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# Park Hill School District

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Building Successful Futures • Each Student • Every Day

## **8<sup>th</sup> Grade Gifted American History Curriculum**

**Course Description:** The Park Hill School District is committed to an educational program which recognizes the unique values, needs, and academic talents of the gifted student. Our Gifted program has a guiding characteristic focused on the provision of differentiated studies, addressing both cognitive and affective development. An ultimate goal of the program is to provide experiences whereby the students will be challenged academically, socially, and emotionally to achieve their greatest potential and have a sense of responsibility for self, school, community, and society.

The 8th grade gifted course is modeled after the 8th grade social studies curriculum with an emphasis on humanities. Eighth grade curriculum focuses on bringing students closer to events that have shaped our nation today. 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. Essential skills and concepts throughout this course provide the necessary background knowledge for success in subsequent social studies and Advanced Placement coursework throughout high school.

**Scope and Sequence:**

<b>Timeframe</b>	<b>Unit</b>	<b>Instructional Topics</b>
2-3 Weeks	Exploration	Topic 1: Native Americans Topic 2: Exploration
2-3 Weeks	Colonization	Topic 1: Early Colonization Topic 2: Thirteen Colonies
6-7 Weeks	The Revolution	Topic 1: Road to the Revolution Topic 2: The War Topic 3: Declaring Independence
4-5 Weeks	Creating a Government	Topic 1: Principles of the Constitution Topic 2: Rights and Responsibilities Topic 3: Lawmaking Process
5-6 Weeks	National Expansion	Topic 1: Motivations Topic 2: Innovations
2-3 Weeks	Reform Movements	Topic 1: Jacksonian Democracy Topic 2: The Women's Movement Topic 3: Abolitionism Topic 4: The Industrial Revolution
6-7 Weeks	The Civil War	Topic 1: Causes of the Civil War Topic 2: The Civil War Topic 3: Consequences of the Civil War
1-2 Weeks	Reconstruction	Topic 1: Political Consequences Topic 2: Economic Consequences Topic 3: Social Consequences

## Unit 1: Exploration

**Subject:** American History

**Grade:** 8

**Name of Unit:** Exploration and Colonization

**Length of Unit:** 2-3 weeks

**Overview of Unit:** This unit examines how exploration affects the development of a nation and the diversity of pre-Columbian native cultures.

### Priority Standards for units:

- 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

### 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
- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 8.W.1.A.b 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)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Viability of Native American cultures before Europeans came	Analyze	4	2
Diversity of Native American cultures before Europeans came	Analyze	4	2

Importance of the discovery of America	Evaluate	5	3
Importance of the exploration of America	Evaluate	5	3
Importance of the early settlement of America	Evaluate	5	3

**Essential Questions:**

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

**Enduring Understanding/Big Ideas:**

1. Native American culture was advanced with the introduction of innovative technology, ideas, and goods.
2. Individual freedoms of the Native Americans were damaged due to destabilized perspectives in civilization.
3. The ideals of enslavement, economic gain and religious beliefs within Spanish America, New France, and England led to a negative impact on Native Americans.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
Analyze Evaluate Descriptive language Bias Perspective Omission	Conquistadors Columbian Exchange Sponsor  <u>Important People</u> Columbus Coronado Cabot Ponce De Leon Cortes Champlain

**Resources for Vocabulary Development:** Double bubble strategy

## Topic 1: Native Americans

### **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.
- 8.W.1.A.b 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:** 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:*

- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

**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 Scenario

Due to the recent government shutdown and ongoing economic constraints, the Federal government has expressed the need to eliminate one Federal holiday from the calendar. You have been selected as a committee member to evaluate Columbus Day. Your job is to write a letter to the Congressional Finance Committee recommending whether or not to eliminate Columbus Day as a Federal Holiday. You must reference at least 2 classroom texts as evidence for your choice.



## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Native Americans	Native American Voices	<p>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.</p> <p>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.</p>	30 minutes
Exploration	Literary Comparison- Columbus	<p>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.</p> <p>They need to search for differences including bias, perspective and omission of information that changes the reader's opinion/understanding.</p>	60 minutes
Exploration	Critical Writing- Exploration	<p>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.</p>	30 minutes

## Unit 2: Colonization

**Subject:** American History

**Grade:** 8

**Name of Unit:** Colonization

**Length of Unit:** 2-3 weeks

**Overview of Unit:** This unit examines how settlements affect the development of a nation and patterns of European colonization are explored.

**Priority Standards for units:**

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

**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
- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 8.W.1.A.b 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.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
Cultural interaction among Native Americans	Analyze	4	3
Cultural interactions among Immigrants from Europe	Analyze	4	3
Cultural interactions among Africans brought to America	Analyze	4	3

**Essential Questions:**

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

**Enduring Understanding/Big Ideas:**

1. Three distinct colonial regions, Northern, Middle, and Southern, developed in America based on the settlers' unique reasons for immigration, cultural traits, and economic needs.
2. Early America benefited from a triangular trade with Europe and Africa.
3. African lifestyles were destroyed by the trans-Atlantic slave trade resulting in cultural diaspora in Latin America and the English colonies.
4. Native American lifestyles were drastically affected by the settlement of European colonies.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
Immigration Culture Economy	Puritans Colonists Separatists Colony Triangular Trade Proprietary Charter Middle Passage Region  <u>Important People</u> John Smith John Rolfe King James I Pocahontas William Bradford Anne Hutchinson William Penn Roger Williams

**Resources for Vocabulary Development:** Double bubble strategy

## Topic 1: Early Colonization

### **Engaging Experience 1**

**Title:** Mayflower Compact Analysis

**Suggested Length of Time:** 40 minutes

**Standards Addressed:**

*Priority:*

- 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:** Students receive a copy of the Mayflower Compact and investigate the purpose and lasting impacts of the document.

**Bloom's Levels:** 3

**Webb's DOK:** 3

### **Engaging Experience 2**

**Title:** Triangular Trade Silent Tea Party

**Suggested Length of Time:** 40 minutes

**Standards Addressed:**

*Priority:*

- 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:*

- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

**Detailed Description/Instructions:** After learning about the Salem Witch trials, student will choose a point of view from either an accused person, a judge, or a towns person that was involved in the Salem Witch Trials. Then students will use descriptive language, background knowledge, and age appropriate cultural norms to create a first-person narrative.

**Bloom's Levels:** 3

**Webb's DOK:** 3

## Topic 2: Thirteen Colonies

### **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:** Colonial Regions Information and Map

**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:*

- 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 compare the economies, climates, settlement, and cultures of the three colonial regions utilizing maps and charts.

**Bloom's Levels:** 3

**Webb's DOK:** 3

## Engaging Scenario

The British Empire needs to increase their revenue and amount of raw materials they are getting from the 13 colonies. The Colonial Chamber of Commerce has been tasked to increase the number of colonists settling in America, which will increase production. You have been selected to be a member of this committee. Your job is to create a poster advertising one of the thirteen colonies. Your poster will be viewed by potential colonists that are looking to move to the 13 colonies. They will evaluate the success of your advertising campaign.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Mayflower Compact Analysis	Mayflower Compact Analysis	Students receive a copy of the Mayflower Compact and investigate the purpose and lasting impacts of the document.	40 minutes
Mayflower Compact Analysis	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
Mayflower Compact Analysis	Salem Witch Trials Narrative	After learning about the Salem Witch trials, student will choose a point of view from either an accused person, a judge, or a towns person that was involved in the Salem Witch Trials. Then students will use descriptive language, background knowledge, and age appropriate cultural norms to create a first-person narrative.	30 minutes
Thirteen Colonies	Colonial Export Game	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	120 minutes



		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.	
Thirteen Colonies	Colonial Regions Information and Map	Students will compare the economies, climates, settlement, and cultures of the three colonial regions utilizing maps and charts.	40 minutes

## Unit 3: The Revolution

**Subject:** American History

**Grade:** 8

**Name of Unit:** The Revolution

**Length of Unit:** 6-7 weeks

**Overview of Unit:** This unit covers the events leading up to American Revolution and examines the perspectives of loyalists and patriots in relation to independence from Great Britain.

Important principles of the Declaration of Independence are analyzed. The Revolutionary War is examined through the lens of major war strategies, battles, and outcomes.

### **Priority Standards for unit:**

- 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
- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 8.W.1.A.b 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

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
Know tariff and sales taxes assessed by England	Identify	1	1
Perspective of patriots	Interpret	2	2
Perspective of loyalists	Interpret	2	2
Factors of success for American colonists	Interpret	2	2
Factors of success for American colonists	Analyze	4	3

**Essential Questions:**

1. How did the development of the English colonies in North America lead to rebellion?
2. Why were English 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 conflicts developed between the English and their colonial subjects due to differing cultural traits.
2. The Patriots wanted freedom from England based on changing cultural beliefs, while Loyalists wanted to remain part of England.
3. The English colonies won the American Revolutionary War because of their strength in leadership both militarily and politically.
4. The Declaration of Independence laid out specific demands leading to the protection of freedoms for American citizens.

**Unit Vocabulary:**

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

**Resources for Vocabulary Development:** Vocabulary charades

## Topic 1: Road to the Revolution

### **Engaging Experience 1**

**Title:** Road to Revolution Simulation

**Suggested Length of Time:** 80 minutes

#### **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 taxes 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:** 80-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
- 8.W.1.A.b 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>

**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:*

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 8.W.1.A.b 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:*

- 8.W.1.A.b 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



## 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:** 80 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
- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

**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

**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:*

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

**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 program 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.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Road to the Revolution	Road to War Simulation	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.	80 minutes
Road to the Revolution	Boston Massacre Art Comparison	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?"	40 minutes
Road to the Revolution	Thomas Paine Pamphlet Analysis	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 <u>The Plain Truth</u> . <a href="http://www.earlyamerica.com/review/fall96/loyalists.html">http://www.earlyamerica.com/review/fall96/loyalists.html</a>	40 minutes
The War	Military History of the War	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.	40 minutes
The War	Foreign Alliance Evaluation	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	40 minutes

		written response how the outcome of the war would have been different without the alliance.	
Declaring Independence	Declaration of Independence “Break-up Letter”	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.	40 minutes
Declaring Independence	Analysis of the Declaration of Independence	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.	40 minutes
Declaring Independence	John Locke: Life, Liberty, and Property	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 program 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.	40 minutes

## Unit 4: Creating a Government

**Subject:** American History

**Grade:** 8

**Name of Unit:** Creating a Government

**Length of Unit:** 4-5 weeks

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

### **Priority Standards for unit:**

- 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
- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 8.W.1.A.b 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

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
Important principles in the Constitution	Analyze	4	3
Rights of individuals to events in US history	Apply	3	3
Rights of individuals to events in everyday life	Apply	3	3
Responsibilities of individuals to events in US history	Apply	3	3
Responsibilities of individuals to events in everyday life	Apply	3	3
Laws are made	Explain	2	2
Laws are interpreted	Explain	2	2
Laws are enforced	Explain	2	2

### **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 is an instrument society uses to regulate the boundaries between personal freedom and societal responsibility.
2. The Judicial system analyzes issues that arise and offers solutions for both individuals and society utilizing the U.S. Constitution.

3. The six underlying principles of the Constitution are all important as they contribute to a democracy and the idea of shared power between the government and the people.
4. Without compromise, the U.S Constitution would not have been able to be created.

**Unit Vocabulary:**

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

**Resources for Vocabulary Development:** Active reading (Flooding)



## Topic 1: Principles of the Constitution

### **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:*

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

**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

## Topic 2: Rights and Responsibilities

### **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

**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:*

- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

**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:*

- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

**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](http://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.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Principles of the Constitution	Preamble Song and Rewrite	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.	30 minutes
Principles of the Constitution	Government Concept Map	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.	80 minutes
Principles of the Constitution	Cheers and Jeers for Articles of Confederation	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.	40 minutes
Rights and Responsibilities	Student Handbook Identification	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	40 minutes

		the necessity of the responsibilities and the rights to which they are given. Students will complete an exit slip defining the difference between right and responsibility.	
Rights and Responsibilities	One Vote Matters	Students will research voting statistics. They will evaluate why people over 50 are more likely to vote than young voters. They will analyze close elections, such as the 2000 presidential election, and determine why one vote matters. Following this analysis, students will write a short argumentative script convincing their parents to vote. Their homework will be to present this script to their parents.	40 minutes
Lawmaking Process	School Resource Officer Presentation	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.	60 minutes
Lawmaking Process	Law-making Puzzle Activity	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.	40 minutes

## Unit 5: National Expansion

**Subject:** American History

**Grade:** 8

**Name of Unit:** National Expansion

**Length of Unit:** 5-6 weeks

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

### **Priority Standards for unit:**

- SS3 1.6 - Assess the significance of Westward Expansion including:
  - Louisiana Purchase
  - Lewis and Clark
  - Missouri Compromise
  - Texas and the Mexican American 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
- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 8.W.1.A.b 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



<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
Louisiana Purchase	Assess	3	3
Lewis and Clark Expedition	Assess	3	3
Texas and the Mexican American War	Assess	3	3
Oregon Territory	Assess	3	3
California Gold Rush	Assess	3	3

**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. Manifest Destiny was a widely held belief in the 19th-century United States that its settlers were destined and morally justified to expand across North America.
2. Conflict with Native Americans, conflict with immigrants, and neighboring nations forced the United States to create foreign policy.
3. Technological advancements allowed for Westward Expansion.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Entrepreneur Innovation	Expansionism Manifest Destiny Barbed wire Gold Rush Entrepreneur Innovation Migration Industrial Revolution Thomas Jefferson Meriwether Lewis William Clark

	<p>Sacagawea  Francis Lowell  General de Santa Anna  Stephen Austin  Sam Houston  James K. Polk  Donner Party  Davy Crockett  Henry Clay  John Quincy Adams</p>
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**Resources for Vocabulary Development:** Talk a mile a minute

## Topic 1: Motivations

### **Engaging Experience 1**

**Title:** Lewis and Clark Expedition Journals

**Suggested Length of Time:** 40 minutes

#### **Standards Addressed**

*Priority:*

- 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 everything 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/104.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
- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

- 8.W.1.A.b 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 were.

**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:*

- 8.W.1.A.b 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](http://www.easel.ly) and present it to the class.

**Bloom's Levels:** 4

**Webb's DOK:** 3

### **Engaging Experience 5**

**Title:** Oregon Trail Simulation

**Suggested Length of Time:** 120 minutes

**Standards Addressed**

*Priority:*

- SS3 1.6 Assess the significance of Westward Expansion including:
  - Oregon Territory

**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

## Topic 2: Industrial Revolution

### **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 Experience 3**

**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 are tasked with creating an exhibit for a new museum on Westward Expansion. In their exhibit, they are to choose the three most important items that would educate someone who had never heard about Westward Expansion about the motivations, desires, and results of moving west. Students will create their exhibits using [www.museumbox.com](http://www.museumbox.com). Their presentations will be evaluated by a museum curator.



## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Motivations	Lewis and Clark Expedition Journals	<p>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.)</p> <p>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/104.html">http://www.pbs.org/lewisandclark/class/104.html</a>)</p>	40 minutes
Motivations	Motivation Stations	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.	80 minutes
Motivations	Missouri Compromise Analysis and Map	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.	40 minutes
Motivations	Texas Revolution Infographic	Students will compare and contrast the Texas Revolution to the American Revolutionary War. (Topics include country of origin, motivation for separation, result, justifications, significant	80 minutes

		events etc.) They will present their research in an info graphic created with <a href="http://www.easel.ly">www.easel.ly</a> and present it to the class.	
Motivations	Oregon Trail Simulation	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?”	120 minutes
Industrial Revolution	Innovation Module	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.	40 minutes
Industrial Revolution	Transcontinental Railroad Cause and Effect	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.	40 minutes
Industrial Revolution	Mill and Plantation Comparison/ Primary Source Analysis	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.	40 minutes

## Unit 6: Reform Movements

**Subject:** American History

**Grade:** 8

**Name of Unit:** Reform Movements

**Length of Unit:** 2-3 weeks

**Overview of Unit:** This unit covers the major reform movements of the 19th century such as abolitionism, women's movement, and Jacksonian democracy.

### Priority Standards for unit:

- SS3 1.8 Summarize reform movements such as: Abolitionism, Women's Movement, and Jacksonian Democracy
- 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
- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 8.W.1.A.b 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

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Reform movements such as Abolitionism	Summarize	2	2

Reform movements such as Women's movement	Summarize	2	2
Reform movements such as Jacksonian Democracy	Summarize	2	2
How concepts have changed over time (women's role in society)	Analyze	4	3
How traditions have changed over time (women's role in society)	Analyze	4	3

**Essential Questions:**

1. How did the changes during the Jacksonian Era 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. President Andrew Jackson brought more people into the democratic process.
2. Women challenged their restricted freedoms in society during the Women's Movement.
3. Abolitionists attempted to change people's ideas about slavery; they helped lead slaves to freedom.
4. Citizens in the United States had to evaluate their values to determine their position with societal change.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Summarize Assess Analyze Secede Abolish Division	Abolitionism Jacksonian Democracy Declaration of Sentiments Suffragette Suffrage Spoil's System Temperance Disenfranchisement Underground Railroad  <u>Important People</u> Andrew Jackson Harriet Tubman William Lloyd Garrison Frederick Douglass Elizabeth Cady Stanton Lucretia Mott Harriett Beecher Stowe Henry Clay Horace Mann Nat Turner John Brown

**Resources for Vocabulary Development:** Lotus Diagram

## Topic 1: Jacksonian Democracy

### **Engaging Experience 1**

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

**Suggested Length of Time:** 25 minutes

### **Standards Addressed**

*Priority:*

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

**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

## Topic 2: The Women's Movement

### **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
- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

**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:*

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

**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 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.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Jacksonian Democracy	Cause, Reaction, and Effect Analysis of Jacksonian Democracy	<p>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.</p> <p>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.</p>	25 minutes
The Women's Movement	Declaration of Sentiments Comparison	<p>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.</p>	80 minutes
Abolitionism	Abolitionist Report Card	<p>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.</p>	40 minutes

## Unit 7: The Civil War

**Subject:** American History

**Grade:** 8

**Name of Unit:** The Civil War

**Length of Unit:** 6-7 Weeks

**Overview of Unit:** This unit focuses on the events leading up to the Civil War, the goals and strategies of both sides during the war, and the consequences of the war and the impending restructuring of the nation.

**Priority Standards for unit:**

- 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
- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 8.W.1.A.b 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

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
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?

**Enduring Understandings/Big Ideas**

1. Differing beliefs divided the North and South for many years, which led to the Civil War.
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.
3. The differing strategies of war between the North and the South resulted in economic and social consequences after the Civil War.
4. The motivation to free the slaves with the Emancipation Proclamation had lasting political, economic, and social ramifications.

**Unit Vocabulary:**

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

**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:** 200 minutes total - implemented throughout the unit at teacher discretion.

#### **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
- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 8.W.1.A.b 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
- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

**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

## Topic 2: The Civil War

### **Engaging Experience 1**

**Title:** Jigsaw PPT

**Suggested Length of Time:** 200 minutes

### **Standards Addressed**

*Priority:*

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

*Supporting:*

- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 8.W.1.A.b 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

*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:** 200 minutes

#### **Standards Addressed**

*Priority:*

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

*Supporting:*

- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 8.W.1.A.b 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

## Topic 3: Consequences of the Civil War

### **Engaging Experience 1**

**Title:** Person of Consequence Interview

**Suggested Length of Time:** 160 minutes

#### **Standards Addressed**

*Priority:*

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

*Supporting:*

- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 8.W.1.A.b 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.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Causes of Civil War	Primary Source Packet	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.	200 minutes - teacher discretion
Causes of Civil War	Causes of Civil War Stations Activity	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.	80 minutes
The Civil War	Jigsaw PPT	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.	200 minutes
The Civil War	The Gettysburg Address Primary Source	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	40 minutes

		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.	
The Civil War	The Emancipation Proclamation Primary Source	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.	40 minutes
The Civil War	Civil War Research Paper	Students will research, create, and write an argumentative research paper over a topic encompassing the Civil War.	200 minutes
Consequences of the Civil War	Person of Consequence Interview	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.	
Consequences of the Civil War	"Oh Captain, My Captain" Poetry Analysis	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	40 minutes

		<p>War, ship = America. Whitman wrote the poem as a response to his sadness of learning of the assassination of his acquaintance, President Lincoln.</p>	
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## Unit 8: Reconstruction

**Subject:** American History

**Grade:** 8

**Name of Unit:** Reconstruction

**Length of Unit:** 1-2 weeks

**Overview of Unit:** This unit covers the agricultural and industrial economic challenges faced by the South during Reconstruction and examines the emerging economic, 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
- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 8.W.1.A.b 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

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
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. 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?

**Enduring Understandings/Big Ideas:**

1. Following the Civil War, the American government had to solidify its status as a legitimate governing body in the United States South.
2. Reconstruction failed to eliminate economic disparities between the North and South, create racial equality, and heal Anti-Union feelings after the Civil War in the South.
3. Reconstruction in the South allowed many ex-Confederates to resume roles of power, barred African Americans from entering office and practicing suffrage, and helped create a segregated society.
4. Economically, the war-torn South was slow to adopt industry and found themselves forced into poverty.

**Unit Vocabulary:**

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

**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:*

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

**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:*

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

**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:*

- 8.W.1.A.b 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

## Topic 2: Economic Consequences

### **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:*

- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 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 infographic 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:*

- 8.W.1.A.b 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-19<sup>th</sup> 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

Topic	Engaging Experience Title	Description	Suggested Length of Time
Political Consequences	Reconstruction Advisory Committee	<p>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.</p> <p>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.</p>	120 minutes
Political Consequences	Ranking Reconstruction Worksheet	<p>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.</p>	40 minutes
Political Consequences	Reconstruction Amendment Analysis	<p>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</p>	80 minutes

		mastered their individual amendment, they will present it to two other students with different amendments.	
Economic Consequences	Cycle of Poverty	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.	80 minutes
Economic Consequences	Harper's Weekly Cartoon Research	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.	40 minutes
Economic Consequences	Census Data Analysis	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-19 <sup>th</sup> century.	40 minutes

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

## Unit of Study Terminology

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

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

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

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

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

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

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

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

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

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

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