

Ledyard Public Schools Social Studies Curriculum Grade 8 United States History

I. Description and Purpose of the Course

In this United States History course, students will analyze events, documents, movements, and people that shaped America's development from the Revolutionary War era through Reconstruction. Using history as the primary lens, students will analyze a variety of viewpoints and perspectives on historical topics as well as use local and state history as a window into larger national historical themes. In eighth grade, students engage in the study of 18th and 19th century America with a focus on inquiry into the development of the United States as a nation. Themes like the struggle for freedom, the American identity, economic equity, the impact of geography and issues of social justice will all be engaged and investigated in this course. This curriculum reflects current research and instructional shifts, which will promote conceptual understanding, foster student inquiry, collaboration, and informed action and integrate content and skills purposefully.

II. Academic Expectations

Students in grade eight are expected to consider and investigate issues through a variety of perspectives, while using evidence from multiple sources. Students will be expected to learn to seek out resources with credibility, summarize what they have read, communicate conclusions that incorporate details with relevant information and data to answer research questions posed for each theme. Furthermore, students in grade eight will continue to discover connections between the history, physical and human geography, civics and economics of the people living in the United States during the 18th and 19th century.

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Statement of Philosophy: Social Studies K-12 Curricula

“With the entire scope of human experience as its backdrop, the content of social studies consists of a rich array of facts, concepts, and generalizations. The way to tie all of this content together is through the use of compelling and supporting questions.”—**C3 Frameworks for College, Career, and Civic readiness.**

No discipline prepares the nation’s young people for success in college, career, and civic participation, more than social studies. Social studies education involves interdisciplinary instruction and benefits from interaction with and integration of the arts and humanities. Specifically, “meaningful and relevant social studies education integrates the study of civics, economics, geography, history, and the other social sciences through an inquiry-based instructional approach that is grounded in rich state, local, national, and global historical content.” (Social Studies Position Statement SDE, 2008).

Social studies is composed of deep and enduring understandings, concepts and skills from various disciplines. Given this vast array of content and skills, inquiry based instruction will be used as an organizing principle around which students may access the diverse content of social studies and begin to make sense of it for themselves. Inquiry should guide the teaching of social studies at all levels. Inquiry-based instruction and skill development are the emphasis of this revised social studies curricula and work in the service of helping students to discover rich social studies content. Furthermore, social studies as a discipline, naturally integrates key reading, writing, analysis, speaking and listening skills that are outlined in the Connecticut Core Standards. These standards are integrated into the K-12 social studies curriculum and identified at each grade level.

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Social Studies Curriculum Introduction

How does Ledyard define inquiry?

Inquiry is defined as a way of seeking information, knowledge, or truth through questioning. Inquiry is a way for a learner to acquire new information and data and turn it into useful knowledge. Inquiry involves asking good questions and developing robust investigations from them. Inquiry also involves considering possible solutions and consequences. A third component of inquiry is separating evidence-based claims from common opinion, and communicating claims with others, and acting upon these claims when appropriate. Questions lead to gathering information through research, study, experimentation, observation, or interviews. During this time, the original question may be revised, a line of research refined, or an entirely new path may be pursued. As more information is gathered, it becomes possible to make connections and allows individuals to construct their own understanding to form new knowledge. Sharing this knowledge with others develops the relevance of the learning for both the student and a greater community. Sharing is followed by reflection and potentially more questions, bringing the inquiry process full circle.

The Inquiry Arc in Social Studies

The revised Social Studies Curriculum now includes an inquiry design model for effective teaching and learning, and demonstrates how teachers can apply this model in their planning and delivery. Drawing on the *Connecticut Elementary Social Studies Framework* and the *College, Career and Civic Life (C3) Framework for Social Studies Standards* (National Council for Social Studies, 2013); the curriculum incorporates critical instructional shifts, and include:

- Inquiry should be the primary form of instruction in all social studies classes
- Students and teachers should craft investigative questions that matter
- Teachers should establish a collaborative context to support student inquiry
- Teachers should integrate content and skills meaningfully
- Teachers should help students articulate disciplinary literacy practices and outcomes (thinking, reading, writing, speaking like a historian, like a geographer, etc.)
- Teachers should provide, and help students communicate conclusions and tangible opportunities to take informed action

<http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

http://www.c3teachers.org/wp-content/uploads/2014/10/IDM_Assumptions_C3-Brief.p

The social studies curriculum is designed around the Inquiry Arc of the C3 Framework. The Inquiry Arc highlights the structure of and rationale for the organization of the Framework's four Dimensions. The Arc focuses on the nature of inquiry in general and the pursuit of knowledge through questions (College, Career and Civic Life (C3) Framework for Social Studies Standards, 2013). The four dimensions below center on the use of questions to spark curiosity, guide instruction, deepen investigation, acquire rigorous content, and apply knowledge in real world settings to enable students to become active and engaged citizens in the 21st century.

TABLE 1: C3 Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf

Specific notes to teachers addressing all of the units of studies

- In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies and activities may vary among teachers, the essential elements of focused inquiry should drive the instructional planning. All inquiries should be linked to the compelling question, which should be the same for all students within each grade level. The units are “living documents” as teachers will have the flexibility to use resources that support the interests of their students.
- For each unit, as teachers find additional “Suggested Instructional Activities” in Dimension 2, those activities must align directly to the supporting questions, which are linked to the content. Additional Featured sources should also be linked to those same supporting questions.
- Teachers will utilize the formative assessment process within Dimensions 2 and 3. If the assessment included in the unit does not meet the student needs, grade level teams have the option to make necessary revisions. However, these assessments should, again, be linked to the supporting questions.
- Grade level teams also have the option to make revisions to the summative assessment and taking informed action of Dimension 4 if the assessment included does not meet student needs.

<u>Component/Purpose</u>	<u>Explanation</u>
<p>Compelling Question Frames the unit of study</p>	<p>The Social Studies Curriculum Team developed compelling questions. These are open-ended, have more than one correct answer, can cross-disciplinary 'lenses', and time periods. These should be thought provoking and intellectually engaging in nature. At the end of the unit, teachers may choose to incorporate a summative task that will answer the compelling question.</p>
<p>Staging the compelling question Builds student interest</p>	<p>In staging the question, teachers need to create an instructional space in which students are able to find merit, relevance, and interest in the investigation. The Question Formulation Technique is one way teachers can engage students in convergent and divergent thinking while generating student interest and tapping into student curiosity.</p>
<p>Supporting Questions Develops the key content</p>	<p>These questions focus student inquiry into specific disciplinary concepts or lines of inquiry. They are more specific in nature than compelling questions and often have more direct, concrete answers to them.</p>
<p>Disciplinary Concepts Provides the Disciplinary grade level content</p>	<p>Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</p>
<p>Strategies and Activities Guides the opportunities to learn content using various learning protocols (i.e., fishbowl, small group, debates, etc.)</p>	<p>Suggested strategies and activities were generated by curriculum teams as tools to engage students in inquiry and align to <i>Connecticut Core Standards</i> and the <i>Connecticut Elementary Social Studies Framework</i>.</p>
<p>Featured Sources Provides opportunities to generate curiosity, build knowledge and construct arguments</p>	<p>These sources were compiled by curriculum teams and include additional readings, links to digital sources and extension lessons that can be adapted to fit grade level instruction.</p>
<p>Formative Assessments Demonstrates understanding of the supporting questions</p>	<p>These assessments were generated by curriculum teams and designed to evaluate student progress and inform further instruction. This is list should be considered a living document and changed based on student and teacher needs.</p>
<p>Summative Task Demonstrates understanding of the compelling question</p>	<p>These tasks were created by curriculum teams to demonstrate student understanding of compelling questions, supporting questions, disciplinary concepts and evaluate student skill development.</p>
<p>Taking Informed Action Offers opportunity for civic engagement</p>	<p>Taking informed actions include a range of venues and a variety of forms (e.g., discussions, debates, policy analyses, video productions, and portfolios). The manner in which students work to create their solutions can differ. Students need opportunities to work individually, with partners, in small groups, and within whole class settings. Through these actions, students apply what they learned through focused inquiry to real world civic actions. Taking Informed Action is not always going to be about the particular content, but rather the larger implications it has on the human experience.</p>

LPS Social Studies Curriculum Unit Planner

Grade Level: 8

Unit One: Independence and the American Revolution

Timeline: 6-8 weeks

Unit Overview and Objective: In this unit, students will investigate the role that ideals like freedom and equality play in the in the colonies' struggle for independence from Britain. Students will consider the roots of the conflict and the relationship that cooperation and conflict had on the development of the United States. Students will evaluate the impact of geography on the social, political, and economic differences in the early colonies. Students will engage in problem solving activities while engaging the concepts of cause and effect, freedom versus dependency, cooperation and conflict. Finally, students will analyze and synthesize information from a variety of sources to develop a coherent understanding of the motivations and outcomes of America's struggle for freedom

Theme(s):

1. The Struggle for Freedom, Equality, and Social Justice

-Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people's struggle for freedom, equality, and social justice.

Compelling Questions

1. What does it mean to be an American?
2. How has cooperation and conflict influenced the development of the United States?

**Vocabulary
(Essential terms in bold)**

Resolution, preamble, grievance, Thomas Paine, Richard Henry Lee, Pontiac, George Washington, King George III, Benjamin Franklin, **representative government, mercantilism, slavery, social compact, propaganda, self-government, monarch,** Mayflower Compact

Teacher Notes

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the compelling elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.

It is equally important to consider this document as a "living document." If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions. Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

Priority Standards:

INQ 6-8.1 Explain how a question represents key ideas in the field.

Supporting Standards:

INQ 6-8.4 Explain how the relationship between supporting and compelling questions are mutually reinforcing

Key Strategies to address standard:

- Close read: Excerpt from James Otis 1761 courtroom testimony
- Issue analysis - analyze various perspectives from people living in American colonies in the late 1700s
- Document analysis: Excerpts from *Declaration of Independence*; *Common Sense*
- Thinking as a Historian (Unit 1 Appendix)
- Selective highlighting/underlining
- Marginal notes/power notes

Supporting Questions:

1. What experiences and perspectives led to the American Revolution?
2. What beliefs about government led colonists to risk their lives for independence?
3. What factors, including individual roles, led to the colonists' victory?

Dimension 2: Applying Disciplinary Concepts. Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

Priority Standards:

- HIST 8.3** Analyze multiple factors that influenced the perspectives of people during different historical eras
- HIST 8.4** Explain how and why perspectives of people have changed over time.
- HIST 8.9** Explain multiple causes and effects of events and developments in the past.

Supporting Standards:

- HIST 8.6** Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- CIV 8.2** Analyze ideas and principles contained in the founding documents of the US, and explain how they influence the social and political system.

[CCSS.ELA-Literacy.RH.6-8.1](#)

[CCSS.ELA-Literacy.RH.6-8.2](#)

Key Concepts/Content to be addressed:

-The coming of age of the colonies: relationship between the colonial and British governments, including British democratic influences and the degree of colonial autonomy; tensions on the frontier between Great Britain, France, American colonists, and Native Americans (SQ1)

<p>**Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</p>	<p>-Conflicts with the British: British efforts to tax and increase controls over colonists after the French and Indian War and American reactions to these policies; events between 1763 and 1775 that led to the outbreak of the Revolutionary War (SQ2)</p> <p>-Exploration of the Declaration of Independence: key events that resulted in the colonists' decision to declare independence from Great Britain; the purpose and responsibilities of government (SQ1, SQ2)</p> <p>-Fighting for independence and the revolutionary war: key battles and events that affected the outcome of the Revolutionary War; accomplishments of key historical figures from the American Revolution; how the colonists defeated Great Britain in the Revolutionary War; provisions of the Treaty of Paris and its impact on the United States. (SQ3)</p> <p>-The role of various Americans in the war and its impact on their lives: the roles of various groups of Americans during the Revolutionary War, including women, Native Americans, and African Americans; political, social, and economic outcomes of the Revolutionary War. (SQ3)</p>
<p>Instructional Strategies and Skills</p>	<p>-Question formulation technique (QFT) - Formulating questions based on an image or other "focus" i.e. video clip, document, etc.</p> <p>-Visual map analysis</p> <p>-Cause and effect webs</p> <p>-Character perspective analysis and evaluation</p> <p>-Debate strategies/techniques</p> <p>-Artifact analysis</p> <p>-Reading for information</p> <p>-Collaborative groups skills</p> <p>-Dramatic recreation of historical events - American History plays and analysis</p> <p>-Note-Taking strategies: i.e., Power notes/Cornell Notes</p>
<p>Formative Performance Tasks</p> <p>It is important to consider this document as a "living document." If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel</p>	<p>-Guided reading activities</p> <p>-Comparison Chart: Federalist/Anti-Federalists</p> <p>-You as a journalist: The Constitutional Convention (Unit 1 Appendix)</p> <p>-American Revolution Hall of Fame (Unit 1 Appendix)</p> <p>-Colonial loyalties/Democratic Champions quick write (Unit 1 Appendix)</p> <p>-Colonial Loyalist or Rebel Pamphlet (Unit 1 Appendix)</p> <p>-Colonial Town Meeting Response Group Activity (Unit 1 Appendix) **Could be done as Summative Assessment</p>

<p>obliged to revise as necessary.</p>	<p>-Declaration of Independence Processing (Unit 1 Appendix)</p> <p>-Illustrate Britain vs the Colonists (Unit 1 Appendix)</p> <p>-Revolutionary recruitment poster (Unit 1 Appendix)</p> <p>-Battlefield Journalism (Unit 1 Appendix)</p>
<p>Dimension 3: Using Evidence. Students are expected to use evidence from a wide variety of credible sources</p> <p>Dimension 4: Communicating Conclusions. Student are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p>Priority Standards:</p> <p>-INQ 6-8.7 - Evaluate the credibility of a source by determining its relevance and intended use.</p> <p>-INQ 6-8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging strengths and limitations of sources.</p> <p>Supporting Standards:</p> <p>CCSS.ELA-Literacy.RH.6-8.7</p> <p>CCSS.ELA-Literacy.RH.6-8.2</p>	
<p>Summative Assessment/Extensions with evidence based claims</p> <p>It is important to consider this document as a “living document.” If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</p>	<p>Unit objective assessment including vocabulary terms and key concepts</p> <p>-Colonial Town Meeting Response Group Activity (Unit 1 Appendix)</p> <p>EXTENSION: Experiential exercise** - capture the flag simulation of American Revolution with students constructing debrief comparison of historical connection (Unit 1 Appendix)</p> <p>**This activity can also be done prior to any lessons on the events of the Revolutionary War. Students could then connect new knowledge to this experience to create historical connection.</p>
<p>Featured Sources</p>	<p>-10 Easy to Read American History Plays (Unit 1 Appendix)</p> <p>- <i>America History of Our Nation Beginnings through 1877</i> Chapter 6</p> <p>-Reading Like an historian (Stanford University)</p>

[-Discovery Education Techbook Sections 3.1-3.5](#)

LPS Social Studies Curriculum Unit Planner

Level: 8th

Unit Two: Federalism and the Foundation of American Government

Timeline: 6-8 weeks

Unit Overview and Objective: In this unit, students will examine the foundations of American government based initially on the needs of the colonies and then evaluate early attempts at governing and subsequent changes to government structures to include branches of government, checks and balances and individual rights. Students will examine the concepts of federalism and the key principals of the US Constitution as “uniquely American”.

Theme(s):

1.The struggle for Freedom, Equality, and Social Justice

-Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people’s struggle for freedom, equality, and social justice

Compelling Questions

1. What type of relationship should exist between individuals and their government?
2. How has conflict and cooperation influenced the development of the US?

Vocabulary
(Essential terms in bold)

Federalism, Checks and Balances, Bill of Rights, Articles of Confederation, amendment, Anti-Federalists, compromise, cabinet, bicameral, electoral college, popular sovereignty, impeach, supremacy clause, veto, enumerated power, executive branch, federal, Federalist Papers, Federalists, framers, Great Compromise, habeas corpus, House of Representatives, implied power, interstate commerce, James Madison, judicial branch, legislative branch, levy, nominating conventions, pocket veto, precedent, ratification, republic, reserved powers, Senate, separation of powers, Three-Fifths Compromise, usurp, Confederacy / Confederate States, Declaration of Independence

Teacher Notes

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the compelling elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.

It is equally important to consider this document as a “living document. “If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions. Students are expected to look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

Priority Standards:

INQ 6-8.1 Explain how a question represents a key idea in the field.

Supporting Standards:

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

INQ 6-8.7 Evaluate the credibility of a source by determining its relevance and intended use.

Key Strategies to address standards:

- Experiencing the Articles Activity (Unit 2 Appendix)
- Image analysis
- K-W-L Chart
- Brainstorming possible answers to questions and useful sources

Supporting Questions:

1. How well did the Articles of Confederation meet the needs of the new nation?
2. How did the decisions made at the constitutional convention affect the balance of power in the new nation?
3. How does the Constitution reflect the major principles of American democracy?
4. How does the Bill of Rights help government balance rights and order in the US political system?

Dimension 2: Applying Disciplinary Concepts. Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

Priority Standards:

HIST 8.1 Analyze connections among events and developments in historical contexts.

HIST 8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.

Supporting Standards:

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

CIV 8.1 Explain the origins, functions, and structure of government with reference to the US Constitution.

Key Concepts/Content to be addressed:

-The Articles of Confederation: evaluate the confederate form of government created by the Articles of Confederation, connect key events and trends leading to the Constitutional Convention with weaknesses in the Articles of Confederation

**Content can be used as a tool for

-Creating a Government: identify and analyze key issues addressed by the Framers at the outset

<p>addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</p>	<p>of the Constitutional Convention describe and major areas of disagreement among delegates to the Constitutional Convention and explain compromises intended to resolve these issues</p> <p>-A More Perfect Union: Explain the organization of the Constitution and describe its important features. Explain how the Constitution reflects American democratic principles, including separation of powers, checks and balances, judicial review, individual rights, limited government, and consent of the governed. Compare the most important features of the government created by the Articles of Confederation with the most important features of the federal form of government created by the Constitution.</p> <p>-The Bill of Rights: Explain the political and historical significance of the Bill of Rights. Explain the importance of specific rights and freedoms guaranteed by the Bill of Rights.</p>
<p>Instructional Strategies and Skills</p>	<ul style="list-style-type: none"> -Question Formulation Technique (QFT) - to design researchable questions for projects -Mental mapping -Map analysis -Primary source evaluation - adaptation of National Archive protocol, determining central ideas -Collaborative group skills -Reading for information - use of graphic organizers, summarizing, word meaning activities -Artifact analysis - adaptation of National Archive Protocol -Response group activities -Collaborative group work
<p>Formative Performance Tasks</p> <p>**It is important to consider this document as a “living document.” If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</p>	<ul style="list-style-type: none"> -DE Tech Book activities found in Explain and Elaborate tabs for sections 4.1,4.2,4.3,4.4 -Mock Constitutional Convention (Unit 2 Appendix) -Constitutional Convention RAFT activity (Unit 2 Appendix) -Alternative Mock Constitutional Convention (Unit 2 Appendix) -Constitutional Analysis (“Law School” Activity) (Unit 2 Appendix) -Objective quizzes -Exit tickets -Debate: Madison v Pinckney

Dimension 3: Using Evidence. Students are expected to use evidence from a wide variety of credible sources

Dimension 4: Communicating Conclusions. Student are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.

Priority Standards:

INQ 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

INQ 6-8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of explanations.

INQ 6-8.15 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Supporting Standards:

[CCSS.ELA-Literacy.RH.6-8.2](#)

[CCSS.ELA-Literacy.RH.6-8.7](#)

[CCSS.ELA-Literacy.WHST.6-8.7](#)

<p>Summative Assessment/Extensions with evidence based claims</p> <p>****It is important to consider this document as a “living document.” If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</p>	<p>-Common unit objective assessment: (Discovery Education Techbook Evaluate tab 4.1, 4.2, 4.3, 4.4 or modified DE Chapter 4 assessment)</p> <p>-“Pitch your idea”: Constitutional Amendments come from you!</p> <p>-Bill of Rights analysis: Defend an amendment</p> <p>Extension/Informed Action projects:</p> <p>-Debate on the proper role of government in American society today</p> <p>-First Amendment Debate (DE Techbook Elaborate Tab)</p> <p>-Kelo v New London: Current Events Connection (DE Techbook Elaborate Tab)</p> <p>-Invite panel of local lawmakers, constitutional attorneys, and state reps from various political perspectives to discuss student questions on the proper role of government in American society.</p>
<p>Featured Sources</p>	<p>-Discovery Education Tech Book Chapters 4.1, 4.2, 4.3, 4.4</p> <p>-DE Global News Weekly</p> <p>-Online databases - News bank, ProQuest www.proquestk12.com, National Archives www.archive.org</p> <p>-Great Compromise Inquiry Activity</p> <p>-Reading Like A Historian = https://sheg.stanford.edu/rlh</p> <p>-News ELA www.newsela.com</p>

LPS Social Studies Curriculum Unit Planner

Grade Level: 8

Unit Three: Expansionism and Westward Movement

Timeline: 4 Weeks

Unit Overview and Objective: In this unit, students will analyze the theory of Manifest Destiny and its impact on American policy. Students will also evaluate the impact of Westward expansion on indigenous people and on settlers, including the role of women and minorities.

Theme(s):

1. The impact of geography on history.

-Analyze the movement and settlement patterns of people who migrated within the country.

-Evaluate the decisions of people to use the land, other resources, and the overall environment to meet human needs.

-Analyze geographic and cultural forces that have resulted in conflict and cooperation within the country.

Compelling Questions

1. How has geography influenced the cultural history of America?

2. How have Americans dealt with unlimited wants and scarce resources?

Vocabulary
(Essential terms in bold)

Abolition, Manifest Destiny, merchant, Indian Removal Act, Indian Territory, Trail of Tears, Monroe Doctrine, Alien and Sedition Acts, interstate commerce, Oregon Territory, Oklahoma, Republic of Texas, Treaty of Guadalupe Hidalgo, Alamo, abolition, Mexican-American war, Donner Party, Gold Rush, Gadsden Purchase, secession, 49th Parallel, Sectionalism

Teacher Notes

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the compelling elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.

It is equally important to consider this document as a “living document.” If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions. Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

Priority Standards:

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

Supporting Standards:

INQ 6-8.1 Explain how a question represents a key idea in the field.

Key Strategies to address standard:

- Question Formulation Technique = generate further questions based on “Question Focus” (Qfocus) on the Amazon
- Artifact/image analysis
- Point of view exercise with historical images
- Primary Source analysis: John Burnett’s experience (Trail of Tears)

Supporting Questions:

1. What impact did Manifest Destiny have on the growth and development of the United States?
2. What were the causes and effects of Indian removal policies during the 1830s?
3. For various groups, what was life like in the newly settled areas of the West?

Dimension 2: Applying Disciplinary Concepts. Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

Priority Standards:

HIST 8.1 - Analyze connections among events and developments in historical contexts.

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

Supporting Standards:

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

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

Key Concepts/Content to be addressed:

**Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.

Expansionism and Westward: concept of Manifest Destiny and its effect on the territorial growth of the United States; areas acquired by the United States between 1836 and 1853; causes, key events, and consequences of the Mexican-American War (SQ1)

The Native American Experience: American Indian relocation policies implemented during the presidency of Andrew Jackson and their impact on indigenous populations in the American West and beyond (SQ2)

Life in the West: dynamics of daily life in the West from a variety of perspectives; political, geographic, economic, and cultural factors that affected the population of the West during the first half of the 1800s (SQ3)

Instructional Strategies and Skills	<ul style="list-style-type: none"> -Research skills - source evaluation -Analysis and synthesis of information -Argumentative writing structure -Paraphrasing strategies -Issue analysis -Map analysis -Response group activities
<p>Formative Performance Tasks</p> <p>**It is important to consider this document as a “living document.” If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</p>	<ul style="list-style-type: none"> -Advertisement for travel Westward (DE Tech Book 7.4 Explain tab) -Geography Challenge (Unit 3 Appendix) Link to maps -Floor map activity where students act out perspectives on expansion (Unit 3 Appendix) -Indian Removal Act debate (DE Tech Book 7.2 Explain tab) -Evidence based response to Native American Experience SQ (DE Tech Book 7.2 Explain tab) -Daily life in the West quick write (DE Tech Book 7.3 Explain tab) -Objective quizzes -Exit tickets
<p>Dimension 3: Using Evidence. Students are expected to use evidence from a wide variety of credible sources</p> <p>Dimension 4: Communicating Conclusions. Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p>Priority Standards:</p> <p>INQ 6-8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>INQ 6-8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p> <p>Supporting Standards:</p> <p>CCSS.ELA-Literacy.RH.6-8.2</p> <p>CCSS.ELA-Literacy.W.6.1.b</p>	
<p>Summative Assessment/Extensions with evidence based claims</p> <p>**It is important to consider this</p>	<ul style="list-style-type: none"> -Common summative assessment (DE Tech Book Evaluate tab) -Extended response (DE Tech Book 7.2, 7.3, 7.4 Evaluate tab) - Territorial Expansion map -Westward Expansion timeline (DE Tech Book Elaborate tab) -Document Based Investigation: Westward Expansion (DE Techbook Elaborate Tab)

document as a “living document.” If the included assessment or activity <u>suggestions</u> do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.	Extension: Inquiry lesson on Westward Migration or Expansionism (Link in “Featured Sources” section)
Featured Sources	-Discovery Education Techbook section 7.2, 7.3, 7.4 -DE Global News Weekly - Expansionism Inquiry Lesson - Westward Migration Inquiry Lesson

LPS Social Studies Curriculum Unit Planner

Grade Level: 8

Unit Four: The Union Challenged

Timeline: 10 weeks

Unit Overview and Objective: In this unit, students will identify the critical moments leading to a divided nation, trace the effects of territorial expansion on the debate over slavery, and analyze the impact of key events on the antislavery movement. Students will compare the strengths and weaknesses of the Union and Confederacy at the outbreak of the Civil War to predict the outcome of the war, draw connections between significant writings and speeches of Abraham Lincoln and the Declaration of Independence, identify the views of leaders on both sides and compare and contrast the experiences of white and black Union soldiers, examine critical battles and events of the war, and explain how key events of the Civil War, like the Battle of Gettysburg, affected soldiers and civilians.

Theme(s):

1. The struggle for unity, equality, and social justice

-Evaluate how individuals, groups, and institutions, in the United States have both promoted and hindered people’s struggle for freedom, equality, and social justice

2. Gender roles in Economic, Social, and Political life

-Analyze the role of women and men in key events before and after the Civil War and Westward expansion

Compelling Questions

1. Should liberty be limited?

2. How did compromise and conflict influence the building of America?

Vocabulary
(Essential terms in bold)

Angelina Grimké, **cotton gin**, **Eli Whitney**, **Frederick Douglass**, Sarah Grimké, **sectionalism**, **tariff**, William Lloyd Garrison, **Union**, **Missouri Compromise**, **fugitive**, Wilmot Proviso, **Compromise of 1850**, **Kansas-Nebraska Act**, **Dred Scott decision**, **Lincoln-Douglas debates**, **Abraham Lincoln**, **Battle of Harpers Ferry**, **Bleeding Kansas**, **Compromise of 1850**, Daniel Webster, **Dred Scott**, **free soiler**, **free state**, **Fugitive Slave Laws**, **gag rule**, **Harriet Beecher Stowe**, **Henry Clay**, **John Brown**, **John Brown's Raid**, John C. Calhoun, **mandate**, Missouri, Nebraska, **nullification**, **Republican Party**, Roger Taney, **slave state**, Stephen Douglas, **Tariff of Abominations**, **Uncle Tom's Cabin**

Teacher Notes

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the compelling elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.

It is equally important to consider this document as a “living document.” If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions. Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

Priority Standards:

INQ 6-8.1 Explain how a question represents a key idea on the field.

Supporting Standards:

INQ 6-8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

Key Strategies to address standard:

-Question Formulation Technique (Q.F.T) - using photograph to focus student inquiry as well as activate prior knowledge of slavery or Civil War

-Brainstorm supporting questions and make predictions: regional differences, regional needs = population distribution maps

-Think-pair-share = Fredrick Douglass passages or “Slavery as an Institution” video clip ([DE Techbook 9.1 Engage Tab](#))

Supporting Questions:

1. How did geographical differences between the North and the South lead to conflict?
2. By 1860, why were the nation’s leaders unable to keep the union together?
3. How did the Union win the Civil War?
4. To what extent was the Civil War America’s second revolution?

Dimension 2: Applying Disciplinary Concepts. Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

Priority Standards:

HIST 8.1 Analyze connections among events and developments in historical contexts.

HIST 8.3 Analyze multiple factors that influenced perspectives of people during different historical eras.

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

Supporting Standards:

<p>CIV 8.2 Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.</p> <p>ECO 8.1 Explain how economic decisions affect the wellbeing of individuals, businesses, and society.</p> <p>CCSS.ELA-Literacy.RH.6-8.4 CCSS.ELA-Literacy.RH.6-8.7 CCSS.ELA-Literacy.WHST.6-8.1</p>	
<p>Key Concepts/Content to be addressed:</p> <p>**Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</p>	<p>Regional Differences including slave life and culture: experiences of enslaved and free African Americans in antebellum America; economic, social, and cultural differences between the North and the South; economic, social, and cultural differences between the North and South and disagreements over public policy. (SQ1)</p> <p>The Road to Disunion: divergent positions on slavery and states' rights with failed attempts at congressional compromise; the significance of key events between 1850 and 1860 that deepened the crisis between the North and the South (SQ2)</p> <p>The Course of war: the characteristics of the Union and Confederate armies (size, access to resources); outbreak, major battles, turning points (Emancipation Proclamation/Gettysburg Address), and conclusion of the Civil War (SQ3)</p> <p>The impact of the war: Immediate outcomes of the Civil War on various groups and regions in the United States; political, economic, and social effects of the Civil War</p>
<p>Instructional Strategies and Skills</p>	<ul style="list-style-type: none"> -Map analysis: Political, battles, natural resource - Reading Skills: Document analysis -Writing skills: timeline of historical events, note-taking, argumentative responses to supporting questions -Critical thinking skills: infographic analysis, cause and effect charts, debate, timeline analysis -Collaborative group skills -Technology skills - digital timeline maker, video production (exit tickets)
<p>Formative Performance Tasks</p> <p>***It is important to consider this document as a "living document." If the included assessment or activity suggestions</p>	<ul style="list-style-type: none"> -Source analysis (Civil Rights Amendments and "Civil War haircut") -Artifact analysis (Battle Maps and Civil War Letters) -Socratic Seminar: Lincoln v Davis (Unit 4 Appendix) -In Lincoln's footsteps: translation activity (Unit 4 Appendix) -Debate: John Brown - Hero or War Criminal? -A Nation Divided Activity (DE Techbook Elaborate tab)

<p>do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</p>	<ul style="list-style-type: none"> -Objective quizzes -Exit tickets
<p>Dimension 3: Using Evidence. Students are expected to use evidence from a wide variety of credible sources</p> <p>Dimension 4: Communicating Conclusions. Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p>Priority Standards:</p> <p>INQ 6-8.6 Gather relevant information from multiple sources while using origin, authority, structure, context, and corroborative value of the sources to guide the selection</p> <p>INQ 6-8. 11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weakness of the explanations.</p> <p>Supporting Standards:</p> <p>INQ 6-8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and weaknesses of the arguments</p> <p>CCSS.ELA-Literacy.RH.6-8.4</p> <p>CCSS.ELA-Literacy.RH.6-8.7</p> <p>CCSS.ELA-Literacy.WHST.6-8.1</p> <p>CCSS.ELA-Literacy.W.6.7</p>	
<p>Summative Assessment/Extensions with evidence based claims</p> <p>***It is important to consider this document as a “living document.” If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</p>	<p>Common Objective Assessment (<i>DE Chapter 9 Assessment</i>)</p> <p>Brief or Extended Response (<i>DE 9.1-9.5 Evaluate tab</i>)</p> <p>Extension: Follow the drinking gourd activity (Unit 4 Appendix)</p> <ul style="list-style-type: none"> -Evaluation of Gettysburg Address (Unit 4 Appendix) -Civil War timeline -Civil War wanted poster or plaque -ABC book of the Civil War -Civil War Expert Project (Unit 4 Appendix)
<p>Featured Sources</p>	<p>-Discovery Education Techbook 9.1, 9.2, 9.3, 9.4, 9.5</p>

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| | <ul style="list-style-type: none">-DE Global News Wrap- Uncle Tom's Cabin Inquiry Lesson-Autobiography of Frederick Douglass-The Slave Narratives |
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LPS Social Studies Curriculum Unit Planner

Grade Level: 8

Unit Five: Reconstruction

Timeline: 6 Weeks

Unit Overview and Objective: In this unit, students will analyze the major social and economic problems facing the nation after the Civil War. Students will assess various reconstruction plans and the long-term social and cultural impact of reconstruction. Finally, students will evaluate the short and long-term effects of reconstruction on American society today.

Theme(s):

1. Economic Prosperity and Equity

-Analyze the causes and effects of downturns in the economy

-Evaluate government policies and programs designed to restore stability to the economy

-Evaluate economic policies and reforms designed to promote fairness, security, and growth to the economy

2. The struggle for unity, equality, and social justice

-Evaluate how individuals, groups, and institutions, in the United States have both promoted and hindered people's struggle for freedom, equality, and social justice

Compelling Questions

1. Why do social, political, and economic inequalities exist?
2. How did compromise and conflict influence the rebuilding of America?

Vocabulary
(Essential terms in bold)

Abraham Lincoln, Andrew Johnson, **black codes**, **Civil Rights Act of 1866**, Fifteenth Amendment, Fourteenth Amendment, Frederick Douglass, Freedmen's Bureau, Hiram Revels, **infrastructure**, **Ku Klux Klan**, Military Reconstruction Act, Reconstruction, Ten Percent Plan, Thirteenth Amendment, Ulysses S. Grant, Wade-Davis Bill, amendment, Blanche K. Bruce, **carpetbaggers**, **Compromise of 1877**, **disenfranchise**, Plessy v. Ferguson, Reconstruction Acts, Robert E. Lee, **scalawags**, **sharecropping**, **tenant farmer**, William Tecumseh Sherman, **"separate but equal"**, **amnesty**, **electoral college**, **Jim Crow laws**, **literacy test**, **poll tax**, **Radical Republicans**, **Redeemers**, Rutherford B. Hayes, Thirteenth Amendment

Teacher Notes

In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies/activities will vary among teachers, the compelling elements of focused inquiry (questioning, researching, and communicating conclusions) should drive instructional planning. Use of provided supporting questions, or the development of student generated inquiry, should be connected to compelling questions in order to explore larger regional themes.

It is equally important to consider this document as a "living document." If the included assessment or activity suggestions do not meet the needs of the teacher's classroom, the grade level teams should feel obliged to revise as necessary.

Dimension 1: Developing Disciplinary Questions. Students are expected look at an issue through a variety of perspectives using inquiry created by themselves and/or the teacher.

Priority Standards:

INQ 6-8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing

Supporting Standards:

INQ 6-8.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions

[CCSS.ELA-Literacy.RH.6-8.1](#)

[CCSS.ELA-Literacy.RH.6-8.7](#)

Key Strategies to address standard:

-Think-pair-share = students analyze images and political cartoons to identify problems facing the nation after the Civil War ([DE Techbook 10.1 Engage Tab](#))

-Document analysis: [Sherman letter to his brother](#) ; [Sherman's Special Field Orders No. 15](#)

-Image analysis: Impacts of Reconstruction ([DE Techbook 10.3 Engage tab](#))

Supporting Questions:

1. What problems did Reconstruction resolve? What problems did it fail to resolve?
2. In what ways did Reconstruction change southern society?
3. How did the Civil War and Reconstruction affect the lives of future generations of Americans?

Dimension 2: Applying Disciplinary Concepts. Students are expected to find interconnected ways that physical and human geography interact with history, economics and civic life to explain the life of people living in a region.

Priority Standards:

HIST 8.1 Analyze connections among events and developments in historical contexts.

HIST 8.2 Classify series of historical events and developments as examples of change and/or continuity.

HIST 8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.

Supporting Standards:

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

ECO 8.1 Explain how economic decisions affect the wellbeing of individuals, businesses, and society.

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

[CCSS.ELA-Literacy.RH.6-8.1](#)

[CCSS.ELA-Literacy.RH.6-8.2](#)

[CCSS.ELA-Literacy.RH.6-8.4](#)

[CCSS.ELA-Literacy.RH.6-8.7](#)

[CCSS.ELA-Literacy.WHST.6-8.1](#)

[CCSS.ELA-Literacy.WHST.6-8.2](#)

<p>Key Concepts/Content to be addressed:</p> <p>**Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.</p>	<p>Unity and Division: social and economic problems faced by the nation following the Civil War; Reconstruction plans proposed by Abraham Lincoln and moderate Republicans, the Radical Republicans, and Andrew Johnson; key components of Congressional Reconstruction, including the Freedmen’s Bureau and the establishment of military control of the South; Fourteenth and Fifteenth amendments to the Constitution. (SQ1)</p> <p>Postwar society: long-term social and cultural impacts of Reconstruction on various groups; Southern distrust of federal governments and Northern interests (SQ2)</p> <p>An Era Ends: events leading to the conclusion of military Reconstruction; short- and long-term effects of Reconstruction on various groups (SQ3)</p>
<p>Instructional Strategies and Skills</p>	<ul style="list-style-type: none"> -Document analysis -Map analysis -Image analysis -Determining cause and effect -Summarizing
<p>Formative Performance Tasks</p> <p>****It is important to consider this document as a “living document.” If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</p>	<ul style="list-style-type: none"> -Map analysis -Documentary film of Abraham Lincoln: The Great Emancipator (Unit 5 Appendix) -Advertisement designed to persuade African Americans to vote (Unit 5 Appendix) -Post war society quick write (DE Tech book 10.2 Explain tab) -An Era Ends: Comparison chart (DE Tech book 10.3 Explain tab) -Analysis of Plessy v Ferguson Case
<p>Dimension 3: Using Evidence. Students are expected to use evidence from a wide variety of credible sources</p> <p>Dimension 4: Communicating Conclusions. Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each theme.</p>	
<p><u>Priority Standards:</u></p>	

INQ 6-8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection

INQ 6-8.10 Construct arguments using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments.

Supporting Standards:

INQ 6-8.9 Develop claims and counterclaims while pointing out the strengths and limitations of both.

[CCSS.ELA-Literacy.RH.6-8.2](#)

[CCSS.ELA-Literacy.RH.6-8.8](#)

[CCSS.ELA-Literacy.WHST.6-8.1](#)

[CCSS.ELA-Literacy.WHST.6-8.2](#)

<p>Summative Assessment/Extensions with evidence based claims</p> <p>****It is important to consider this document as a “living document.” If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.</p>	<ul style="list-style-type: none"> -Common summative assessment (DE Techbook Chapter 10 Assessment) -Museum Exhibit Project (Unit 5 Appendix) Extension: Problem-based assessment on Reconstruction - (Unit 5 Appendix) -Reconstruction Evaluation: Comparing Johnson’s plans and Radical Republican plans -Reconstruction Amendments analysis -Reconstruction “Curation Project” (Unit 5 Appendix) -Forty Acres and Mule Inquiry
<p>Featured Sources</p>	<ul style="list-style-type: none"> -DE Techbook Chapters 10.1-10.3 -DE Global News Weekly -Online databases - News bank (www.newsbank.com), ProQuest (www.proquestk12.com) -Digital History -EdSitement lessons on Reconstruction -PBS Sample Set Lesson Plans