8th Grade American History Curriculum

Course Description: Bringing students closer to events that have shaped our nation today is the focus of 8th grade social studies. Through the examination of American History from colonization through Civil War Reconstruction, a focus on important people, places, themes, and events will guide students’ understanding of the historical past’s connection to present day.
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DRAFT—April, 2015
Unit 1: Exploration and Colonization

Subject: American History
Grade: 8th Grade
Name of Unit: Exploration and Colonization
Length of Unit: 5-6 weeks

Overview of Unit: This unit examines how exploration and settlement affect the development of a nation; the diversity of pre-Columbian native cultures, and patterns of European colonization are explored.

Standards Addressed:

Priority:
- SS3 1.9 Analyze the viability and diversity of Native American cultures before Europeans came
- SS3 1.6 Evaluate the importance of the discovery, exploration and early settlement of America
- SS3 1.9, 1.6 Analyze the cultural interactions among these groups: Native Americans, Immigrants from Europe, and Africans brought to America

Supporting:
- SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- SS5 1.6 Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life
- ISTE-RESEARCH AND INFORMATION FLUENCY 3 Students apply digital tools to gather, evaluate, and use information.
### Unwrapped Concepts (Students need to know)

<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>Viability of Native American cultures before Europeans came</td>
<td>Analyze</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Diversity of Native American cultures before Europeans came</td>
<td>Analyze</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Importance of the discovery of America</td>
<td>Evaluate</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Importance of the exploration of America</td>
<td>Evaluate</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Importance of the early settlement of America</td>
<td>Evaluate</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Cultural interaction among Native Americans</td>
<td>Analyze</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Cultural interactions among Immigrants from Europe</td>
<td>Analyze</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Cultural interactions among Africans brought to America</td>
<td>Analyze</td>
<td>4</td>
<td>3</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?
3. Why did regions in America develop differently after the settlement of Europeans and enslaved Africans?

**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.

3. 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.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td>Conquistadors</td>
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<tr>
<td>Evaluate</td>
<td>Columbian Exchange</td>
</tr>
<tr>
<td>Descriptive language</td>
<td>Colony</td>
</tr>
<tr>
<td>Bias</td>
<td>Triangular Trade</td>
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<tr>
<td>Perspective</td>
<td>Proprietary</td>
</tr>
<tr>
<td>Omission</td>
<td>Charter</td>
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<tr>
<td></td>
<td>Middle Passage</td>
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<td></td>
<td>Region</td>
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<td></td>
<td>Important People</td>
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<tr>
<td></td>
<td>Columbus</td>
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<tr>
<td></td>
<td>Coronado</td>
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<tr>
<td></td>
<td>Cabot</td>
</tr>
<tr>
<td></td>
<td>Ponce De Leon</td>
</tr>
<tr>
<td></td>
<td>Cortes</td>
</tr>
<tr>
<td></td>
<td>Champlain</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

Double bubble strategy
**Engaging Experience 1**

**Title:** Native American Voices  
**Suggested Length of Time:** 30 minutes  

**Standards Addressed**

*Priority:* SS3 1.9 Analyze the viability and diversity of Native American cultures before Europeans came  
*Supporting:* SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters

**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.

**Bloom’s Levels:** 4  
**Webb’s DOK:** 3
Topic 2: Exploration

Engaging Experience 1
Title: Literary Comparison-Columbus
Suggested Length of Time: 60 minutes
Standards Addressed

Priority: SS3 1.6 Evaluate the importance of the discovery, exploration and early settlement of America
Supporting:

- ISTE-RESEARCH AND INFORMATION FLUENCY 3 Students apply digital tools to gather, evaluate, and use information.
- CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

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.

Bloom’s Levels: 3
Webb’s DOK: 3

Engaging Experience 2
Title: Guided notes – Explorers
Suggested Length of Time: 80 minutes
Standards Addressed:

Priority: SS3 1.6 Evaluate the importance of the discovery, exploration and early settlement of America
Supporting: N/A

Detailed Description/Instructions: Student will complete guided notes covering the explorers involved in the Age of Exploration.

Bloom’s Levels: 1
Webb’s DOK: 1
Engaging Experience 3
Title: Critical writing--Exploration
Suggested Length of Time: 30 minutes
Standards Addressed:

Priority: SS3 1.6 Evaluate the importance of the discovery, exploration and early settlement of America
Supporting: CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

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.

Bloom’s Levels: 5
Webb’s DOK: 3
Engaging Experience 1
Title: Colonial Export Game
Suggested Length of Time: 120 minutes
Standards Addressed

*Priority*: SS3 1.9, 1.6 Analyze the cultural interactions among these groups: Native Americans, Immigrants from Europe, and Africans brought to America

*Supporting*: SS5 1.6 Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life

**Detailed Description/Instructions:** 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.

Bloom’s Levels: 3
Webb’s DOK: 4

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

*Priority*: SS3 1.9, 1.6 Analyze the cultural interactions among these groups: Native Americans, Immigrants from Europe, and Africans brought to America

*Supporting*: SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters

**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: SS3 1.9, 1.6 Analyze the cultural interactions among these groups: Native Americans, Immigrants from Europe, and Africans brought to America

Supporting: CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Detailed Description/Instruction: 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.

Bloom’s Levels: 3

Webb’s DOK: 3
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.
<table>
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<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<td>1</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>2</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>
</tr>
<tr>
<td>2</td>
<td>Guided notes-Explorers</td>
<td>Student will complete guided notes covering the explorers involved in the Age of Exploration.</td>
<td>80 minutes</td>
</tr>
<tr>
<td>2</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>
<td>30 minutes</td>
</tr>
<tr>
<td>3</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</td>
<td>100 minutes</td>
</tr>
</tbody>
</table>
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.

| 3 | Triangular Trade Silent Tea Party | 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. | 40 minutes |

| 3 | Salem Witch Trial Narrative | 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. | 30 minutes |
Unit 2: The Revolution

Subject: American History
Grade: 8th Grade
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:
- SS4 1.10 - Identify different forms of taxes, such as tariffs, sales taxes, and income taxes, and their purposes
- SS3 3.6 - Interpret the American Revolution, including the perspectives of patriots and loyalists, and factors that explain why the American colonists were successful
- SS1 1.6, 4.2 - Analyze the important principles in the Declaration of Independence, including inalienable rights and governments by consent of the governed

Supporting Standards for unit:
- SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- SS5 1.6 Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life
- ISTE-RESEARCH AND INFORMATION FLUENCY 3 Students apply digital tools to gather, evaluate, and use information.
- ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations
<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>Know tariff and sales taxes assessed by England</td>
<td>Identify</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Perspective of patriots</td>
<td>Interpret</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Perspective of loyalists</td>
<td>Interpret</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Factors of success for American colonists</td>
<td>Interpret</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Factors of success for American colonists</td>
<td>Analyze</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

**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>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>Declaration</td>
</tr>
<tr>
<td>Interpret</td>
<td>Tariff</td>
</tr>
<tr>
<td>Analyze</td>
<td>Loyalist</td>
</tr>
<tr>
<td>Posterity</td>
<td>Patriot</td>
</tr>
<tr>
<td></td>
<td>Monarchy</td>
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<td></td>
<td>Unalienable rights</td>
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<tr>
<td></td>
<td>Boycott</td>
</tr>
<tr>
<td></td>
<td>Popular sovereignty</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>
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<tr>
<td>King George III</td>
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<tr>
<td>Samuel Adams</td>
<td></td>
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<tr>
<td>Marquis de Lafayette</td>
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<tr>
<td>John Locke</td>
<td></td>
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<tr>
<td>Thomas Paine</td>
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</tr>
</tbody>
</table>

### Resources for Vocabulary Development:

- Vocabulary charades
Engaging Experience 1

Title: Road to Revolution Simulation

Suggested Length of Time: 2-40 minute periods

Standards Addressed

*Priority:* SS4 1.10 - Identify different forms of taxes, such as tariffs, sales taxes, and income taxes, and their purposes

*Supporting:* SS5 1.6 Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life

**Detailed Description/Instructions:** 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.

**Bloom’s Levels:** 4

**Webb’s DOK:** 3

Engaging Experience 2

Title: Boston Massacre Source Comparison

Suggested Length of Time: 2-40 minute class periods

Standards Addressed:

*Priority:* SS3 3.6 - Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful

*Supporting:*

- SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- ISTE-RESEARCH AND INFORMATION FLUENCY 3 Students apply digital tools to gather, evaluate, and use information.

**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?”

**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:* SS3 3.6 - Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful  
*Supporting:* SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters

**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
Topic 2: The War

Engaging Experience 1
Title: Military History of the War
Suggested Length of Time: 40 minutes
Standards Addressed

Priority: SS3 3.6 - Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful
Supporting:
- CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

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.

Bloom’s Levels: 3
Webb’s DOK: 2

Engaging Experience 2
Title: Foreign Alliance Evaluation
Suggested Length of Time: 40 minutes
Standards Addressed:

Priority: SS3 3.6 - Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful
Supporting: CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

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.

Bloom’s Levels: 3
Webb’s DOK: 3

DRAFT—April, 2015
Topic 3: Declaring Independence

Engaging Experience 1
Title: Declaration of Independence “Break-up Letter”
Suggested Length of Time: 40 minutes
Standards Addressed

*Priority:* SS1 1.6, 4.2 - Analyze the important principles in the Declaration of Independence, including inalienable rights and governments by consent of the governed

*Supporting:* SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters

**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: 2-40 minute class periods
Standards Addressed:

*Priority:* SS1 1.6, 4.2 - Analyze the important principles in the Declaration of Independence, including inalienable rights and governments by consent of the governed

*Supporting:

- SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**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.

Bloom’s Levels: 4

DRAFT—April, 2015
Webb’s DOK: 3

**Engaging Experience 3**

**Title:** John Locke: Life, Liberty, and Property  
**Suggested Length of Time:** 40 minutes  
**Standards Addressed:**

*Priority:* SS1 1.6, 4.2 - Analyze the important principles in the Declaration of Independence, including inalienable rights and governments by consent of the governed  
*Supporting:* CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**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>1</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>2 - 40 minute classes</td>
</tr>
<tr>
<td>1</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>1</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>2</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>2</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 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.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>3</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>3</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>3</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 3: Creating a Government

Subject: American History
Grade: 8th Grade
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:
- SS1 1.6, 4.2 - Analyze important principles in the Constitution including:
  - limited government
  - rule of law
  - majority rule and minority rights
  - separation of powers
  - checks and balances
  - amendment process
  - federalism (i.e., as regards federal and state governments, powers being shared, delegated and reserved)
  - popular sovereignty
  - due process of law (see Amendments V & XIV)
- SS2 4.2 - Apply rights and responsibilities of individuals to events in US history and everyday life
- GS 2CB8b - Explain how laws are made, interpreted and enforced

Supporting Standards for unit:
- SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- SS5 1.6 Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life
- ISTE-RESEARCH AND INFORMATION FLUENCY 3 Students apply digital tools to gather, evaluate, and use information.
- ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations

DRAFT—April, 2015
<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>Important principles in the Constitution</td>
<td>Analyze</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Rights of individuals to events in US history</td>
<td>Apply</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Rights of individuals to events in everyday life</td>
<td>Apply</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Responsibilities of individuals to events in US history</td>
<td>Apply</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Responsibilities of individuals to events in everyday life</td>
<td>Apply</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Laws are made</td>
<td>Explain</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Laws are interpreted</td>
<td>Explain</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Laws are enforced</td>
<td>Explain</td>
<td>2</td>
<td>2</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.

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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>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td>Articles of Confederation</td>
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<tr>
<td>Apply</td>
<td>Great Compromise</td>
</tr>
<tr>
<td>Explain</td>
<td>3/5ths Compromise</td>
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<tr>
<td></td>
<td>Limited government</td>
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<td></td>
<td>Rule of law</td>
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<tr>
<td></td>
<td>Separation of powers</td>
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<td></td>
<td>Checks and balances</td>
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<td></td>
<td>Federalism</td>
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<td></td>
<td>Popular sovereignty</td>
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<td></td>
<td>Due process</td>
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<td>Important People</td>
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<td>George Washington</td>
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<td>John Adams</td>
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<td>Thomas Jefferson</td>
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<td>Daniel Shays</td>
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<td>Alexander Hamilton</td>
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</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: SS1 1.6, 4.2 - Analyze important principles in the Constitution including: a. limited government b. rule of law c. majority rule and minority rights d. separation of powers e. checks and balances f. amendment process g. federalism (i.e., as regards federal and state governments, powers being shared, delegated and reserved) h. popular sovereignty i. due process of law (see Amendments V & XIV)

Supporting: SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters

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: SS1 1.6, 4.2 - Analyze important principles in the Constitution including: a. limited government b. rule of law c. majority rule and minority rights d. separation of powers e. checks and balances f. amendment process g. federalism (i.e., as regards federal and state governments, powers being shared, delegated and reserved) h. popular sovereignty i. due process of law (see Amendments V & XIV)

Supporting: CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

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.

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: SS1 1.6, 4.2 - Analyze important principles in the Constitution including: a. limited government b. rule of law c. majority rule and minority rights d. separation of powers e. checks and balances f. amendment process g. federalism (i.e., as regards federal and state governments, powers being shared, delegated and reserved) h. popular sovereignty i. due process of law (see Amendments V & XIV)

Supporting: SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters

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.

Bloom’s Levels: 4
Webb’s DOK: 3
Engaging Experience 1
Title: Student Handbook Identification
Suggested Length of Time: 40 minutes
Standards Addressed
  Priority: SS2 4.2 - Apply rights and responsibilities of individuals to events in US history and everyday life
  Supporting: N/A
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: SS2 4.2 - Apply rights and responsibilities of individuals to events in US history and everyday life
  Supporting:
    - ISTE-RESEARCH AND INFORMATION FLUENCY 3 Students apply digital tools to gather, evaluate, and use information.
    - ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations
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.
Bloom’s Levels: 3
Webb’s DOK: 2
Topic 3: Lawmaking Process

Engaging Experience 1
Title: School Resource Officer Presentation
Suggested Length of Time: 60 minutes
Standards Addressed
  Priority: Explain how laws are made, interpreted and enforced
  Supporting: CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
Detailed Description/Instructions: Students will listen to a presentation from the SRO about how laws are enforced. Students will then analyze how laws are enforced and interpreted by connecting it to an amendment from the Constitution. A scenario worksheet will be provided to students. The worksheet includes real life scenarios in which students will have to identify which amendment would protect them in that situation.
Bloom’s Levels: 4
Webb’s DOK: 3

Engaging Experience 2
Title: Law Making Puzzle Activity
Suggested Length of Time: 40 minutes
Standards Addressed
  Priority: Explain how laws are made, interpreted and enforced
  Supporting: CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
Detailed Description/Instructions: Students will view “I’m Just a Bill” song and then be provided with puzzle pieces of the law making process that they will have to put in order to understand how laws are made. Students will participate in puzzle scramble races.
Bloom’s Levels: 2
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.
<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>1</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>1</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>1</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>2</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 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.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>2</td>
<td>One Vote Matters</td>
<td>Students will research voting statistics. They will evaluate why people over 50 are more</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>
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.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>3</td>
<td>School Resource Officer Presentation</td>
<td>Students will listen to a presentation from the SRO about how laws are enforced. Students will then analyze how laws are enforced and interpreted by connecting it to an amendment from the Constitution. A scenario worksheet will be provided to students. The worksheet includes real life scenarios in which students will have to identify which amendment would protect them in that situation.</td>
</tr>
<tr>
<td>60 minutes</td>
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<tr>
<td>3</td>
<td>Law-making Puzzle Activity</td>
<td>Students will view “I’m Just a Bill” song and then be provided with puzzle pieces of the law making process that they will have to put in order to understand how laws are made. Students will participate in puzzle scramble races.</td>
</tr>
</tbody>
</table>
Unit 4: National Expansion

Subject: American History
Grade: 8th Grade
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:
- SS3 1.6 - Assess the significance of Westward Expansion including:
  - Louisiana Purchase
  - Lewis and Clark
  - Missouri Compromise
  - Texas and the Mexican War
  - Oregon Territory
  - California Gold Rush

Supporting Standards for unit:
- SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- SS5 1.6 Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life
- ISTE-RESEARCH AND INFORMATION FLUENCY 3 Students apply digital tools to gather, evaluate, and use information.
- ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations
<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>Louisiana Purchase</td>
<td>Assess</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Lewis and Clark Expedition</td>
<td>Assess</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Texas and the Mexican War</td>
<td>Assess</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Oregon Territory</td>
<td>Assess</td>
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<td>3</td>
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<tr>
<td>California Gold Rush</td>
<td>Assess</td>
<td>3</td>
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</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>
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<td></td>
<td>Barbed wire</td>
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<td></td>
<td>Gold Rush</td>
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<tr>
<td></td>
<td>Entrepreneur</td>
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<tr>
<td></td>
<td>Innovation</td>
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<tr>
<td></td>
<td>Migration</td>
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<td>Important People</td>
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<tr>
<td>Thomas Jefferson</td>
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<td>Meriwether Lewis</td>
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<td>William Clark</td>
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<td>Sacagawea</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>
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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>
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<tr>
<td>Henry Clay</td>
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<tr>
<td>John Quincy Adams</td>
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</tbody>
</table>

### Resources for Vocabulary Development:

Talk a mile a minute
Engaging Experience 1
Title: Lewis and Clark Expedition Journals
Suggested Length of Time: 40 minutes

Standards Addressed
Priority: SS3 1.6 - Assess the significance of Westward Expansion including:
- Louisiana Purchase
- Lewis and Clark

Supporting: SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters

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)

Bloom’s Levels: 2
Webb’s DOK: 2

Engaging Experience 2
Title: Motivation Stations
Suggested Length of Time: 80 minutes

Standards Addressed
Priority: SS3 1.6 - Assess the significance of Westward Expansion including:
- Oregon Territory
- California Gold Rush

Supporting:
- SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
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: SS3 1.6 - Assess the significance of Westward Expansion including:
- Missouri Compromise

Supporting:
- SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- SS5 1.6 Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life

Detailed Description/Instructions: 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.

Bloom’s Levels: 4
Webb’s DOK: 3

Engaging Experience 4
Title: Texas Revolution
Suggested Length of Time: 80 minutes
Standards Addressed

Priority: SS3 1.6 - Assess the significance of Westward Expansion including:
- Texas v. Mexican War

Supporting:
- CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations
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 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 days

Standards Addressed
Priority: SS3 1.6 - Assess the significance of Westward Expansion including:
   ● Oregon Territory
Supporting: N/A

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?”

Bloom’s Levels: 3
Webb’s DOK: 2
Engaging Experience 1
Title: Innovation Module
Suggested Length of Time: 40 minutes
Standards Addressed

Priority: SS3 1.6 - Assess the significance of Westward Expansion

Supporting:

- ISTE-RESEARCH AND INFORMATION FLUENCY 3 Students apply digital tools to gather, evaluate, and use information.
- ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations

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: Transcontinental Railroad Cause and Effect
Suggested Length of Time: 40 minutes
Standards Addressed

Priority: SS3 1.6 - Assess the significance of Westward Expansion

Supporting: SS5 1.6 Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life

Detailed Description/Instructions: Students will create a plus delta (Continuous Improvement quality tool) applying their knowledge of the transcontinental railroad, what lead to its creation, and what the effects on the nation and westward expansion were.

Bloom’s Levels: 3
Webb’s DOK: 2
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. 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>1</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>1</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>1</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>1</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 infographic created with <a href="http://www.easel.ly">www.easel.ly</a> and present it to the class.</td>
<td>80 minutes</td>
</tr>
<tr>
<td>1</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</td>
<td>3 days</td>
</tr>
</tbody>
</table>
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?”

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<tbody>
<tr>
<td>2</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>
</tr>
<tr>
<td>2</td>
<td>Transcontinental Railroad Cause and Effect</td>
<td>Students will create a plus delta (Continuous Improvement quality tool) applying their knowledge of the transcontinental railroad, what lead to its creation, and what the effects on the nation and westward expansion were.</td>
</tr>
</tbody>
</table>
Unit 5: Reform Movements

Subject: American History
Grade: 8th Grade
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:
- SS3 1.8 Summarize reform movements such as: Abolitionism, Women's Movement, and Jacksonian Democracy
- SS4 1.6 Assess the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy
- SS6 1.9 Analyze how ideas, concepts, and traditions have changed over time (e.g., women's role in society

Supporting Standards for unit:
- SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- ISTE-COMMUNICATION AND COLLABORATION 2 Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- ISTE-RESEARCH AND INFORMATION FLUENCY 3 Students apply digital tools to gather, evaluate, and use information
- ISTE-DIGITAL CITIZENSHIP 5 Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior

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### Unwrapped Concepts (Students need to know)
- Reform movements such as Abolitionism
- Reform movements such as Women's movement
- Reform movements such as Jacksonian Democracy
- Role of technology in our economy
- How our economy has changed from an agricultural economy to an industrial economy
- How ideas have changed over time (women's role in society)
- How concepts have changed over time (women's role in society)
- How traditions have changed over time (women's role in society)

### Unwrapped Skills (Students need to be able to do)
- Summarize
- Assess
- Analyze

### Bloom’s Taxonomy Levels
- 2
- 3
- 4

### Webb’s DOK
- 2
- 3

### 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.

DRAFT—April, 2015
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>
</tr>
<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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<td>Division</td>
<td>Spoil's System</td>
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<td></td>
<td>Temperance</td>
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<td></td>
<td>Disenfranchisement</td>
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<td></td>
<td>Industrial Revolution</td>
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<td></td>
<td>Underground Railroad</td>
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<tr>
<td>Important People</td>
<td>Andrew Jackson</td>
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<td></td>
<td>Harriet Tubman</td>
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<td></td>
<td>William Lloyd Garrison</td>
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<td>Francis Lowell</td>
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<td>Frederick Douglass</td>
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<td>Elizabeth Cady Stanton</td>
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<td>Lucretia Mott</td>
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<td>Harriett Beecher Stowe</td>
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<td>Henry Clay</td>
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<td>Horace Mann</td>
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<td></td>
<td>Nat Turner</td>
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<td></td>
<td>John Brown</td>
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</tbody>
</table>

**Resources for Vocabulary Development:**
Lotus Diagram
Engaging Experience 1

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

Suggested Length of Time: 25 minutes

Standards Addressed

Priority: SS3 1.8 Summarize reform movements such as: Abolitionism, Women's movement, and Jacksonian Democracy

Supporting: N/A

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.

Bloom’s Levels: 2
Webb’s DOK: 2
Engaging Experience 1
Title: Declaration of Sentiments Comparison
Suggested Length of Time: 80 minutes

Standards Addressed
Priority: SS6 1.9 Analyze how ideas, concepts, and traditions have changed over time (e.g., women's role in society)
Supporting:
- SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

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.

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: SS3 1.8 Summarize reform movements such as: Abolitionism, Women's movement, and Jacksonian Democracy

Supporting: CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Detailed Description/Instructions: Students will develop criteria upon which they can judge the success of an abolitionist and arrange this criteria into a report card format. The student will then apply their report card to judge the success and effectiveness of an abolitionist.

Bloom’s Levels: 6

Webb’s DOK: 4
Engaging Experience 1
Title: Mill and Plantation Comparison/Primary Source Analysis
Suggested Length of Time: 40 minutes
Standards Addressed:

Priority: SS4 1.6 Assess the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy
Supporting: SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters

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.

Bloom’s Levels: 5
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.
<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>1</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>2</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>3</td>
<td>Abolitionist Report Card</td>
<td>Students will develop criteria upon which they can judge the success of an abolitionist and arrange this 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>
<tr>
<td>4</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</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>
how these conditions and rules came to be, and determine how the Industrial Revolution impacted the lives of the people working in these places.
Unit 6: 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:
- SS3 1.6, 1.3 Interpret political, economic, and social causes and consequences of the Civil War

Supporting Standards for unit:
- SS5 1.6 Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life
- SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- ISTE-COMMUNICATION AND COLLABORATION 2 Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- ISTE-RESEARCH AND INFORMATION FLUENCY 3 Students apply digital tools to gather, evaluate, and use information
- ISTE-DIGITAL CITIZENSHIP 5 Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior
- ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations

DRAFT—April, 2015
Unwrapped Skills (Students need to be able to do) | Bloom’s Taxonomy Levels | Webb’s DOK
---|---|---
Political causes of the Civil War | Interpret | 3 | 3
Economic causes of the Civil War | Interpret | 3 | 3
Social causes of the Civil War | Interpret | 3 | 3
Political consequences of the Civil War | Interpret | 3 | 3
Economic consequences of the Civil War | Interpret | 3 | 3
Social consequences of the Civil War | Interpret | 3 | 3

### 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?

### Corresponding 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 war 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>
</tr>
<tr>
<td></td>
<td>Confederacy</td>
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<tr>
<td></td>
<td>Nullification</td>
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<td></td>
<td>Secede</td>
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<td></td>
<td>Compromise</td>
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<td>Popular Sovereignty</td>
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<td></td>
<td>Emancipation</td>
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<td>Sectionalism</td>
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<td>Agrarian</td>
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<td>Antebellum</td>
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<td>Important People</td>
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<tr>
<td></td>
<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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<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 days
Standards Addressed

Priority: SS3 1.6, 1.3 Interpret political, economic, and social causes and consequences of the Civil War
Supporting:
- SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

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.

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: SS3 1.6, 1.3 Interpret political, economic, and social causes and consequences of the Civil War
Supporting:
- SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters

DRAFT—April, 2015
CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**Detailed Description/Instructions:** 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:** SS3 1.6, 1.3 Interpret political, economic, and social causes and consequences of the Civil War  
- **Supporting:** SS5 1.6 Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life

**Detailed Description/Instructions:** 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.

**Bloom’s Levels:** 1  
**Webb’s DOK:** 1
Engaging Experience 1

Title: Jigsaw PPT

Suggested Length of Time: 5 days

Standards Addressed

Priority: SS3 1.6, 1.3 Interpret political, economic, and social causes and consequences of the Civil War

Supporting:

- CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- ISTE-COMMUNICATION AND COLLABORATION 2 Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- ISTE-RESEARCH AND INFORMATION FLUENCY 3 Students apply digital tools to gather, evaluate, and use information
- ISTE-DIGITAL CITIZENSHIP 5 Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior
- ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations

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: SS3 1.6, 1.3 Interpret political, economic, and social causes and consequences of the Civil War

DRAFT—April, 2015
Supporting: SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters

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.

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: SS3 1.6, 1.3 Interpret political, economic, and social causes and consequences of the Civil War
Supporting: SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters

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.

Bloom’s Levels: 5
Webb’s DOK: 3

Engaging Experience 4
Title: Civil War Research Paper
Suggested Length of Time: 3 days (ongoing)
Standards Addressed

Priority: SS3 1.6, 1.3 Interpret political, economic, and social causes and consequences of the Civil War
Supporting:

- CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
● ISTE-RESEARCH AND INFORMATION FLUENCY 3 Students apply digital tools to gather, evaluate, and use information
● ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations

**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 Experience 1**

**Title:** Person of Consequence Interview

**Suggested Length of Time:** 4 days

**Standards Addressed**

*Priority:* SS3 1.6, 1.3 Interpret political, economic, and social causes and consequences of the Civil War

*Supporting:* 
- CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- ISTE-RESEARCH AND INFORMATION FLUENCY 3 Students apply digital tools to gather, evaluate, and use information
- ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations

**Detailed Description/Instructions:** Students will be assigned a person of consequence from the Civil War (i.e. someone whose actions during the war will result in long lasting consequences that must be dealt with). The student will research this person’s motives, decisions, and potential resulting consequences. The student assumes the role of the person of consequence as their peers interview them through the use of blogs to evaluate what their overall impact in history is.

**Bloom’s Levels:** 6

**Webb’s DOK:** 4

**Engaging Experience 2**

**Title:** “Oh Captain, My Captain” Poetry Analysis

**Suggested Length of Time:** 40 minutes

**Standards Addressed**

*Priority:* SS3 1.6, 1.3 Interpret political, economic, and social causes and consequences of the Civil War

*Supporting:* SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters

**Detailed Description/Instructions:** Students will be given a copy of the poem “Oh Captain, My Captain” by Walt Whitman. They will be instructed to close read (flood) the poem. Afterwards, they will pair and share with a partner what meaning they derived from the poem. Then, the
teacher will inform students it is a metaphor for a major event in the Civil War. They should then brainstorm with their pair/share partner what event they think it alludes to. After that, they need to highlight evidence that proves their theory to be true. Lastly, the teacher will explain the metaphor - captain = Lincoln, storm= Civil War, ship = America. Whitman wrote the poem as a response to his sadness of learning of the assassination of his acquaintance, President Lincoln.

**Bloom’s Levels**: 4
**Webb’s DOK**: 3
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>1</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 days</td>
</tr>
<tr>
<td>1</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>2</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 days</td>
</tr>
<tr>
<td>2</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 the country is involved in.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>#</td>
<td>Activity</td>
<td>Description</td>
<td>Time</td>
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<td>----</td>
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<tr>
<td>2</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>2</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 days</td>
</tr>
<tr>
<td>3</td>
<td>Person of Consequence Interview</td>
<td>Students will be assigned a person of consequence from the Civil War (i.e. someone whose actions during the war will result in long lasting consequences that must be dealt with). The student will research this person’s motives, decisions, and potential resulting consequences. The student assumes the role of the person of consequence as their peers interview them through the use of blogs to evaluate what their overall impact in history is.</td>
<td>4 days</td>
</tr>
<tr>
<td>3</td>
<td>“Oh Captain, My Captain” Poetry Analysis</td>
<td>Students will be given a copy of the poem “Oh Captain, My Captain” by Walt Whitman. They will be instructed to close read (flood) the poem. Afterwards, they will pair and share with a partner what meaning they derived from the poem. Then, the teacher will inform students it is a metaphor for a major event in the Civil War. They should then brainstorm with their pair/share partner what event they think it alludes to. After that, they need to highlight evidence that proves their theory to be true. Lastly, the teacher will explain the metaphor - captain = Lincoln, storm= Civil War, ship = America. Whitman wrote the poem as a response to his sadness of learning of the assassination of his acquaintance, President Lincoln.</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>
Unit 7: Reconstruction

Subject: American History
Grade: 8th Grade
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, political and social relationships between the north and south regions.

Priority Standards for unit:
- SS3 1.6, 1.3 Interpret political, economic, and social causes and consequences of Reconstruction

Supporting Standards for unit:
- SS5 1.6 Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life
- SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- ISTE-COMMUNICATION AND COLLABORATION 2 Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- ISTE-RESEARCH AND INFORMATION FLUENCY 3 Students apply digital tools to gather, evaluate, and use information
- ISTE-DIGITAL CITIZENSHIP 5 Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior
- ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations
<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>Political causes of the Civil War</td>
<td>Interpret</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Economic causes of the Civil War</td>
<td>Interpret</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Social causes of the Civil War</td>
<td>Interpret</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Political consequences of the Civil War</td>
<td>Interpret</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Economic consequences of the Civil War</td>
<td>Interpret</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Social consequences of the Civil War</td>
<td>Interpret</td>
<td>3</td>
<td>3</td>
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</tbody>
</table>

**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.

DRAFT—April, 2015
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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<td></td>
<td>Jim Crow Laws</td>
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<td></td>
<td>Carpetbaggers</td>
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<td>Impeachment</td>
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<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></td>
<td>Freedman's Bureau</td>
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<td></td>
<td>Scalawags</td>
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<tr>
<td></td>
<td>Assassination</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>
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<tr>
<td>KKK</td>
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<tr>
<td>Benjamin Wade</td>
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<tr>
<td>Henry Davis</td>
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</tr>
</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: SS3 1.6, 1.3 Interpret political, economic, and social causes and consequences of Reconstruction
Supporting: CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

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: SS3 1.6, 1.3 Interpret political, economic, and social causes and consequences of Reconstruction
Supporting: CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

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.

Bloom’s Levels: 5
Webb’s DOK: 3
Engaging Experience 3
Title: Reconstruction Amendment Analysis
Suggested Length of Time: 80 minutes

Standards Addressed

Priority: SS3 1.6, 1.3 Interpret political, economic, and social causes and consequences of Reconstruction
Supporting: CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

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.

Bloom’s Levels: 5
Webb’s DOK: 4
Engaging Experience 1
Title: Cycle of Poverty
Suggested Length of Time: 80 minutes
Standards Addressed

Priority: SS3 1.6, 1.3 Interpret political, economic, and social causes and consequences of Reconstruction

Supporting:
- CCSS.ELA-LITERACY.RH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- ISTE-RESEARCH AND INFORMATION FLUENCY 3 Students apply digital tools to gather, evaluate, and use information
- ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations

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
Topic 3: Social Consequences

Engaging Experience 1
Title: Harper’s Weekly Cartoon Research
Suggested Length of Time: 40 minutes
Standards Addressed
  
  **Priority:** SS3 1.6, 1.3 Interpret political, economic, and social causes and consequences of Reconstruction
  
  **Supporting:**
  - SS7 1.2, 1.4, 2.1 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
  - ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations

**Detailed Description/Instructions:** Students will be directed to the Harper’s Weekly website which contains a collection of Reconstruction-era cartoons. They will use the political cartoon analysis worksheet to derive meaning from the cartoons. Once they understand fully the political message, students will choose 3 cartoons that best illustrate the 1. Political 2. Economic and 3. Social consequences of Reconstruction.

Bloom’s Levels: 4
Webb’s DOK: 4

Engaging Experience 2
Title: Census Data Analysis
Suggested Length of Time: 40 minute class period
Standards Addressed
  
  **Priority:** SS3 1.6, 1.3 Interpret political, economic, and social causes and consequences of Reconstruction
  
  **Supporting:**
  - CCSS.ELA-LITERACY.RH.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
  - ISTE-TECHNOLOGY OPERATIONS AND CONCEPTS 6 Demonstrate a sound understanding of technology concepts, systems, and operations

**Detailed Description/Instructions:** Students will view a presentation containing various types of census data from reconstruction time, turn of the century, and current. They will look for patterns of population distribution, poverty, birth and death rates, salary, etc. They will then connect those patterns throughout history to social trends created from Civil War and Reconstruction events (i.e. sharecropping, Jim Crow laws, Freedmen’s Bureau, etc.). This
connection will occur when students create a visual representation of the patterns and social trends created by the events in the mid-19th century.

Bloom’s Levels: 4
Webb’s DOK: 4
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.
## 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>1</td>
<td>Reconstruction Advisory Committee</td>
<td>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.</td>
<td>120 minutes</td>
</tr>
<tr>
<td>1</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>
<td>40 minutes</td>
</tr>
<tr>
<td>1</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 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.</td>
<td>80 minutes</td>
</tr>
<tr>
<td></td>
<td>Activity</td>
<td>Description</td>
<td>Duration</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>2</td>
<td>Cycle of Poverty</td>
<td>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.</td>
<td>80 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Harper’s Weekly Cartoon Research</td>
<td>Students will be directed to the Harper’s Weekly website which contains a collection of Reconstruction-era cartoons. They will use the political cartoon analysis worksheet to derive meaning from the cartoons. Once they understand fully the political message, students will choose 3 cartoons that best illustrate the 1. Political 2. Economic and 3. Social consequences of Reconstruction.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Census Data Analysis</td>
<td>Students will view a presentation containing various types of census data from reconstruction time, turn of the century, and current. They will look for patterns of population distribution, poverty, birth and death rates, salary, etc. They will then connect those patterns throughout history to social trends created from Civil War and Reconstruction events (i.e. sharecropping, Jim Crow laws, Freedmen’s Bureau, etc.). This connection will occur when students create a visual representation of the patterns and social trends created by the events in the mid-19th century.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Assessment Leveling Guide</td>
<td>Grade: 8</td>
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<td>---------------------------</td>
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<td></td>
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</tr>
<tr>
<td><strong>ADVANCED</strong></td>
<td>In addition to PROFICIENT, in-depth inferences or applications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaching Advanced</td>
<td>In addition to PROFICIENT performance, in-depth inferences and applications with partial success.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROFICIENT</strong></td>
<td>The student exhibits no major errors or gaps in the TOPIC PRIORITY STANDARDS (complex ideas and processes).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaching Proficiency</td>
<td>No major errors or gaps in BASIC content and partial knowledge in PROFICIENT content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BASIC</strong></td>
<td>The student exhibits no major errors or gaps in the simpler details and processes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaching Basic</td>
<td>Partial understanding of the BELOW BASIC content with major errors or gaps in PROFICIENT content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BELOW BASIC</strong></td>
<td>The student exhibits major errors or gaps in the simpler details and processes. The student cannot independently provide evidence of learning the content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NO EVIDENCE</strong></td>
<td>The student has produced no evidence.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit of Study Terminology

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

**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.

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

**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.

**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.

**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.

**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.

**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.

This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

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

DRAFT—April, 2015