hypotheses about future conflicts.
- 6-8.AH.5.GS.A. Analyze the geography of North, South, and West in order to explain their cultural, social and economic differences.

**Supporting:**

- 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.
- 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

- 6-8.AH.1.G.S.A. Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society 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

**Detailed Description/Instructions:** Students will analyze the Missouri Compromise to distinguish the debate that led to the creation of the Compromise, the details of the Compromise, and the impacts of the Compromise. Students will also complete a map to demonstrate how the Compromise changed the geographic and demographic landscape of the country.

**RESOURCE MODIFICATION:** Consider more time (up to 3 class days).

**Bloom’s Levels:** 4

**Webb’s DOK:** 3

**Engaging Experience 4**

**Title:** Texas Revolution

**Suggested Length of Time:** 80 minutes

**Standards Addressed**

**Priority:**

- 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. 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 19th century to trace U.S. growth and form hypotheses about future conflicts.

**Supporting:**

- 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
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

**Detailed Description/Instructions:** Students will compare and contrast the Texas Revolution to the American Revolutionary War. (Topics include: country of origin, motivation for separation, result, justifications, significant events etc.) They will present their research in an info graphic created with [www.easel.ly](http://www.easel.ly) and present it to the class.
**Bloom’s Levels:** 4
**Webb’s DOK:** 3

**Engaging Experience 5**
**Title:** Oregon Trail Simulation
**Suggested Length of Time:** 3 class periods

**Standards Addressed**

**Priority:**
- 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.

**Supporting:**
- 6-8.AH.4.GS.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.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.

**Detailed Description/Instructions:** Students will plan for a journey on the Oregon Trail. They will make purchases of all the supplies necessary to get them from Independence, MO to Oregon. A simulation of a journey will occur in which students are subjected to actual hardships that westward expanders faced (such as Indian attacks, weather, disease, etc.). Students will evaluate the purchases and decisions they made versus the decisions and purchases necessary to survive. At the end of the simulation, students will respond to the prompt, “If you could go back, what would you change?”

**RESOURCE MODIFICATION:** Consider more time (5 days).

**Bloom’s Levels:** 3
**Webb’s DOK:** 2
Engaging Experience 1
Title: Innovation Module
Suggested Length of Time: 40 minutes
Standards Addressed
Priority:
● 6-8.AH.4.EC.B. Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.
● 6-8.AH.5.GS.A. Analyze the geography of North, South, and West in order to explain their cultural, social and economic differences.
Supporting:
● 6-8.AH.4.GS.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.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.
● ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
● ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
Detailed Description/Instructions: Students will gain an understanding of the major innovations (barbed wired, telegraph, steam engine, etc.) that supported expansion in the west. Students will then evaluate which innovation had the greatest impact on westward expansion and why. This evaluation will occur in the form of a “top ten & defend” list.
Bloom’s Levels: 2
Webb’s DOK: 2
Engaging Experience 2
Title: Mill and Plantation Comparison/Primary Source Analysis
Suggested Length of Time: 40 minutes
Standards Addressed:

Priority:

- 6-8.AH.4.EC.B. Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.
- 6-8.AH.5.GS.A. Analyze the geography of North, South, and West in order to explain their cultural, social and economic differences.

Supporting:

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

Detailed Description/Instructions: The first primary source students will read are the rules of Lewiston Mill. The second primary source that students will read are the plantation rules at Debow's plantation. Students will then evaluate the conditions at both institutions, draw conclusions about how these conditions and rules came to be, and determine how the Industrial Revolution impacted the lives of the people working in these places.

RESOURCE MODIFICATION: Consider another class period to finish this experience.

Bloom’s Levels: 5
Webb’s DOK: 4
Engaging Scenario

Students are tasked with creating an exhibit for a new museum on Westward Expansion. In their exhibit, they are to choose the three most important items that would educate someone who had never heard about Westward Expansion about the motivations, desires, and results of moving west. Students will create their exhibits using [www.museumbox.com](http://www.museumbox.com). Their presentations will be evaluated by a museum curator.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivations</td>
<td>Lewis and Clark Expedition Journals</td>
<td>President Jefferson sent Meriwether Lewis and William Clark to explore the vast territory of the Louisiana Purchase. Besides exploring, Jefferson charged the men to keep extensive journals describing anything from interactions with natives, to plant life, to landforms, etc.) For this activity, students will examine excerpts of the Corps of Discovery journals and use them to fill out the student activity sheet (found at <a href="http://www.pbs.org/lewisandclark/class/l04.html">http://www.pbs.org/lewisandclark/class/l04.html</a>)</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Motivations</td>
<td>Motivation Stations</td>
<td>Students will travel to stations around the room to analyze motivations for moving west in early to mid-19th century America. They will determine, using an analysis worksheet, why Americans wanted to go west, how these Americans were viewed, and what their impact on their new homes was.</td>
<td>80 minutes</td>
</tr>
<tr>
<td>Motivations</td>
<td>Missouri Compromise Analysis and Map</td>
<td>Students will analyze the Missouri Compromise to distinguish the debate that led to the creation of the Compromise, the details of the Compromise, and the impacts of the Compromise. Students will also complete a map to demonstrate how the Compromise changed the geographic and demographic landscape of the country.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Motivations</td>
<td>Texas Revolution Infographic</td>
<td>Students will compare and contrast the Texas Revolution to the American Revolutionary War. (Topics include: country of origin, motivation for separation, result, justifications, significant events etc.) They will present their research in an info graphic</td>
<td>80 minutes</td>
</tr>
<tr>
<td>Motivations</td>
<td>Oregon Trail Simulation</td>
<td>Students will plan for a journey on the Oregon Trail. They will make purchases of all the supplies necessary to get them from Independence, MO to Oregon. A simulation of a journey will occur in which students are subjected to actual hardships that westward expanders faced (such as Indian attacks, weather, disease, etc.). Students will evaluate the purchases and decisions they made versus the decisions and purchases necessary to survive. At the end of the simulation, students will respond to the prompt, “If you could go back, what would you change?”</td>
<td>3 class periods</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Industrial Revolution</td>
<td>Innovation Module</td>
<td>Students will gain an understanding of the major innovations (barbed wired, telegraph, steam engine, etc.) that supported expansion in the west. Students will then evaluate which innovation had the greatest impact on westward expansion and why. This evaluation will occur in the form of a “top ten &amp; defend” list.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Industrial Revolution</td>
<td>Mill and Plantation Comparison/Primary Source Analysis</td>
<td>The first primary source students will read are the rules of Lewiston Mill. The second primary source that students will read are the plantation rules at Debow's plantation. Students will then evaluate the conditions at both institutions, draw conclusions about how these conditions and rules came to be, and determine how the Industrial Revolution impacted the lives of the people working in these places.</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>
Unit 6: Reform Movements

Subject: American History
Grade: 8
Name of Unit: Reform Movements
Length of Unit: 2-3 weeks
Overview of Unit: This unit covers the major reform movements of the 19th century such as abolitionism, women's movement, and Jacksonian democracy.

Priority Standards for unit:
- 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.5.EC.D. Analyze the evolution of the abolitionist movement to trace its continued development and evaluate its impact.
- 6-8.AH.4.GSP.C. Explain how the principles of rule of law, separation of powers, checks and balance, and federalism were impacted by Jacksonian democracy.
- 6-8.AH.5.EC.C. Analyze the evolution of the women’s movement to trace its continued development and evaluate its impact.
- 6-8.AH.3.PGC.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.

Supporting Standards for unit:
- 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.1.PC.B. Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 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 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.
- 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.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.
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.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.

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.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.5.PC.E. Trace the development of African American culture in non-slave states and in the context of slavery.

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.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 expansion of voting rights and patterns and explain how it impacted elections and political movements.

6-8.AH.4.PC.B. Analyze the experiences of enslaved peoples in North and South America to determine their cultural impact and consequences.

ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Origins and characteristics of coercive labor systems, including slavery, and their impact on economic and political expansion.</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>The impact of coercive labor systems, including slavery on economic expansion.</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>The impact of coercive labor systems, including slavery on political expansion</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Evolution of the abolitionist movement</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Continued development of the abolitionist movement</td>
<td>Trace</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Impact of the abolitionist movement</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>How the principles of rule of law, separation of powers, checks and balance, and federalism were impacted by Jacksonian democracy.</td>
<td>Explain</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>Evolution of the women’s movement</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>The continued development of the women’s movement</td>
<td>Trace</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Evaluate the impact of the women’s movement</td>
<td>Evaluate</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Laws, events, and perspectives</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>The extent to which individuals and groups could participate in, and realize, the promise of American ideals.</td>
<td>Determine</td>
<td>Analyze</td>
<td>2</td>
</tr>
</tbody>
</table>
Essential Questions:
1. How did the changes during the era of Jackson bring more people into the democratic process?
2. How did the women's movement challenge the traditional roles ascribed to women in America?
3. How did abolitionists attempt to change people's ideas about slavery?

Enduring Understanding/Big Ideas:
1. Jackson brought more people into the democratic process by expanding suffrage and providing more jobs to the common man through the spoils system.
2. During the women's movement, women challenged their restricted status in society and pushed for greater equality in social, economic, and religious realms.
3. Abolitionists attempted to change people's ideas about slavery through the use of speeches, publications, violence, and revolts. Abolitionists also sought to help Africans escape slavery.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize</td>
<td>Abolitionism</td>
</tr>
<tr>
<td>Assess</td>
<td>Jacksonian Democracy</td>
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<tr>
<td>Analyze</td>
<td>Declaration of Sentiments</td>
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<tr>
<td>Secede</td>
<td>Suffragette</td>
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<tr>
<td>Abolish</td>
<td>Suffrage</td>
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<tr>
<td>Division</td>
<td>Spoil's System</td>
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<td>Temperance</td>
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<td></td>
<td>Disenfranchisement</td>
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<td></td>
<td>Underground Railroad</td>
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<td>Important People</td>
<td>Andrew Jackson</td>
</tr>
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<td></td>
<td>Harriet Tubman</td>
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<tr>
<td>Important People</td>
<td>William Lloyd Garrison</td>
</tr>
<tr>
<td>Important People</td>
<td>Frederick Douglass</td>
</tr>
<tr>
<td>Important People</td>
<td>Elizabeth Cady Stanton</td>
</tr>
<tr>
<td>Important People</td>
<td>Lucretia Mott</td>
</tr>
<tr>
<td>Important People</td>
<td>Harriett Beecher Stowe</td>
</tr>
<tr>
<td>Important People</td>
<td>Henry Clay</td>
</tr>
</tbody>
</table>
Resources for Vocabulary Development: Lotus Diagram
Topic 1: Jacksonian Democracy

Engaging Experience 1

Title: Cause, Reaction, and Effect Analysis of Jacksonian Democracy

Suggested Length of Time: 25 minutes

Standards Addressed

Priority:

- 6-8.AH.4.GSP.C. Explain how the principles of rule of law, separation of powers, checks and balance, and federalism were impacted by Jacksonian democracy.
- 6-8.AH.3.PGC.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.

Supporting:

- 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.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.
- 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.4.G.A. Trace the expansion of voting rights and patterns and explain how it impacted elections and political movements.
- 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.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.

Detailed Description/Instructions: Students will receive a graphic organizer listing the causes of the reforms of Jacksonian Democracy, such as the patronage system. The next section of the graphic organizer for students to complete is how Jackson reacted to these causes with a reform, such as creating the spoils system. The students will complete the graphic organizer by determining what the effect of the Jacksonian reform is, such as opening government jobs to regular, average citizens of America.

RESOURCE MODIFICATION: Consider more time (2-3 days).

Bloom’s Levels: 2

Webb’s DOK: 2
Topic 2: The Women’s Movement

Engaging Experience 1
Title: Declaration of Sentiments Comparison
Suggested Length of Time: 80 minutes

Standards Addressed

Priority:
• 6-8.AH.5.EC.C. Analyze the evolution of the women’s movement to trace its continued development and evaluate its impact.

Supporting:
• 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.1.PC.B. Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
• 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.1.PC.A. Using an American history lens, describe how peoples’ perspectives shaped the sources/artifacts they created

Detailed Description/Instructions: Students will first read the Declaration of Sentiments to determine how women were challenging traditional roles in society. Students will then compare this document to the Declaration of Independence and make historical connections and comparisons between the two. Students will then draw on their prior knowledge to evaluate the extent to which the women at Seneca Falls were successful in achieving the goals they were fighting for. This evaluation will take place in the form of a written response.

RESOURCE MODIFICATION: Consider eliminating the written response. Use the graphic organizer as the formative assessment.

Bloom’s Levels: 4
Webb’s DOK: 3
Topic 3: Abolitionism

Engaging Experience 1
Title: Abolitionist Report Card
Suggested Length of Time: 40 minutes

Standards Addressed

Priority:
- 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.5.EC.D. Analyze the evolution of the abolitionist movement to trace its continued development and evaluate its impact.

Supporting:
- 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.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.
- 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.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.1.CC.B. Explain connections between historical context and perspectives at the time in American history.
- 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: Students will develop criteria upon which they can judge the success of an abolitionist and arrange these criteria into a report card format. The student will then apply their report card to judge the success and effectiveness of an abolitionist.

RESOURCE MODIFICATION: Consider a whole group discussion.

Bloom’s Levels: 6
Webb’s DOK: 4
Engaging Scenario

Students have been appointed the campaign manager for a social activism campaign. They will use their inspiration from the 19th century reform movements to choose an issue that they are currently passionate about. Students will then create a public service announcement urging reform for their chosen topic.

RESOURCE MODIFICATION: Consider working in pairs.
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacksonian Democracy</td>
<td>Cause, Reaction, and Effect Analysis of Jacksonian Democracy</td>
<td>Students will receive a graphic organizer listing the causes of the reforms of Jacksonian Democracy, such as the patronage system. The next section of the graphic organizer for students to complete is how Jackson reacted to these causes with a reform, such as creating the spoils system. The students will complete the graphic organizer by determining what the effect of the Jacksonian reform is, such as opening government jobs to regular, average citizens of America.</td>
<td>25 minutes</td>
</tr>
<tr>
<td>The Women’s Movement</td>
<td>Declaration of Sentiments Comparison</td>
<td>Students will first read the Declaration of Sentiments to determine how women were challenging traditional roles in society. Students will then compare this document to the Declaration of Independence and make historical connections and comparisons between the two. Students will then draw on their prior knowledge to evaluate the extent to which the women at Seneca Falls were successful in achieving the goals they were fighting for. This evaluation will take place in the form of a written response.</td>
<td>80 minutes</td>
</tr>
<tr>
<td>Abolitionism</td>
<td>Abolitionist Report Card</td>
<td>Students will develop criteria upon which they can judge the success of an abolitionist and arrange these criteria into a report card format. The student will then apply their report card to judge the success and effectiveness of an abolitionist.</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>
Unit 7: The Civil War

Subject: American History
Grade: 8
Name of Unit: The Civil War
Length of Unit: 6-7 Weeks
Overview of Unit: This unit focuses on the events leading up to the Civil War, the goals and strategies of both sides during the war, and the consequences of the war and the impending restructuring of the nation.

Priority Standards for unit:

- 6-8.AH.5.GS.B. Evaluate the significance of geography on the conduct of the war and strategy of the North and South.
- 6-8.AH.5.CC.C. Describe critical developments and turning points in the Civil War including major battles.
- 6-8.AH.5.CC.B. Trace the events as well as political, cultural and social conditions leading to conflict between Northern and Southern states.
- 6-8.AH.5.CC.A. Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts
- 6-8.AH.5.G.D. Compare and contrast the governmental systems of the North and South to determine the strengths and weaknesses of federal and confederal systems.

Supporting Standards for unit:

- 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.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.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.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.
- 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.
- 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.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 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.

● 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.

● 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.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.

● 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.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.5.G.A. Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and after the Civil War.

● 6-8.AH.5.G.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.G.C. Analyze the election of 1860 to explain the development of political parties and how they influence the selection of leaders.

● ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

● ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

● ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

● ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a
design process to identify and solve problems by creating new, useful or imaginative solutions.

- **ISTE-CREATIVE COMMUNICATOR.6**: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- **ISTE-GLOBAL COLLABORATOR.7**: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>The significance of geography on the conduct of the war</td>
<td>Evaluate</td>
<td>Analyze</td>
<td>1</td>
</tr>
<tr>
<td>The conduct of the war and the strategy of the North and South</td>
<td>Evaluate</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Critical developments and turning points in the Civil War including major battles.</td>
<td>Describe</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>The events as well as political, cultural and social conditions leading to conflict between Northern and Southern states.</td>
<td>Trace</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>Political compromises over slavery in the territories</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Intensifying sectional conflicts</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>The governmental systems of the North and South</td>
<td>Compare</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>The governmental systems of the North and South</td>
<td>Contrast</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>The strengths and weaknesses of federal and confederal systems</td>
<td>Determine</td>
<td>Analyze</td>
<td>2</td>
</tr>
</tbody>
</table>
Essential Questions:
1. Why can it be argued that the Civil War was inevitable?
2. How did sectionalism contribute to the start of the Civil War?
3. How did the strategies and motivations of both sides cause political, economic, and social consequences after the Civil War?

Big Ideas/Enduring Understandings
1. It can be argued that the Civil War was inevitable because of the many years of division that tore the North and South apart leading up the war. These years of division include debates over state's rights, slavery, and westward expansion. Furthermore, many events, like the Brooks-Sumner Affair, the Dred Scott Decision, the KS-NE Act, and the MO Compromise, occurred that only deepened the division. Any attempts at compromise failed to heal the broken nation.

2. Sectionalism occurred in America prior to the Civil War because the North and South were more concerned about their own political, economic, and social motivations than concerned about the country as a whole. The North believed in a strong, national government and limiting the spread of slavery. The South's political beliefs centered on state's rights and protection of property ownership. While the North had industrialized, the South remained heavily dependent upon an agricultural society. Slavery was also a major contributing factor to the growing sectionalism in the United States.

3. The North was motivated to end the war as quickly as possible thus they waged total warfare on the South. The Confederate's strategy was to wear the North down by making them chase the Confederate army, therefore the majority of the fighting occurred in the South. Both of these strategies caused economic and social consequences after the Civil War. The motivation to free the slaves with the Emancipation Proclamation had lasting political ramifications, also.
# Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret</td>
<td>Union</td>
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<td></td>
<td>Confederacy</td>
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<td>Nullification</td>
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<td>Secede</td>
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<td>Compromise</td>
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<td>Popular Sovereignty</td>
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<td>Emancipation</td>
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<td>Sectionalism</td>
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<tr>
<td></td>
<td>Agrarian</td>
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<td></td>
<td>Antebellum</td>
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<td>Important People</td>
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<td>Abraham Lincoln</td>
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<td>Jefferson Davis</td>
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<td>Robert E. Lee</td>
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<td>Ulysses S Grant</td>
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<td>George McClellan</td>
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<tr>
<td>Dorothea Dix</td>
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<td>Clara Barton</td>
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<td>John Wilkes Booth</td>
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<td>Andrew Johnson</td>
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</tbody>
</table>

**Resources for Vocabulary Development:** Vocabulary Knowledge Rating Chart
Topic 1: Causes of Civil War

Engaging Experience 1
Title: Primary Source Packet
Suggested Length of Time: 5 class periods

Standards Addressed

Priority:

- 6-8.AH.5.CC.B. Trace the events as well as political, cultural and social conditions leading to conflict between Northern and Southern states.
- 6-8.AH.5.CC.A. Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts.
- 6-8.AH.5.G.D. Compare and contrast the governmental systems of the North and South to determine the strengths and weaknesses of federal and confederal systems.
- 6-8.AH.5.GS.B. Evaluate the significance of geography on the conduct of the war and strategy of the North and South.

Supporting:

- 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.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.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.
- 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.PC.B. Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 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 perspectives at the time in American history.
- 6-8.AH.1.CC.B. Explain connections between historical context and 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.

- 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.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.
- 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.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.
- 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.G.A. Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and after the Civil War.
- 6-8.AH.5.G.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.

**Detailed Description/Instructions:** Students will evaluate the various causes of the Civil War through analysis of a series of primary sources including: general order no. 11, Dred Scott Decision, the KS-NE Act, etc. Students will evaluate how each of these events added to the growing division and sectionalism in our country by responding to questions provided at the end of each primary source. Students will also complete a cause and effect flow chart throughout their readings.

**RESOURCE MODIFICATION:** Consider jigsaw format for reading of primary sources. Consider working in small groups on an assigned section of the flow chart. Also consider more time for this experience.

**Bloom’s Levels:** 5

**Webb’s DOK:** 4
Engaging Experience 2
Title: Causes of Civil War Stations Activity
Suggested Length of Time: 80 minutes
Standards Addressed

**Priority:**
- 6-8.AH.5.CC.B. Trace the events as well as political, cultural and social conditions leading to conflict between Northern and Southern states.
- 6-8.AH.5.CC.A. Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts.
- 6-8.AH.5.G.D. Compare and contrast the governmental systems of the North and South to determine the strengths and weaknesses of federal and confederal systems.
- 6-8.AH.5.GS.B. Evaluate the significance of geography on the conduct of the war and strategy of the North and South.

**Supporting:**
- 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.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.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.
- 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 view represented in the resources.
- 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.
- 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 perspectives at the time in American history.
- 6-8.AH.1.CC.B. Explain connections between historical context and 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.

- 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.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.
- 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.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
- 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.G.A. Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and after the Civil War.
- 6-8.AH.5.G.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.

**Detailed Description/Instruction:** Students will travel the room to visit stations set up to help students understand the causes of the Civil War and the situation the country was in before Fort Sumter occurred. Students will complete a timeline and causes flowchart while they progress through the stations to demonstrate their understanding.

**Bloom’s Levels:** 2

**Webb’s DOK:** 2

**Engaging Experience 3**

**Title:** Division Map Activity

**Suggested Length of Time:** 40 minutes

**Standards Addressed**

**Priority:**
- 6-8.AH.5.GS.B. Evaluate the significance of geography on the conduct of the war and strategy of the North and South.

**Supporting:**
- 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.
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.

**Detailed Description/Instructions:** Students will complete a map of the United States upon which they identify states in the Union, states in the Confederacy, Border States, capitals of each country, and other important geographic features that influenced the causes and outcomes of the Civil War.

**RESOURCE MODIFICATION:** Complete this as a whole group rather than individually.

**Bloom’s Levels:** 1

**Webb’s DOK:** 1
Topic 2: The Civil War

Engaging Experience 1

Title: Jigsaw PPT

Suggested Length of Time: 5 class periods

Standards Addressed

Priority:

- 6-8.AH.5.CC.C. Describe critical developments and turning points in the Civil War including major battles.
- 6-8.AH.5.GS.B. Evaluate the significance of geography on the conduct of the war and strategy of the North and South.

Supporting:

- 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.CC.A. Create and use tools to analyze a chronological sequence of related events in American history.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students are each assigned a topic from the Civil War, such as places, battles, people, weapons, etc. The students will research their topic until they become an expert and then will create a slide in a google presentation about their topic. The students will then present their topic to the class as the class works through the presentation to learn about the Civil War.

Bloom’s Levels: 6

Webb’s DOK: 4
Engaging Experience 2
Title: The Gettysburg Address Primary Source
Suggested Length of Time: 40 minutes
Standards Addressed

Priority:
- 6-8.AH.5.CC.C. Describe critical developments and turning points in the Civil War including major battles.

Supporting:
- 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.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 Gettysburg Address (using the Common Core analysis worksheet) to determine what Lincoln was trying to accomplish with this speech. Students will make connections between this speech, the motives of our founding fathers during the beginning years of our nations, and the current crisis the country is involved in.

RESOURCE MODIFICATION: Consider more time (2-3 days).

Bloom’s Levels: 4
Webb’s DOK: 3

Engaging Experience 3
Title: The Emancipation Proclamation Primary Source
Suggested Length of Time: 40 minutes
Standards Addressed

Priority:
- 6-8.AH.5.CC.C. Describe critical developments and turning points in the Civil War including major battles.

Supporting:
- 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.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 be provided with a primary source analysis sheet. They will analyze the Emancipation Proclamation to determine the purpose of the
document. Students will also evaluate why the Proclamation was passed when it was and the overall effectiveness of the Proclamation.

**RESOURCE MODIFICATION:** Consider more time.

**Bloom’s Levels:** 5

**Webb’s DOK:** 3

**Engaging Experience 4**

**Title:** Civil War Research Paper

**Suggested Length of Time:** 3 class periods (ongoing)

**Standards Addressed**

**Priority:**
- 6-8.AH.5.CC.C. Describe critical developments and turning points in the Civil War including major battles.
- 6-8.AH.5.CC.B. Trace the events as well as political, cultural and social conditions leading to conflict between Northern and Southern states.
- 6-8.AH.5.CC.A. Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts

**Supporting:**
- 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.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.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.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** Students will research, create, and write an argumentative research paper over a topic encompassing the Civil War.

**Bloom’s Levels:** 6; **Webb’s DOK:** 4
Engaging Scenario

It is the close of the Civil War in 1865. You are tasked with evaluating the current condition of the nation during a public debate. This war was waged to preserve the Union and to uphold the Constitution. Were the goals of the Constitution, as stated in the preamble, achieved after the Civil War? (Do we now have a more perfect union? Did we establish justice? Did we ensure domestic tranquility? Did we provide for the common defense? Did we promote the general welfare? Did we secure ourselves and our posterity the blessings of liberty? You will defend your assigned position on one of the above goals during the debate.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Causes of Civil War</td>
<td>Primary Source Packet</td>
<td>Students will evaluate the various causes of the Civil War through analysis of a series of primary sources including: general order no. 11, Dred Scott Decision, the KS-NE Act, etc. Students will evaluate how each of these events added to the growing division and sectionalism in our country by responding to questions provided at the end of each primary source. Students will also complete a cause and effect flow chart throughout their readings.</td>
<td>5 class periods</td>
</tr>
<tr>
<td>Causes of Civil War</td>
<td>Causes of Civil War Stations Activity</td>
<td>Students will travel the room to visit stations set up to help students understand the causes of the Civil War and the situation the country was in before Fort Sumter occurred. Students will complete a timeline and causes flowchart while they progress through the stations to demonstrate their understanding.</td>
<td>80 minutes</td>
</tr>
<tr>
<td>The Civil War</td>
<td>Jigsaw PPT</td>
<td>Students are each assigned a topic from the Civil War, such as places, battles, people, weapons, etc. The students will research their topic until they become an expert and then will create a slide in a google presentation about their topic. The students will then present their topic to the class as the class works through the presentation to learn about the Civil War.</td>
<td>5 class periods</td>
</tr>
<tr>
<td>The Civil War</td>
<td>The Gettysburg Address Primary Source</td>
<td>Students will analyze the Gettysburg Address (using the Common Core analysis worksheet) to determine what Lincoln was trying to accomplish with this speech. Students will make connections between this speech, the motives of our founding fathers during the beginning years of our nations, and the current crisis.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>The Civil War</td>
<td>The Emancipation Proclamation Primary Source</td>
<td>Students will be provided with a primary source analysis sheet. They will analyze the Emancipation Proclamation to determine the purpose of the document. Students will also evaluate why the Proclamation was passed when it was and the overall effectiveness of the Proclamation.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>The Civil War</td>
<td>Civil War Research Paper</td>
<td>Students will research, create, and write an argumentative research paper over a topic encompassing the Civil War.</td>
<td>3 class periods</td>
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</table>
Unit 8: Reconstruction

Subject: American History
Grade: 8
Name of Unit: Reconstruction
Length of Unit: 1-2 weeks
Overview of Unit: This unit covers the agricultural and industrial economic challenges faced by the South during Reconstruction and examines the emerging economic and political relationships between the north and south regions.

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

Supporting Standards for unit:
- 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.PC.B. Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 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.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 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.
- 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.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.
- 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.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

- 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.

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

- ISTE-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses of government systems in the North and South to major legislation before the Civil War</td>
<td>Compare</td>
<td>Analyze</td>
<td>2</td>
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<tr>
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<td>Compare</td>
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<td>Analyze</td>
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<td>executive orders before the Civil War</td>
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<tr>
<td>Responses of government systems in the North and South to court decisions before the Civil War</td>
<td>Compare</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Responses of government systems in the North and South to major legislation during the Civil War</td>
<td>Compare</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Responses of government systems in the North and South to executive orders during the Civil War</td>
<td>Compare</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Responses of government systems in the North and South to court decisions during the Civil War</td>
<td>Compare</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Responses of government systems in the North and South to major legislation after the Civil War</td>
<td>Compare</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Responses of government systems in the North and South to executive orders after the Civil War</td>
<td>Compare</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Responses of government systems in the North and South to court decisions after the Civil War</td>
<td>Compare</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>The economic strengths of the North and South before the Civil War</td>
<td>Compare</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>The economic weaknesses of the North and South before the Civil War</td>
<td>Compare</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>The economic strengths of the North and South during the Civil War</td>
<td>Compare</td>
<td>Analyze</td>
<td>2</td>
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</tbody>
</table>
The economic weaknesses of the North and South during the Civil War

Compare

Analyze

2

The economic strengths of the North and South after the Civil War

Compare

Analyze

2

The economic weaknesses of the North and South after the Civil War

Compare

Analyze

2

**Essential Questions:**

1. What political, economic, and social factors did the American government have to consider when determining the best course for Reconstruction? Why did they settle on the plan they selected?

2. Why can it be argued that Reconstruction failed?

3. How did the political, economic, and cultural consequences of Reconstruction shape the rebuilding nation?

**Corresponding Big Ideas/Enduring Understandings:**

1. The American government had to consider which solution would be the quickest, most supportive to freed slaves, result in the least amount of hard feelings, and most financially efficient when determining how to bring the South back into the Union after the Civil War. The plan they chose was based upon a non-punitive reaction to the South and was intended to rapidly make them a part of the nation again. The plan was also designed to support newly freed African Americans.

2. The argument for failed Reconstruction can be made in many ways. First, the economic disparities between the North and South still remained. Second, African Americans were not provided with racial or social equality. Third, anti-Union and anti-Northern feelings remained strong in the South.

3. Reconstruction did go according to plan. Politically many ex-Confederates resumed roles of power and barred African Americans from entering office and practicing suffrage. Economically, the war torn South was slow to adopt industry and found themselves forced into poverty. Culturally, segregation and racism fueled hatred throughout the country and society had to grasp with the loss of a generation of young men. These problems shaped the nation's struggles for more than a hundred years to come.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racism</td>
<td>Reconstruction</td>
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<tr>
<td>Interpret</td>
<td>Sharecropping</td>
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<tr>
<td></td>
<td>Jim Crow Laws</td>
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<td></td>
<td>Carpetbaggers</td>
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<td></td>
<td>Impeachment</td>
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<td></td>
<td>Literacy test</td>
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<td></td>
<td>Poll tax</td>
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<td></td>
<td>Tenant farming</td>
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<td>Freedman's Bureau</td>
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<td>Scalawags</td>
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<tr>
<td>Assassination</td>
<td></td>
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<tr>
<td>Important People</td>
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<tr>
<td>Abraham Lincoln</td>
<td></td>
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<tr>
<td>Andrew Johnson</td>
<td></td>
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<tr>
<td>Ulysses S Grant</td>
<td></td>
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<tr>
<td>KKK</td>
<td></td>
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<tr>
<td>Benjamin Wade</td>
<td></td>
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<tr>
<td>Henry Davis</td>
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</tbody>
</table>

**Resources for Vocabulary Development:** Matrix
# Topic 1: Political Consequences

### Engaging Experience 1

**Title:** Reconstruction Advisory Committee  
**Suggested Length of Time:** 120 minutes

### Standards Addressed

**Priority:**
- 6-8.AH.5.G.A. Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and after the Civil War.

**Supporting:**
- 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.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.
- 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.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

### Detailed Description/Instructions:

Students will be placed on an advisory committee to President Johnson and the United States Cabinet following the assassination of President Lincoln. The role of this advisory committee is to determine a course of action for Reconstruction that will solve the political, economic, and social problems facing the country after the Civil war with the most minimal consequences. President Johnson and his cabinet will choose the plan for the country that not only solves the problems, but will result in the smoothest transition back into the Union.

**Bloom’s Levels:** 5  
**Webb’s DOK:** 3
Engaging Experience 2
Title: Ranking Reconstruction Worksheet
Suggested Length of Time: 40 minutes
Standards Addressed
Priority:
- 6-8.AH.5.G.A. Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and after the Civil War.

Supporting:
- 6-8.AH.1.CC.B. Explain connections between historical context and perspectives at the time in American history.
- 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.

Detailed Description/Instructions: The student will receive a list of political acts and laws that were passed during Reconstruction. They will determine and create their own criteria to rank the Reconstruction laws based upon the legislation that helped the Union rebuild after the Civil War. Students will take into account their own bias and analyze why the legislation was mostly unsuccessful.

RESOURCE MODIFICATION: Consider making this a small or whole group activity.
Bloom’s Levels: 5
Webb’s DOK: 3

Engaging Experience 3
Title: Reconstruction Amendment Analysis
Suggested Length of Time: 80 minutes
Standards Addressed
Priority:
- 6-8.AH.5.G.A. Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and after the Civil War.

Supporting:
- 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.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

- **ISTE-EMPOWERED LEARNER.1:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- **ISTE - KNOWLEDGE COLLECTOR.3:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** Students will research one of the three Reconstruction amendments (13, 14, or 15). They will learn about the amendment and how it came to be. They will then evaluate the extent to which the rights protected by these amendments were actually granted to citizens that were previously disenfranchised. They also have to determine whether each amendment was economic, political or social in nature. Once they have mastered their individual amendment, they will present it to two other students with different amendments.

**RESOURCE MODIFICATION:** Consider working in small groups or whole group.

**Bloom’s Levels:** 5

**Webb’s DOK:** 4
Engaging Experience 1

Title: Cycle of Poverty

Suggested Length of Time: 80 minutes

Standards Addressed

Priority:

● 6-8.AH.5EC.B. Compare the economic strengths and weaknesses of the North and South before, during and immediately after the Civil War.

Supporting:

● 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.

● ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

● ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will evaluate the extent to which the economic implications of Reconstruction created the modern day cycle of poverty in the south. They will research the causes of the cycle of poverty and how it is manifested currently. They will create an info graphic demonstrating the causes and the knowledge they have gained.

Bloom’s Levels: 5;
Webb’s DOK: 4
Engaging Experience 2
Title: Reconstruction Economy Venn Diagram
Suggested Length of Time: 20 minutes
Standards Addressed:

**Priority:**
- 6-8.AH.5EC.B. Compare the economic strengths and weaknesses of the North and South before, during and immediately after the Civil War.

**Supporting:**
- 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.

**Detailed Description/Instructions:** Students will compare and contrast the economic consequences (including strengths and weaknesses) of the Civil War in the North and South.

**Bloom’s Levels:** 2

**Webb’s DOK:** 2
Engaging Scenario

You will assume one of the following roles from the Reconstruction Era: southerner, former slave, northerner, carpetbagger, or foreign immigrant. You will produce a journal from the perspective of your character. The journal must include entries about Johnson’s plan for Reconstruction, the economy in your part of the country after the war, your relationships and interactions with members of an opposite race, the availability and changing nature of jobs, new legislation passed in the country (13th, 14th, and 15th amendments), and your position on the development of black codes. All student journals will be presented to a panel of historians who will determine which journal accurately represents perspectives, bias, and understanding of Reconstruction concepts.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political</td>
<td>Reconstruction Advisory Committee</td>
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<td>120 minutes</td>
</tr>
<tr>
<td>Consequences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political</td>
<td>Ranking Reconstruction Worksheet</td>
<td>The student will receive a list of political acts and laws that were passed during Reconstruction. They will determine and create their own criteria to rank the Reconstruction laws based upon the legislation that helped the Union rebuild after the Civil War. Students will take into account their own bias and analyze why the legislation was mostly unsuccessful.</td>
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<td>Consequences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political</td>
<td>Reconstruction Amendment Analysis</td>
<td>Students will research one of the three Reconstruction amendments (13, 14, or 15). They will learn about the amendment and how it came to be. They will then evaluate the extent to which the rights protected by these amendments were actually granted to citizens that were previously disenfranchised. They</td>
<td>80 minutes</td>
</tr>
<tr>
<td>Consequences</td>
<td></td>
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</table>
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<thead>
<tr>
<th>Economic Consequences</th>
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<th>Students will evaluate the extent to which the economic implications of Reconstruction created the modern day cycle of poverty in the south. They will research the causes of the cycle of poverty and how it is manifested currently. They will create an info graphic demonstrating the causes and the knowledge they have gained.</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>Students will compare and contrast the economic consequences (including strengths and weaknesses) of the Civil War in the North and South.</td>
<td>20 minutes</td>
</tr>
<tr>
<td><strong>Assessment Leveling Guide</strong></td>
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**Grade: 8**

<table>
<thead>
<tr>
<th><strong>ADVANCED</strong></th>
<th>In addition to PROFICIENT, in-depth inferences or applications.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching</td>
<td><strong>In addition to PROFICIENT performance, in-depth inferences and applications with partial success.</strong></td>
</tr>
<tr>
<td>Advanced</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PROFICIENT</strong></th>
<th><strong>The student exhibits no major errors or gaps in the TOPIC PRIORITY STANDARDS (complex ideas and processes).</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching</td>
<td><strong>No major errors or gaps in BASIC content and partial knowledge in PROFICIENT content.</strong></td>
</tr>
<tr>
<td>Proficiency</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>BASIC</strong></th>
<th>The student exhibits no major errors or gaps in the simpler details and processes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching</td>
<td><strong>Partial understanding of the BELOW BASIC content with major errors or gaps in PROFICIENT content.</strong></td>
</tr>
<tr>
<td>Basic</td>
<td></td>
</tr>
</tbody>
</table>

| **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. |

<table>
<thead>
<tr>
<th><strong>NO EVIDENCE</strong></th>
<th>The student has produced no evidence.</th>
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</thead>
</table>
Unit of Study Terminology

**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.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.