

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



8th grade Social Studies

U.S. History

June 2017

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## Grade 8 - United States History

### Course & Curriculum Overview

In eighth grade, students engage in the study of events, documents, movements, and people emphasizing 18th/19th century America with a focus on inquiry into the development of the United States as a nation. The study of U.S. History in the 18th and 19th centuries requires that students generate and research compelling questions such as:

- How do Americans define freedom and equality and how have American conceptions of freedom and equality changed over the course of U.S. history for members of various racial, ethnic, religious and gender minority groups?
- Is America a land of political, economic, and social opportunity?
- What was the significance of Connecticut's contribution to America's story?
- Is the United States a "just" society and how has the concept of justice evolved over time?
- Is there an American national identity; what does it mean to be an American?
- What should the current role of the United States in world affairs?

### Power Standards (Connecticut Social Studies Frameworks)

- INQUIRY 6-8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing
- 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 views represented in sources.
- 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 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- INQ 6-8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments
- 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.
- 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.
- HISTORY 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.
- HIST 8.4 Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women)
- HIST 8.7 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- HIST. 8.8 Explain multiple causes and effects of events and developments in the past

- HIST 8.9 Explain multiple causes and effects of events and developments in the past.
- HIST 8.10 Organize applicable evidence into a coherent argument about the past.
- CIVICS 8.1 Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
- 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 8.3 Analyze the purposes, implementation, and consequences of public policies in multiple settings.
- CIV. 8.4 Compare historical and contemporary means of changing societies, and promoting the common good.
- ECONOMICS 8.1 Explain how economic decisions affect the well being of individuals, businesses, and society.
- ECO 8.3 Analyze the role of innovation and entrepreneurship in a market economy.
- ECO 8.4 Explain how inflation, deflation, and unemployment affect different groups.
- ECO 8.6 Explain the benefits and the costs of trade policies to individuals, businesses and society.
- GEOGRAPHY 8.2 Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- GEO 8.3 Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
- GEO 8.4 Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.

#### Core Standards Connections to the Connecticut (CSS)

The Literacy in History/Social Studies, Science, and Technical Subjects standards can be accessed at CCSS.ELA-Literacy.RH.6-8, CCSS.ELA-Literacy.RH.9-10, and CCSS.ELA-Literacy.RH.11-12.

Dimension of Inquiry	Connecticut Core Standards
Developing questions and planning inquiry	R1, W7, SL1
Applying disciplinary concepts and tools	R1-10, W1, W2, W7, SL1, L1-3, L6
Evaluating sources and using evidence	R1-10, W1, W2, W7-10, SL1, L1-3
Communicating conclusions and taking informed action	R1, W1-8, SL1-6, L1-3

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

As stated, the Connecticut Social Studies frameworks use social studies literacy skills found in the Connecticut Core Standards; at the same time, it should be noted that the social studies frameworks were developed independently from the Connecticut Core Standards and include many skills and content connections not found in the Connecticut Core Standards. It is also important that social studies teachers use the ELA College and Career Readiness Anchor Standards, especially the anchor standards for speaking and listening and language.

Stage 1 Desired Results		
ESTABLISHED GOALS	Transfer	
	Students will be able to independently use their learning to...	
	<p>Develop questions and plan inquiry (<a href="#">R1</a>, <a href="#">W7</a>, <a href="#">SL1</a>)</p> <p>Apply disciplinary concepts and tools (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>, <a href="#">L6</a>)</p> <p>Evaluate sources and use evidence (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7-10</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>)</p> <p>Communicate conclusions &amp; take informed action (<a href="#">R1</a>, <a href="#">W1-8</a>, <a href="#">SL1-6</a>, <a href="#">L1-3</a>)</p> <p><a href="#">CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.WHST.6-8.1</a></p>	
ESTABLISHED GOALS	Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Great Britain's victory over France in the French and Indian War increased British power and territory in North America</li> <li>Britain imposed taxes on the colonists without consent or representation, causing conflict.</li> <li>The Continental Congress issued the Declaration of Independence to cut ties with Britain and form the United States of America.</li> <li>Americans gained their independence from Britain after winning an eight-year war with assistance from France</li> </ul>	<ul style="list-style-type: none"> <li>When is war justified?</li> <li>Was the American Revolution inevitable?</li> <li>How did the early American experience and the founding documents shape and define American values?</li> <li>How did the colonial economy and the relationship with Great Britain evolve and change over time?</li> <li>What was Connecticut's role in the American Revolution and the early Republic?</li> <li>What are the key details which enabled America to defeat the British?</li> </ul>

<p>trade policies to individuals, businesses and society.</p> <p>GEO 8.4 Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p>	<table> <tr> <th colspan="2" data-bbox="718 97 1978 133">Acquisition</th></tr> <tr> <td data-bbox="718 133 1348 1023"> <p>Students will know...</p> <ul style="list-style-type: none"> <li>• Places of importance and analyze effect of human geographic factors</li> <li>• The causes of the American Revolution</li> <li>• The taxes, acts, and burdens placed on colonists by Britain</li> <li>• Reasons for and impact of civil disobedience</li> <li>• Contributions of military leaders</li> <li>• Identify a situation that requires a decision, gathering of information, identify options and predict consequences related to choosing a side in the American Revolution.</li> <li>• Major events including the drafting of the Declaration of Independence</li> <li>• Definitions and examples of unalienable rights</li> <li>• Colonial grievances in the Declaration of Independence.</li> <li>• Issues surrounding declaring independence from Britain.</li> <li>• Contribution of women and minorities during revolutionary period.</li> </ul> </td><td data-bbox="1348 133 1978 1023"> <p>Students will be skilled at/will be able to...</p> <ul style="list-style-type: none"> <li>• Read and analyze primary sources</li> <li>• Evaluate various events based on different perspectives</li> <li>• Understand the use of art/propaganda in controversial issues</li> <li>• Defend a viewpoint through the use of factual evidence</li> <li>• Gather evidence through reading primary and secondary sources</li> <li>• Write persuasive arguments to defend claims using evidence from primary sources.</li> <li>• Participate in a conversation with peers who have conflicting viewpoints.</li> <li>• Listen to arguments and persuasively respond to points made.</li> <li>• How to organize, analyze, and interpret information from primary and secondary sources including but not limited to political cartoons, art, letters and informational texts.</li> </ul> </td></tr> </table>	Acquisition		<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Places of importance and analyze effect of human geographic factors</li> <li>• The causes of the American Revolution</li> <li>• The taxes, acts, and burdens placed on colonists by Britain</li> <li>• Reasons for and impact of civil disobedience</li> <li>• Contributions of military leaders</li> <li>• Identify a situation that requires a decision, gathering of information, identify options and predict consequences related to choosing a side in the American Revolution.</li> <li>• Major events including the drafting of the Declaration of Independence</li> <li>• Definitions and examples of unalienable rights</li> <li>• Colonial grievances in the Declaration of Independence.</li> <li>• Issues surrounding declaring independence from Britain.</li> <li>• Contribution of women and minorities during revolutionary period.</li> </ul>	<p>Students will be skilled at/will be able to...</p> <ul style="list-style-type: none"> <li>• Read and analyze primary sources</li> <li>• Evaluate various events based on different perspectives</li> <li>• Understand the use of art/propaganda in controversial issues</li> <li>• Defend a viewpoint through the use of factual evidence</li> <li>• Gather evidence through reading primary and secondary sources</li> <li>• Write persuasive arguments to defend claims using evidence from primary sources.</li> <li>• Participate in a conversation with peers who have conflicting viewpoints.</li> <li>• Listen to arguments and persuasively respond to points made.</li> <li>• How to organize, analyze, and interpret information from primary and secondary sources including but not limited to political cartoons, art, letters and informational texts.</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• T</li> <li>• A</li> <li>• M,A</li> <li>• T,M,A</li> <li>• T</li> <li>• T</li> <li>• T</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist/Rubric             <ul style="list-style-type: none"> <li>○ clear and focused claim and/or purpose</li> <li>○ historical accuracy</li> <li>○ thorough understanding of content topics and concepts</li> <li>○ interpretation &amp; application of sources</li> <li>○ citation of evidence to support claim</li> </ul> </li> <li>• organization &amp; mechanics             <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>Students will demonstrate that they understand the nature of the conflict between the colonists and Britain through analysis and application by:</p> <p><u>Goal:</u> Students will write a letter to the editor of a colonial newspaper representing the viewpoint of either a Patriot or Loyalist, identifying key reasons why the colonies should fight for independence or remain loyal to Britain.</p> <p><u>Role for Student:</u> Patriot or Loyalist</p> <p><u>Audience:</u> Editor of colonial newspaper</p> <p><u>Situation:</u> Should the American colonies fight for independence or remain loyal to Britain?</p> <p><u>Product/Performance generated by Student:</u> Based on prior lessons and document analysis, students will write a letter to the editor of a colonial newspaper arguing for American independence or continued loyalty to Britain. Students must cite specific instances, grievances, and laws which have informed their decision.</p> <p><u>Standards:</u>          HIST 8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.</p> <p>Communicate conclusions &amp; take informed action (<a href="#">R1</a>, <a href="#">W1-8</a>, <a href="#">SL1-6</a>, <a href="#">L1-3</a>)</p> <p><u>CCSS.ELA-LITERACY.WHST.6-8.1.A</u></p> <p>Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><u>CCSS.ELA-LITERACY.WHST.6-8.1.B</u></p> <p>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>



		<p><u>CCSS.ELA-LITERACY.WHST.6-8.1.C</u></p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>
	<ul style="list-style-type: none"> <li>• (scan INB rubric)</li> <li>• <a href="https://drive.google.com/file/d/0B-mNBTm1HgTTQ1d2bjZZMVhydmM/view?usp=sharing">https://drive.google.com/file/d/0B-mNBTm1HgTTQ1d2bjZZMVhydmM/view?usp=sharing</a></li> <li>• checklist, key</li> <li>• notes &amp; texts, key</li> <li>• historical accuracy</li> <li>• correct source analysis, accuracy and sequence</li> <li>• key</li> <li>• key</li> <li>• self-assessment</li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Pre-Assessment</li> <li>• Social Studies Notebook</li> <li>• Unit vocabulary</li> <li>• Close Reading Assessment</li> <li>• Timeline</li> <li>• Breakup Letter to King George III</li> <li>• Quiz</li> <li>• Entrance/Exit Slips</li> <li>• Unit Test/Essay</li> <li>• Student self-reflection/assignment feedback/conferring with teacher</li> </ul>

### Stage 3 – Learning Plan

Code	Pre-Assessment	
T	<ul style="list-style-type: none"> <li>Students will respond to an open ended question wherein they are asked to identify factors and causes leading to American independence.</li> </ul>	
<div>T,A</div> <div>A</div> <div>T,A</div> <div>M</div> <div>M</div> <div>T,M,A</div> <div>T,M,A</div> <div>T, A</div>	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>Students will interpret political and physical maps using U.S. History Atlas Scavenger Hunt to locate places of importance related to French land claims.</li> <li>Define unit vocabulary and persons of interest in notebook.</li> <li>Students will read informational texts about the French and Indian War and conflict over land with the British and note key events and dates in notebook.</li> <li>Students will analyze the causes of the American Revolution by writing a Letter to the Editor of a local paper describing the burdens placed on the colonists by the British.</li> <li>Students will analyze examples of civil disobedience, including examples from the Boston Massacre and The Excise Man painting. Students will write a paragraph interpreting information to determine if it shows bias.</li> <li>Students will visit Inquiry Stations then write a Breakup Letter to King George III describing reasons for colonial independence after analyzing and synthesizing primary and secondary sources. Inquiry Station graphic organizer to assist students will be provided.</li> <li>Students will conduct a close read of Declaration of Independence with a focus on the document's structure and purpose. Students to synthesize learning by responding to open-ended questions.</li> <li>Students will read informational texts about the Revolutionary War and what contributed to the American victory. Students will prepare for a summative essay.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Class discussions involving student-generated questions</li> <li>Student discussion based on overarching questions</li> <li>Notebook responses/ journal entries</li> <li>Research and inquiry development processes</li> <li>Self reflection (ie, entrance/ exit slips, peer assessments, self assessments)</li> <li>Conferring/ Teacher-student conferences</li> </ul>

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## Suggested Resources

- Textbook
- U.S. History Atlas (Nystrom)
- Performance Task Ideas:
  - <https://docs.google.com/document/d/1iPLQ93JxlefC3C-xnSJ-JKdJYNdqRLUZgcGtlurWh98/edit>
- America: Story of US (History Channel)
  - Episodes: Rebels, Revolution
    - <http://www.history.com/shows/america-the-story-of-us/articles/america-the-story-of-us-study-guides>
- The American Revolution
  - <https://www.docsteach.org/topics/american-revolution>

### Primary/Secondary Source Graphic Organizer Breakup Letter to King George III

- <https://docs.google.com/document/d/1ParRAuxjryhNULwdxGVN0iOF2jRNjMgi1uE5lcRR6-s/edit>
- Persuasive Letter Tips and Requirements
  - <https://docs.google.com/document/d/1bZPbBWjZqbdbYlp1Df0NVHKve5NVzN91ZZ2x4SobLE4/edit>
- Stamp Act Text
  - <http://www.stamp-act-history.com/tag/original-text/>
- Common Sense by Thomas Paine (excerpts)
  - [http://www.history.org/history/teaching/enewsletter/volume6/images/dec/common\\_sense\\_excerpts.pdf](http://www.history.org/history/teaching/enewsletter/volume6/images/dec/common_sense_excerpts.pdf)
- Excise Man Philip Dawe (1774)
  - [https://docs.google.com/document/d/1RXyUWCNBAVHBI5CITFV6aBKLS\\_AbVDHItCNqI6UIkIs/edit](https://docs.google.com/document/d/1RXyUWCNBAVHBI5CITFV6aBKLS_AbVDHItCNqI6UIkIs/edit)
- Lord North's Statement
  - [https://docs.google.com/document/d/1hp69bpcZ\\_hpz3MwHFssCNfkhPi1l\\_PsPxNow4tcM1JA/edit](https://docs.google.com/document/d/1hp69bpcZ_hpz3MwHFssCNfkhPi1l_PsPxNow4tcM1JA/edit)
- You'll Be Back, lyrics from Hamilton: An American Musical by Lin-Manuel Miranda
  - <https://docs.google.com/document/d/1yQcgnEsx8ug9bniTnWM5T8nxVXyUDODj5dZWnAMdfFU/edit>
  - YouTube version with music
    - <https://www.youtube.com/watch?v=fdxLohjwhoQ>
- DBQ Resources:
  - <http://www.umbc.edu/che/arch/samples.php>
  - [http://www.umbc.edu/che/arch/images/Foundations\\_of\\_American\\_Government\\_PAT.pdf](http://www.umbc.edu/che/arch/images/Foundations_of_American_Government_PAT.pdf)
  - [http://www.umbc.edu/che/arch/documents/WomenPatriotsPAT\\_final.pdf](http://www.umbc.edu/che/arch/documents/WomenPatriotsPAT_final.pdf)
  - [http://www.umbc.edu/che/arch/documents/AreAllMenEqualPAT\\_final.pdf](http://www.umbc.edu/che/arch/documents/AreAllMenEqualPAT_final.pdf)
  - [http://www.umbc.edu/che/arch/documents/ShaysRebellionPAT\\_final.pdf](http://www.umbc.edu/che/arch/documents/ShaysRebellionPAT_final.pdf)

Stage 1 Desired Results		
ESTABLISHED GOALS	Transfer	
	Students will be able to independently use their learning to...	
	<p>Develop questions and plan inquiry (<a href="#">R1</a>, <a href="#">W7</a>, <a href="#">SL1</a>)</p> <p>Apply disciplinary concepts and tools (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>, <a href="#">L6</a>)</p> <p>Evaluate sources and use evidence (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7-10</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>)</p> <p>Communicate conclusions &amp; take informed action (<a href="#">R1</a>, <a href="#">W1-8</a>, <a href="#">SL1-6</a>, <a href="#">L1-3</a>)</p> <p><a href="#">CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.WHST.6-8.7</a></p>	
	Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Weaknesses of the Articles of Confederation caused problems after the American Revolution</li> <li>Enlightenment and Roman principles of government influenced the Constitution.</li> <li>The contrasting views of the Federalists and Anti-Federalists</li> <li>After debate and ratification, the Constitution became the foundation of American government and reflected the beliefs concerning government and the rights of the individual during this era.</li> <li>The Bill of Rights ensures protection of basic human rights.</li> <li>The Constitution established the executive, legislative, and judicial</li> </ul>	<ul style="list-style-type: none"> <li>How much power should the government have?</li> <li>What were the strengths and weaknesses of the Articles of Confederation?</li> <li>What ideas and influences contributed to the development of the Constitution?</li> <li>What were the compromises the delegates had to reach before the Constitution could be signed?</li> <li>How did Connecticut's delegates to the Constitutional Convention contribute to the debates and compromises?</li> <li>How did the debate between the Federalists and Anti-Federalists influence ratification?</li> <li>How is power divided between national and state governments?</li> </ul>

CIV 8.3 Analyze the purposes, implementation, and consequences of public policies in multiple settings.	branches of government with a system of checks and balances to limit the power of each. <ul style="list-style-type: none"> <li>• People must meet criteria to be American citizens, and with citizenship comes rights and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the basic goals of government as stated in the Preamble?</li> <li>• How did the amendments to the Constitution expand individual and democratic rights?</li> <li>• What makes a person a citizen of the United States?</li> </ul>
	Acquisition	
	Students will know... <ul style="list-style-type: none"> <li>• The purpose of the Articles of Confederation and how their weaknesses limited the government.</li> <li>• The components of the Great Compromise and the 3/5ths Compromise</li> <li>• The grievances addressed in the US Constitution.</li> <li>• Identify the influence of the Federalist Papers and the Anti-Federalist movement</li> <li>• The three branches of government and their functions.</li> <li>• The principles of checks and balances.</li> <li>• The purpose of amending the Constitution</li> <li>• The strength of the Bill of Rights as it related to individual liberties.</li> <li>• How to explain the process of becoming a naturalized citizen.</li> </ul>	Students will be skilled at/be able to... <ul style="list-style-type: none"> <li>• Read and analyze primary sources</li> <li>• Evaluate various events based on different perspectives</li> <li>• Understand the use of art/propaganda in controversial issues</li> <li>• Defend a viewpoint through the use of factual evidence</li> <li>• Gather evidence through reading primary and secondary sources</li> <li>• Write persuasive arguments to defend claims using evidence from primary sources.</li> <li>• Participate in a conversation with peers who have conflicting viewpoints.</li> <li>• Listen to arguments and persuasively respond to points made.</li> <li>• How to organize, analyze, and interpret information from primary and secondary sources including but not limited to political cartoons, art, letters and informational texts.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• T</li> <li>• A</li> <li>• M,A</li> <li>• T,M,A</li> <li>• T</li> <li>• T</li> <li>• T</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist/Rubric             <ul style="list-style-type: none"> <li>○ clear and focused claim and/or purpose</li> <li>○ historical accuracy</li> <li>○ thorough understanding of content topics and concepts</li> <li>○ interpretation &amp; application of sources</li> <li>○ citation of evidence to support claim</li> <li>○ organization &amp; mechanics</li> </ul> </li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>Students will understand the multi-faceted debate for ratification of the new U.S. Constitution through analysis and application by:</p> <p><u>Goal:</u> Students will write an article from the perspective of a journalist at the Constitutional Convention in Philadelphia during the summer of 1787. Students will complete a DBQ packet which contains primary and secondary sources regarding ratification of the new constitution. Students will also complete a graphic organizer to assist with the development of their argument.</p> <p><u>Role for Student:</u> Newspaper journalist at the Constitutional Convention.</p> <p><u>Audience:</u> Newspaper subscribers, American citizens, Federalists, Anti-Federalists.</p> <p><u>Situation:</u> Colonial delegates from the 13 states are gathered at the Constitutional Convention during the summer of 1787 in Philadelphia to discuss and debate the adoption of the new U.S. Constitution after the failure of the Articles of Confederation.</p> <p><u>Product/Performance:</u> Using Google Docs and a newspaper template, students will answer the DBQ question of should the new U.S. Constitution be adopted as a new form of government citing specific examples from primary and secondary sources to drive their argument.</p> <p><u>Standards:</u>          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 views represented in sources.          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 (e.g., American Revolution, slavery, labor, the role of women)          HIST 8.10 Organize applicable evidence into a coherent argument about the past.          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><u>CCSS.ELA-LITERACY.WHST.6-8.1.A</u></p> <p>Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from</p>

		<p>alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><u>CCSS.ELA-LITERACY.WHST.6-8.1.B</u></p> <p>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p><u>CCSS.ELA-LITERACY.WHST.6-8.1.C</u></p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>
<ul style="list-style-type: none"> <li>• T, M, A</li> <li>• M</li> <li>• M,A</li> <li>• T,M,A</li> </ul>	<ul style="list-style-type: none"> <li>• Skillful application of disciplinary tools (i.e. maps, atlases, etc) used to make accurate inferences and logical predictions and draw conclusions</li> <li>• Thorough understanding and analysis of key topics/concepts</li> <li>• Accurate application of content and domain specific vocabulary</li> <li>• Selection of evidence that is sufficient, relevant, and compelling to support a claim</li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Pre-Assessment</li> <li>• Atlas Skills to determine physical &amp; political growth of nation</li> <li>• Entrance/Exit slips</li> <li>• Social Studies notebook</li> <li>• Unit Vocabulary</li> <li>• Identify Constitutional plans and Compromises</li> <li>• Close read of Preamble and Constitution</li> <li>• Develop a School Constitution</li> <li>• Branches of Government Infographic</li> <li>• Quiz</li> <li>• Unit Test/Essay</li> <li>• Student self-reflection/assignment feedback/conferring with teacher</li> </ul>

### Stage 3 – Learning Plan

Code T	Pre-Assessment	
	<ul style="list-style-type: none"> <li>Students will complete a graphic organizer identifying the three branches of government and explaining the function of each. In addition, they will be asked to explain the process of checks and balances.</li> </ul>	
M   A  T,M,A  T,M,A  T,M,A  M,A  M,A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>Students will read informational text on the Articles of Confederation and be able to explain its purpose and its weaknesses in two paragraphs in notebook.</li> <li>Define unit vocabulary and persons of interest in notebook.</li> <li>Students will read and analyze the compromises, influences and factors which impacted the drafting of the new Constitution. Students will take on the persona of a founding father and Tweet their observations using “Tweet” sheets.</li> <li>Students will understand the conflict regarding ratification of the Constitution by understanding the debate between Federalists and Anti-Federalists through document analysis. Students will respond to critical thinking questions in their notebook.</li> <li>Students will impersonate a newspaper reporter at the Constitutional Convention. Students will review a DBQ packet, respond to document-based questions, fill out a graphic organizer to write a newspaper article taking a position on whether the new Constitution should be approved.</li> <li>Students will read to learn about the structure and purpose of the Constitution, analyzing the goals of government set forth in the Preamble. Response to open-ended questions in notebook.</li> <li>Students will identify the branches of government, learn their functions and understand the purpose of checks and balances. Students will apply learning in the creation of an infographic.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Class discussions involving student-generated questions</li> <li>Student discussion based on overarching questions</li> <li>Notebook responses/ journal entries</li> <li>Research and inquiry development processes</li> <li>Self reflection (ie, entrance/ exit slips, peer assessments, self assessments)</li> <li>Conferring/ Teacher-student conferences</li> </ul>



M,A	<ul style="list-style-type: none"> <li>Students will read to learn about individual rights specified in the Bill of Rights and describe in notebook.</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Students will read to learn about citizens' rights and responsibilities and describe in notebook what it means to be a good citizen.</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Summative Assessment</li> </ul>	

### Suggested Resources

- Textbook
- K-W-L Chart Template
  - <https://docs.google.com/document/d/1cogxcJITovJTducOze5uwSnUYWf2R-IEKj38GWzsljw/edit>
- Constitutional Plans & Compromises Template
  - [https://docs.google.com/document/d/1FFI1zQL62dyQHXSyoYUtg4-oXArl3Z\\_jZFvbs3unl4/edit](https://docs.google.com/document/d/1FFI1zQL62dyQHXSyoYUtg4-oXArl3Z_jZFvbs3unl4/edit)
- DBQ Student Checklist
  - <https://docs.google.com/document/d/104p7sJj8sApeHpMDrx7C4Jp2jreKuMjY-yV5ZwHgqxo/edit>
- DBQ Model Newspaper Article Template
  - [https://docs.google.com/document/d/1gykeKPmnDEwf6v0kixIWlhmZpBl\\_m7inBfeVFHswqug/edit](https://docs.google.com/document/d/1gykeKPmnDEwf6v0kixIWlhmZpBl_m7inBfeVFHswqug/edit)
- Class Constitution Activity Template
  - <https://docs.google.com/document/d/1-HtZ46rxarMA3upPNAUjmdSif0tHcw6fJeSzfQSR7B8/edit>
- Amending America
  - <https://www.docsteach.org/topics/amendments>
- The Constitution Learning Lab
  - <https://www.docsteach.org/topics/constitution-learning-lab>

Stage 1 Desired Results		
ESTABLISHED GOALS	Transfer	
	Students will be able to independently use their learning to...	
	<p>Develop questions and plan inquiry (<a href="#">R1</a>, <a href="#">W7</a>, <a href="#">SL1</a>)</p> <p>Apply disciplinary concepts and tools (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>, <a href="#">L6</a>)</p> <p>Evaluate sources and use evidence (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7-10</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>)</p> <p>Communicate conclusions &amp; take informed action (<a href="#">R1</a>, <a href="#">W1-8</a>, <a href="#">SL1-6</a>, <a href="#">L1-3</a>)</p> <p><a href="#">CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.WHST.6-8.7</a></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 6-8.15 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.</p> <p>HIST 8.2 Classify series of historical events and developments as examples of change and/or continuity</p> <p>HIST 8.8 Explain multiple causes and effects of events and developments in the past</p> <p>HIST 8.9 Explain multiple causes and effects of events and developments in the past.</p> <p>HIST 8.10 Organize applicable evidence into a coherent argument about the past.</p> <p>ECON 8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>GEO 8.3 Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.</p> <p>GEO 8.4 Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p>	Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>During the Jacksonian era, American democracy expanded and the political party system developed.</li> <li>The theory of Manifest Destiny and its impact on American policy.</li> <li>Many pioneers had naive ideas about the opportunities and difficulties of moving west.</li> <li>The impact Westward movement made on indigenous peoples threatened the lifestyle and culture of tribes living on the Plains.</li> <li>The role of women and minorities in western expansion and life on the Plains.</li> <li>The U.S. expanded its borders from the Atlantic to the Pacific through compromise and conflict, including the</li> </ul>	<ul style="list-style-type: none"> <li>Why do people move?</li> <li>Why was Andrew Jackson seen as a champion of the common people?</li> <li>How was territorial and economic expansion justified by Americans and what impact did it have on various groups?</li> <li>How was democracy both expanded and restricted in this new area?</li> <li>How did innovations in transportation impact the American economy and culture during the early industrial period?</li> <li>How did American ways of thinking about state v. federal power change as a result of Westward expansion?</li> <li>How did Westward expansion reinforce and contradict, the American identity of the United States as a land of</li> </ul>

	U.S. - Mexican War. <ul style="list-style-type: none"> <li>Advancements in technology, transportation and communication influenced westward expansion.</li> </ul>	opportunity?
	Acquisition	
	Students will know... <ul style="list-style-type: none"> <li>Provisions of Congressional conflicts and compromises</li> <li>Political parties points of view</li> <li>Identify leadership qualities of Andrew Jackson and specifics of the Age of Jackson</li> <li>Provisions of the Indian Removal Act</li> <li>Explain causes of war</li> <li>Describe the growth, expansion, and economic impact of transportation and communication systems.</li> <li>The concept of states' rights.</li> <li>The roots of Manifest Destiny</li> <li>Westward Expansion created opportunities and limits for American settlers, indigenous peoples, slaves, Chinese immigrants, industrialists, politicians, and others.</li> <li>How innovations and inventions in areas such as transportation, communications, and production methods influenced decisions to move westward.</li> </ul>	Students will be skilled at/be able to.... <ul style="list-style-type: none"> <li>Read and analyze primary sources</li> <li>Evaluate various events based on different perspectives</li> <li>Understand the use of art/propaganda in controversial issues</li> <li>Defend a viewpoint through the use of factual evidence</li> <li>Gather evidence through reading primary and secondary sources</li> <li>Write persuasive arguments to defend claims using evidence from primary sources.</li> <li>Participate in a conversation with peers who have conflicting viewpoints.</li> <li>Listen to arguments and persuasively respond to points made.</li> <li>How to organize, analyze, and interpret information from primary and secondary sources including but not limited to political cartoons, art, letters and informational texts.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• T</li> <li>• A</li> <li>• M,A</li> <li>• T,M,A</li> <li>• T</li> <li>• T</li> <li>• T</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist/Rubric             <ul style="list-style-type: none"> <li>○ clear and focused claim and/or purpose</li> <li>○ historical accuracy</li> <li>○ thorough understanding of content topics and concepts</li> <li>○ interpretation &amp; application of sources</li> <li>○ citation of evidence to support claim</li> </ul> </li> <li>• organization &amp; mechanics</li> </ul>	<p>PERFORMANCE TASK(S): <b>**</b>(Brand new content)</p> <p>Students will demonstrate their understanding of the impact of the expansion of the American West by experiencing lessons and source analysis through a Lewis &amp; Clark oriented R.A.F.T. project.</p> <p><u>Goal:</u> Students will have the choice through a R.A.F.T. project to select one of a variety of options to present knowledge about an aspect of the Lewis &amp; Clark expedition.</p> <p><u>Role for Student:</u> Varies. (link to be included)</p> <p><u>Audience:</u> Varies. (link to be included)</p> <p><u>Situation:</u> The American continent has recently doubled through the acquisition of the Louisiana Purchase in 1803. Thomas Jefferson commands Meriwether Lewis and William Clark to lead an expedition across the new western frontier to map and explore a water route to the Pacific Ocean. Establishing an American presence in this territory was critical to prevent other European powers from claiming it. Notable are the relationships that the expedition forged with women and Native Americans.</p> <p><u>Product/Performance:</u> Students will select from a variety of activity options to inform the audience about the significance of the Lewis and Clark expedition and America's settling of the western frontier. (link to be included).</p> <p><u>Standards:</u>          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 views represented in sources.          NQ 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>HIST 8.8 Explain multiple causes and effects of events and developments in the past.</p> <p><u>CCSS.ELA-LITERACY.WHST.6-8.2</u>          Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>Develop questions and plan inquiry (<a href="#">R1</a>,<a href="#">W7</a>, <a href="#">SL1</a>)</p>

		<p>Apply disciplinary concepts and tools (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>, <a href="#">L6</a>)</p> <p>Evaluate sources and use evidence (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7-10</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>)</p>
<ul style="list-style-type: none"> <li>• T, M, A</li> <li>• M</li> <li>• M,A</li> <li>• T,M,A</li> </ul>	<ul style="list-style-type: none"> <li>• rubric</li> <li>• Skillful application of disciplinary tools (i.e. maps, atlases, etc) used to make accurate inferences and logical predictions and draw conclusions</li> <li>• Thorough understanding and analysis of key topics/concepts</li> <li>• Accurate application of content and domain specific vocabulary</li> <li>• Selection of evidence that is sufficient, relevant, and compelling to support a claim</li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Pre-Assessment</li> <li>• Entrance/Exit slips</li> <li>• US History Atlas map skills</li> <li>• Social Studies notebook</li> <li>• Unit Vocabulary</li> <li>• Political cartoon analysis</li> <li>• Timeline</li> <li>• Quiz</li> <li>• Unit Test/Essay</li> <li>• Student self-reflection/assignment feedback/confering with teacher</li> </ul>

Stage 3 – Learning Plan	
Code	Pre-Assessment
T,M	<ul style="list-style-type: none"> <li>• Students will respond to an Entrance Slip asking them to identify and explain how Westward Movement impacted the growth of the United States.</li> </ul>

	Summary of Key Learning Events and Instruction	Progress Monitoring
M,A	<ul style="list-style-type: none"> <li>Students will learn about reasons why the population was keen to move west through the expansion and exploration of the American continent through the acquisition of the Louisiana Purchase by Thomas Jefferson, and expedition of Lewis &amp; Clark through reading and responding in their notebook and through entrance and exit slips.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions involving student-generated questions</li> </ul>
M,A	<ul style="list-style-type: none"> <li>Students will read about the elections of 1824 and 1828, Andrew Jackson, and the expansion of democratic rights. Students will respond to critical thinking questions about why Jackson won the election of 1828 in their notebook.</li> </ul>	<ul style="list-style-type: none"> <li>Student discussion based on overarching questions</li> </ul>
A	<ul style="list-style-type: none"> <li>Define unit vocabulary and persons of interest in notebook.</li> </ul>	<ul style="list-style-type: none"> <li>Notebook responses/ journal entries</li> </ul>
T,M	<ul style="list-style-type: none"> <li>Students will analyze political cartoons of Andrew Jackson using a graphic organizer to determine artist's purpose and the tone of the population of the time. <ul style="list-style-type: none"> <li><a href="http://mrkash.com/activities/jacksoncartoons.html">http://mrkash.com/activities/jacksoncartoons.html</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Research and inquiry development processes</li> </ul>
T,M,A	<ul style="list-style-type: none"> <li>Lewis &amp; Clark/Oregon Trail RAFT Research Project (to be completed by the end of the unit). Time will be given in class for research.</li> </ul>	<ul style="list-style-type: none"> <li>Self reflection (ie, entrance/ exit slips, peer assessments, self assessments)</li> </ul>
M,A	<ul style="list-style-type: none"> <li>Students will be able to explain the conflict over land occupied by Native Americans between the Appalachians and the Mississippi, and why Congress passed the Indian Removal Act by writing a summary of events.</li> </ul>	<ul style="list-style-type: none"> <li>Conferring/ Teacher-student conferences</li> </ul>
M	<ul style="list-style-type: none"> <li>Students will identify central issues in how improvements in transportation affected the number of states admitted to the Union in their notebook.</li> </ul>	
T, M,A	<ul style="list-style-type: none"> <li>Students will analyze sources and artifacts to understand how the roots of Manifest Destiny drew people to west to California and how it impacted social, political and economics across the continent by creating an annotated timeline.</li> </ul>	

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## Suggested Resources

- American Progress, painting by John Gast
  - <http://picturinghistory.gc.cuny.edu/john-gast-american-progress-1872/>
- America: The Story of US (History Channel)
  - Episodes: Westward and Heartland
    - <http://www.history.com/shows/america-the-story-of-us/articles/america-the-story-of-us-study-guide>
- Analyzing Data Westward Expansion:
  - [http://www.umbc.edu/che/arch/images/WMC\\_Westward\\_Expansion-Analyzing%20Data.pdf](http://www.umbc.edu/che/arch/images/WMC_Westward_Expansion-Analyzing%20Data.pdf)
- Constitutional Interpretations of Westward Expansion (weighted responses):
  - [http://www.umbc.edu/che/arch/images/Weighted\\_MC\\_Westward\\_Expansion.pdf](http://www.umbc.edu/che/arch/images/Weighted_MC_Westward_Expansion.pdf)
- DBQ Resources:
  - [http://www.umbc.edu/che/arch/documents/IndianRemovalPAT\\_final.pdf](http://www.umbc.edu/che/arch/documents/IndianRemovalPAT_final.pdf)
- Lewis & Clark documentary film by Ken Burns (PBS)
- Lewis & Clark Expedition
  - <http://www.pbs.org/lewisandclark/>
- Louisiana Purchase
  - <https://search.archives.gov/search/docs?utf8=&affiliate=national-archives&query=Louisiana+Purchase&dc=3620&commit=+search>  
+
- Ambrose, Stephen E. Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West. , 1996. Print.
- DeVoto, Bernard. The Journals of Lewis & Clark. (1981). Boston: Mariner Books.
- Goudvis, Anne & Harvey, Stephanie. Short Nonfiction for American History: Westward Expansion. 2016. Heinemann.
- Hakim, Joy. A History of the US: The New Nation 1789-1850 (2005). New York: Oxford University Press.
- <https://www.docsteach.org/topics/american-indians>
  - <https://www.docsteach.org/activities/teacher/the-impact-of-westward-expansion-on-native-american-communities>
  - <https://www.docsteach.org/activities/teacher/lewis-clarks-expedition-to-the-complex-west>
  - <https://www.docsteach.org/activities/teacher/the-settlement-of-the-american-west>

Stage 1 Desired Results		
ESTABLISHED GOALS	Transfer	
	Students will be able to independently use their learning to...	
	<p>Develop questions and plan inquiry (<a href="#">R1</a>, <a href="#">W7</a>, <a href="#">SL1</a>)</p> <p>Apply disciplinary concepts and tools (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>, <a href="#">L6</a>)</p> <p>Evaluate sources and use evidence (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7-10</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>)</p> <p>Communicate conclusions &amp; take informed action (<a href="#">R1</a>, <a href="#">W1-8</a>, <a href="#">SL1-6</a>, <a href="#">L1-3</a>)</p> <p><a href="#">CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.WHST.6-8.7</a></p>	
	Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>INQ 6-8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.</p> <p>INQ 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</p> <p>HIST 8.2 Classify series of historical events and developments as examples of change and/or continuity</p> <p>HIST 8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.</p> <p>HIST 8.4 Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women)</p> <p>HIST 8.9 Explain multiple causes and effects of events and developments in the past.</p> <p>CIV 8.1 Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>During the early 1800's, the Industrial revolution brought urban and economic growth to the North.</li> <li>Plantation agriculture and slave labor dominated the economy of the South, with cotton the leading crop.</li> <li>Reform movements aimed to improve society.</li> <li>African Americans and some northern whites pushed for abolition.</li> <li>Women's rights leaders organized a movement calling for greater rights for women.</li> <li>American arts, music, and literature drew inspiration from the natural world and culture of the young United States.</li> </ul>	<ul style="list-style-type: none"> <li>Why is culture important?</li> <li>How did the expansion of industrialism impact American society and the individual?</li> <li>How did Connecticut contribute to the age of industrialization?</li> <li>What were the causes, goals, and outcomes of mid-19th century reform movements (women's rights, temperance, education, mental health &amp; prisons)?</li> <li>What was the impact of the Second Great Awakening on 19th century reform movements?</li> <li>What were the different points of view on abolition and how it impacted America socially?</li> </ul>



Acquisition		
	Students will know...	Students will be skilled at/be able to...
	<ul style="list-style-type: none"> <li>• The characteristics of free-enterprise system.</li> <li>• The details of new technology and economic growth.</li> <li>• How fine arts depicted American continuity and change.</li> <li>• The causes of the women's rights movement.</li> <li>• The effects of the Second Great Awakening.</li> <li>• The impact of slavery on different sections of the United States.</li> <li>• Reasons for rapid urbanizations and impact of industrialization on life.</li> <li>• Details of educational reform.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and analyze primary sources</li> <li>• Evaluate various events based on different perspectives</li> <li>• Understand the use of art/propaganda in controversial issues</li> <li>• Defend a viewpoint through the use of factual evidence</li> <li>• Gather evidence through reading primary and secondary sources</li> <li>• Write persuasive arguments to defend claims using evidence from primary sources.</li> <li>• Participate in a conversation with peers who have conflicting viewpoints.</li> <li>• Listen to arguments and persuasively respond to points made.</li> <li>• How to organize, analyze, and interpret information from primary and secondary sources including but not limited to political cartoons, art, letters and informational texts.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• T</li> <li>• A</li> <li>• M,A</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist/Rubric             <ul style="list-style-type: none"> <li>○ clear and focused claim and/or purpose</li> <li>○ historical accuracy</li> <li>○ thorough understanding</li> </ul> </li> </ul>	<p>PERFORMANCE TASK(S): <b>**</b>(Brand new content)</p> <p>Students will demonstrate understanding by selecting three activities in a Tic Tac Think Menu which reflect analysis and application of several aspects of industrialization and Reform Movement and their impact on American society.</p> <p><u>Goal:</u> Using digital and print resources, students will choose to research aspects of the Reform Movement and apply their knowledge in a wide range of written activities. (link to be included).</p> <p><u>Role for Student:</u> Varies. (link to be included).</p>

<ul style="list-style-type: none"> <li>• T,M,A</li> <li>• T</li> <li>• T</li> <li>• T</li> </ul>	<ul style="list-style-type: none"> <li>○ of content topics and concepts</li> <li>○ interpretation &amp; application of sources</li> <li>○ citation of evidence to support claim</li> <li>○ organization &amp; mechanics</li> </ul>	<p><u><b>Audience:</b></u> Varies. (link to be included).</p> <p><u><b>Situation:</b></u> From industrialization, womens' rights, temperance, art, literature and education, the Reform Movements had a significant impact on American society.</p> <p><u><b>Product/Performance:</b></u> Students will complete three activities in a Tic Tac Think Menu. (link to be attached).</p> <p><u><b>Standards:</b></u>          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 views represented in sources.          NQ 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>HIST 8.8 Explain multiple causes and effects of events and developments in the past.</p> <p><u>CCSS.ELA-LITERACY.WHST.6-8.2</u>          Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>Develop questions and plan inquiry (<a href="#">R1,W7</a>, <a href="#">SL1</a>)</p> <p>Apply disciplinary concepts and tools (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>, <a href="#">L6</a>)</p> <p>Evaluate sources and use evidence (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7-10</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>)</p>
<ul style="list-style-type: none"> <li>• T, M, A</li> <li>• M</li> </ul>	<ul style="list-style-type: none"> <li>• rubric</li> <li>• Skillful application of disciplinary tools (i.e. maps, atlases, etc) used to make accurate inferences and logical predictions and draw conclusions</li> <li>• Thorough</li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Pre-Assessment</li> <li>• Entrance/Exit slips</li> <li>• Social Studies notebook</li> <li>• Unit Vocabulary</li> <li>• Debate</li> <li>• Inquiry Station Activity</li> <li>• Quiz</li> <li>• Unit Test/Essay</li> <li>• Student self-reflection/assignment feedback/conferring with teacher</li> </ul>

<ul style="list-style-type: none"> <li>• M,A</li> <li>• T,M,A</li> </ul>	<p>understanding and analysis of key topics/concepts</p> <ul style="list-style-type: none"> <li>• Accurate application of content and domain specific vocabulary</li> <li>• Selection of evidence that is sufficient, relevant, and compelling to support a claim</li> </ul>	
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Stage 3 – Learning Plan		
Code	Pre-Assessment	
T	<ul style="list-style-type: none"> <li>• Using a Venn Diagram, students will categorize similarities and differences between American society's past and present as it relates to civil and human rights as set forth in the Declaration of Independence and US Constitution.</li> </ul>	
M,A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Students will read to learn about the Industrial Revolution and its impact on cities. Students will describe in their notebook how innovations in technology impacted the culture and economy of the North.</li> <li>• Students will define unit vocabulary and persons of interest in notebook.</li> <li>• Students will analyze state and local primary and secondary sources to determine how Connecticut was impacted by manufacturing, industry, and immigration. Students will summarize their findings in a paragraph to share in front of their peers.</li> <li>• Students will read and draw conclusions about how conditions in factories in the mid-1800s suggest about the pros and cons of the free enterprise system. Students will debate the pros and cons in class.</li> </ul>	Progress Monitoring
A		<ul style="list-style-type: none"> <li>• Class discussions involving student-generated questions</li> <li>• Student discussion based on overarching questions</li> <li>• Notebook responses/ journal entries</li> <li>• Research and inquiry development processes</li> </ul>
T,M,A		<ul style="list-style-type: none"> <li>• Self reflection (ie, entrance/ exit slips, peer assessments, self assessments)</li> <li>• Conferring/ Teacher-student conferences</li> </ul>
M,A		

A	<ul style="list-style-type: none"> <li>Students will read and respond in their notebook why the South was dependent on the North and Europe for non-agricultural goods and how the invention of the cotton gin lead to an increase in slavery in the South.</li> </ul>	
A	<ul style="list-style-type: none"> <li>Students will read and analyze how Reform Movements were inspired through organized attempts to improve society through social, gender, political, and religious causes by participating in an inquiry station activity and notebook reflection.</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Unit Summative Assessment.</li> </ul>	

### Suggested Resources

- Textbook
- U.S. History Atlas (Nystrom)
- General Websites/Resources
  - <http://unveilinghistory.org/blog/lessons/the-beginning-of-advocacy-social-reformers-react-to-change/>
  - <http://www.ushistory.org/us/26.asp> New Thoughts
  - <http://www.ushistory.org/us/26a.asp> Religious Revival
  - <http://www.ushistory.org/us/26b.asp> Utopia
  - <http://www.ushistory.org/us/26c.asp> Women's Movements
  - <http://www.ushistory.org/us/26d.asp> Prison Reform
  - <http://www.ushistory.org/us/26e.asp> Art
  - <http://www.ushistory.org/us/26f.asp> Transcendentalism
  - <http://teachinghistory.org/history-content/beyond-the-textbook/24125>
  - chrome-extension://bpmcpldpdmdajfigpchkicefoigmkfc/falc/views/app.html
  - [http://tah.eastconn.org/tah/1112KD1\\_EarlyAmericanReformMovementsLesson.pdf](http://tah.eastconn.org/tah/1112KD1_EarlyAmericanReformMovementsLesson.pdf) (good resources to use for inquiry stations)
  - <https://nmaahc.si.edu/visual-art-and-american-experience>

Stage 1 Desired Results		
ESTABLISHED GOALS	Transfer	
	Students will be able to independently use their learning to...	
	<p>Develop questions and plan inquiry (<a href="#">R1</a>, <a href="#">W7</a>, <a href="#">SL1</a>)</p> <p>Apply disciplinary concepts and tools (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>, <a href="#">L6</a>)</p> <p>Evaluate sources and use evidence (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7-10</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>)</p> <p>Communicate conclusions &amp; take informed action (<a href="#">R1</a>, <a href="#">W1-8</a>, <a href="#">SL1-6</a>, <a href="#">L1-3</a>)</p> <p><a href="#">CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.WHST.6-8.7</a></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>HIST 8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.</p> <p>HIST 8.4 Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women)</p> <p>HIST 8.7 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.</p> <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 8.6 Explain the benefits and the costs of trade policies to individuals, businesses and society.</p> <p>GEO 8.2 Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.</p>	Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>States' rights disagreements, differences in the cultures and economies of the North and South, and disputes over slavery were key causes of the Civil War.</li> <li>How to evaluate long-term and short-term reasons for conflict between the North and South.</li> <li>The economic, social, cultural differences between the North and the South.</li> <li>The course and character of the Civil War and its effect on the American people.</li> <li>Disputes over slavery led to shaky compromises and increased tensions between North and South.</li> <li>Failed compromises over slavery led to</li> </ul>	<ul style="list-style-type: none"> <li>When is war justified?</li> <li>How did the reliance on cash crops in the pre-Civil War South influence the institution of slavery in America?</li> <li>How do we use evidence to understand how the Civil War affected freedom and equality for Americans?</li> <li>How were the north and south different economically, culturally, and politically?</li> <li>What was the influence of geography on military strategy and on the Civil War in general?</li> <li>What is the message of the Emancipation Proclamation about the importance of individual freedoms and liberties?</li> <li>What were the turning points of the Civil War?</li> <li>What were the causes and effects of</li> </ul>

	<p>outbreaks of violence</p> <ul style="list-style-type: none"> <li>• When Lincoln was elected president and promised to stop the spread of slavery, southern states seceded from the Union.</li> <li>• The Civil War broke out as a result of secession, and the South won many early battles.</li> <li>• Lincoln's Emancipation Proclamation freed slaves in the Confederacy.</li> <li>• Union victories eventually led to the defeat of the Confederacy and preservation of the Union</li> <li>• How the abolition of slavery indicated progress, or decline, for the life of African-Americans.</li> </ul>	<p>the abolition of slavery?</p> <ul style="list-style-type: none"> <li>• How did the Civil War fundamentally alter the United States economically, culturally, and politically?</li> <li>• How did technology impact the course of the Civil War?</li> <li>• How did the issues of freedom and equality affect the causes and outcomes of the Civil War and what evidence supports these conclusions?</li> <li>• What was Connecticut's role in the Civil War era?</li> </ul>
Acquisition		
	<p>Students will know...</p> <ul style="list-style-type: none"> <li>• How sectionalism and states' rights caused the Civil War.</li> <li>• The role of Abraham Lincoln in the Civil War.</li> <li>• The advantages and preparations of the North, South, civilians and soldiers.</li> <li>• The role of geography and military strategies impacted both the North and the South.</li> <li>• The leadership and strategy demonstrated by Generals Grant and Lee.</li> <li>• The contribution of women and minorities to the Civil War.</li> <li>• The experience of a Union and Confederate soldier.</li> <li>• The significance of Battle of Antietam, Emancipation Proclamation, and Battle of Gettysburg.</li> <li>• Events that led to Confederate surrender at Appomattox, VA.</li> </ul>	<p>Students will be skilled at/be able to...</p> <ul style="list-style-type: none"> <li>• Read and analyze primary sources</li> <li>• Evaluate various events based on different perspectives</li> <li>• Understand the use of art/propaganda in controversial issues</li> <li>• Defend a viewpoint through the use of factual evidence</li> <li>• Gather evidence through reading primary and secondary sources</li> <li>• Write persuasive arguments to defend claims using evidence from primary sources.</li> <li>• Participate in a conversation with peers who have conflicting viewpoints.</li> <li>• Listen to arguments and persuasively respond to points made.</li> <li>• How to organize, analyze, and interpret information from primary and secondary sources including but not limited to political cartoons, art, letters and informational texts.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• T</li> <li>• A</li> <li>• M,A</li> <li>• T,M,A</li> <li>• T</li> <li>• T</li> <li>• T</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist/Rubric             <ul style="list-style-type: none"> <li>○ clear and focused claim and/or purpose</li> <li>○ historical accuracy</li> <li>○ thorough understanding of content topics and concepts</li> <li>○ interpretation &amp; application of sources</li> <li>○ citation of evidence to support claim</li> <li>○ organization &amp; mechanics</li> </ul> </li> </ul>	<p>PERFORMANCE TASK(S)</p> <p>Students will understand that the Civil War greatly impacted the American population, losing two percent of citizens to death. Soldiers communicated their feelings home through letter writing. Advancements in weaponry and battlefield medicine impacted treatment by doctors and nurses on the scene. Correspondence from all players to those at home were often unfiltered and raw.</p> <p><u>Goal:</u> Students will write a letter home from the perspective of a Union or Confederate soldier / battlefield doctor / battlefield nurse detailing what life was like in the camps after the Battle of Antietam.</p> <p><u>Role for Student:</u> Union or Confederate soldier / battlefield doctor / battlefield nurse.</p> <p><u>Audience:</u> Family member of Union or Confederate soldier / battlefield doctor / battlefield nurse.</p> <p><u>Situation:</u> Suffering as a result of huge losses for both the Union and Confederacy impacted the soldiers and medical personnel. Sharing details through letter writing home provided a semblance of comfort and connection, as well as a sense of purpose.</p> <p><u>Product/Performance:</u> Letter home to family incorporating Civil War slang detailing life in the camps after the Battle of Antietam. Students will share letters in front of their peers through a gallery walk for feedback.</p> <p><u>Standards:</u></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>HIST 8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.</p> <p>HIST 8.4 Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women)</p>

		<p>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 views represented in sources.</p> <p>NQ 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>HIST 8.8 Explain multiple causes and effects of events and developments in the past.</p> <p><u>CCSS.ELA-LITERACY.WHST.6-8.2</u></p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
<ul style="list-style-type: none"> <li>• T, M, A</li> <li>• M</li> <li>• M,A</li> <li>• T,M,A</li> </ul>	<ul style="list-style-type: none"> <li>• rubric</li> <li>• Skillful application of disciplinary tools (i.e. maps, atlases, etc) used to make accurate inferences and logical predictions and draw conclusions</li> <li>• Thorough understanding and analysis of key topics/concepts</li> <li>• Accurate application of content and domain specific vocabulary</li> <li>• Selection of evidence that is sufficient, relevant, and compelling to support a claim</li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Pre-Assessment</li> <li>• Entrance/Exit slips</li> <li>• Atlas/Map skills work</li> <li>• Social Studies notebook</li> <li>• Unit Vocabulary</li> <li>• Primary and secondary sources regarding slavery</li> <li>• Close read and analysis of Emancipation Proclamation, multi-media approach</li> <li>• Union/Confederate soldier's letter home applying Civil War slang</li> <li>• Close read of Gettysburg Address</li> <li>• Unit Test/DBQ Essay</li> <li>• Student self-reflection/assignment feedback/conferring with teacher</li> </ul>



### Stage 3 – Learning Plan

Code	Pre-Assessment	
T,M	<ul style="list-style-type: none"> <li>Students will complete an Entrance Slip asking them to define the term <i>civil war</i> and explain factors which contributed to the American Civil War.</li> </ul>	
T, A  A  M,A  M,A  T,M,A  T, M,,A  M	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>Students will use U.S. History atlases to chart country's political growth prior to Civil War, including identification of slave, free, and border states, along with boundaries as a result of Congressional compromises on a map handout.</li> <li>Students will define unit vocabulary and persons of interest in their notebook.</li> <li>Students will have exposure to a multi-media approach on the causes of the Civil War and explain whether the North or South had a greater advantage, in addition to the conflict over Congressional compromises, and the election of 1860 in their notebook.</li> <li>Students will read and analyze how cash crops, slavery, technology, and industry impacted the economies of the North and South using primary and secondary sources in their notebook.</li> <li>Students will learn about the life of a Civil War soldier then write a letter home from the perspective of a Union or Confederate soldier applying Civil War slang.</li> <li>Students will read and analyze how military strategy, geography, and leadership impacted the trajectory of the numerous battles and resulted in a shift from early Southern successes to Northern gains by completing a timeline.</li> <li>Students will read and discuss the impact of Lincoln's Emancipation Proclamation during wartime and how it changed the purpose of the</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Class discussions involving student-generated questions</li> <li>Student discussion based on overarching questions</li> <li>Notebook responses/ journal entries</li> <li>Research and inquiry development processes</li> <li>Self reflection (ie, entrance/ exit slips, peer assessments, self assessments)</li> <li>Conferring/ Teacher-student conferences</li> </ul>

<p>T, M</p> <p>T,M,A</p>	<p>Civil War.</p> <ul style="list-style-type: none"> <li>Using a primary source, graphic organizer, and critical thinking questions, students will conduct a close read of Lincoln’s Gettysburg Address to understand how Lincoln’s message tested the nation and charged citizens with the “Great task ahead.”</li> <li>Students will complete a summative assessment using the DBQ format culminating in an essay on the causes and effects of the Civil War.</li> </ul>	
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### Suggested Resources

- Textbook
- U.S. History Atlas (Nystrom)
- America: The Story of US (History Channel)
  - Episodes: Division, Civil War
    - <http://www.history.com/shows/america-the-story-of-us/articles/america-the-story-of-us-study-guides>
- The Civil War (comprehensive middle school resources)
  - [www.civilwartrust.org](http://www.civilwartrust.org)
- The Civil War
  - <https://www.docsteach.org/topics/civil-war>
- Slave Quarters
  - <http://beyondthebubble.stanford.edu/assessments/slave-quarters>
- Morale After Fredericksburg
  - <http://beyondthebubble.stanford.edu/assessments/morale-after-fredericksburg/rubric>
- Gettysburg Address video/reading of text
  - <https://www.civilwar.org/learn/videos/lincolns-gettysburg-address>
- Slavery & Freedom
  - [https://nmaahc.si.edu/explore/collection/search?edan\\_q=%2A%3A%2A&edan\\_local=1&edan\\_fq%5B%5D=topic%3A%22Slavery%22](https://nmaahc.si.edu/explore/collection/search?edan_q=%2A%3A%2A&edan_local=1&edan_fq%5B%5D=topic%3A%22Slavery%22)
  - <https://nmaahc.si.edu/slavery-and-freedom>
- DBQ Resources:
  - Fugitive Slave Act: [http://www.umbc.edu/che/arch/documents/PATFugitiveSlaveAct\\_Final\\_000.pdf](http://www.umbc.edu/che/arch/documents/PATFugitiveSlaveAct_Final_000.pdf)
  - Sherman’s Total War Strategy: [http://www.umbc.edu/che/arch/images/Sherman\\_PAT\\_final.pdf](http://www.umbc.edu/che/arch/images/Sherman_PAT_final.pdf)
  - U.S. Colored Troops: [http://www.umbc.edu/che/arch/images/USCT\\_PAT\\_final\\_publish.pdf](http://www.umbc.edu/che/arch/images/USCT_PAT_final_publish.pdf)

Stage 1 Desired Result		
<p><b>ESTABLISHED GOALS</b></p> <p><b>INQ 6-8.15</b> 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.</p> <p><b>HIST 8.1</b> Analyze connections among events and developments in historical contexts.</p> <p><b>HIST 8.2</b> Classify series of historical events and developments as examples of change and/or continuity</p> <p><b>CIV 8.1</b> Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.</p> <p><b>CIV 8.2</b> 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><b>CIV 8.4</b> Compare historical and contemporary means of changing societies, and promoting the common good.</p> <p><b>GEO 8.2</b> Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i>	
	Develop questions and plan inquiry ( <a href="#">R1,W7, SL1</a> )	
	Apply disciplinary concepts and tools ( <a href="#">R1-10, W1, W2, W7, SL1, L1-3, L6</a> )	
	Evaluate sources and use evidence ( <a href="#">R1-10, W1, W2, W7-10, SL1, L1-3</a> )	
	Communicate conclusions & take informed action ( <a href="#">R1, W1-8, SL1-6, L1-3</a> )	
	<a href="#">CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.WHST.6-8.7</a>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	<i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Reconstruction was the era of rebuilding and political, economic, and social change in the South following the Civil War.</li> <li>The assassination of Lincoln created chaos and uncertainty post- Civil War.</li> <li>Amendments passed during Reconstruction gave political rights to African Americans, but they often were denied these rights in the South.</li> <li>Shifts in political power ended Reconstruction, followed by gradual economic recovery in the South.</li> <li>Conflict still persisted over all racial</li> </ul>	<ul style="list-style-type: none"> <li>How should we handle conflict?</li> <li>What were the effects of the Civil War?</li> <li>Was reconstruction effective at helping slaves transition into freedom?</li> <li>How did black life in the South change during the Reconstruction era and ways that black life remained the same?</li> <li>What was the central challenge to rebuilding the South and how did the southern states meet this challenge?</li> <li>What was the impact of the post-Civil War Constitutional amendments?</li> <li>What are the reasons the Reconstruction era could be seen both</li> </ul>

	and socio-economic groups as America headed towards a new century.	as a success and failure?
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The causes and effects of economic differences between the North and South</li> <li>• The impact of the 13th, 14th and 15th Amendments</li> <li>• Evaluate Jim Crow Laws and the impact on southern society</li> <li>• The effects on the Civil War on the South</li> <li>• The impact of economic and social problems on the freedmen</li> <li>• The effects of laws passed during Reconstruction</li> <li>• The political and economic problems during Reconstruction</li> <li>• The effects of Reconstruction, including the rise of political extremism</li> <li>• The rights of African Americans were restricted in the South after Reconstruction.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Read and analyze primary sources</li> <li>• Evaluate various events based on different perspectives</li> <li>• Understand the use of art/propaganda in controversial issues</li> <li>• Defend a viewpoint through the use of factual evidence</li> <li>• Gather evidence through reading primary and secondary sources</li> <li>• Write persuasive arguments to defend claims using evidence from primary sources.</li> <li>• Participate in a conversation with peers who have conflicting viewpoints.</li> <li>• Listen to arguments and persuasively respond to points made.</li> <li>• How to organize, analyze, and interpret information from primary and secondary sources including but not limited to political cartoons, art, letters and informational texts.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• T</li> <li>• A</li> <li>• M,A</li> <li>• T,M,A</li> <li>• T</li> <li>• T</li> <li>• T</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist/Rubric             <ul style="list-style-type: none"> <li>○ clear and focused claim and/or purpose</li> <li>○ historical accuracy</li> <li>○ thorough understanding of content topics and concepts</li> <li>○ interpretation &amp; application of sources</li> <li>○ citation of evidence to support claim</li> <li>○ organization &amp; mechanics</li> </ul> </li> </ul>	<p><b>PERFORMANCE TASK(S): <i>**</i>(brand new content)</b></p> <p><u>Goal/challenge</u> - Using both primary and secondary source documents, students will closely read, analyze, and draw conclusions to answer the following DBQ: “Did African American veterans of the United States Colored Troops (USCT) secure equal rights and treatment as a result of their military service?”</p> <p><u>Role for student:</u> students imagine that they are a USCT veteran, like Samuel Johnson, in the year 1890.</p> <p><u>Audience</u> : Fellow members of their Grand Army of the Republic</p> <p><u>Situation</u> - *Adapted From UMBC:</p> <p>African Americans were first allowed to serve in the Federal Army, also known as the Union Army, as laborers in July 1862 and to engage in combat with the issuance of the Emancipation Proclamation in January 1863. When the war ended, African-American veterans re-entered a society that was changing dramatically. With the passage of the Fifteenth Amendment, slavery was abolished. The Freedmen’s Bureau was established, and the first of the Civil Rights Acts became law. It seemed that African Americans were taking important steps toward equality. Despite the new constitutional freedoms and rights, economic, social, and true political equality for African Americans was a long way off. With little formal education and few opportunities, many African Americans were limited to performing manual labor to support their families. The sharecropping system, Jim Crow laws, and segregation were substantial barriers to racial equality for African Americans, including USCT veterans.</p> <p>Students are tasked with researching the role of African American soldiers in the war and their impact on its outcome, as well as what rights and freedoms they gained or earned as a result, and what rights and freedoms they were still denied in terms of equal treatment in spite of service. They will draw conclusions based on primary and secondary source evidence and craft</p>

		<p>a speech that answers the DBQ above.</p> <p><u><i>Product/Performance:</i></u> Have students write a speech to fellow members of their Grand Army of the Republic post in which they present an argument about whether their military service during the war has earned African American veterans equal treatment and rights. Instruct students to support their claims with evidence from the sources about the rights and treatment of African Americans in the period following the Civil War.</p> <p>links to resources for this PT:  <a href="http://www.umbc.edu/che/arch/images/USCT_PAT_final_publish.pdf">http://www.umbc.edu/che/arch/images/USCT_PAT_final_publish.pdf</a></p> <p><u><i>Standards:</i></u>  <b>INQ 6-8.15</b> 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.  <b>HIST 8.1</b> Analyze connections among events and developments in historical contexts.  <b>HIST 8.2</b> Classify series of historical events and developments as examples of change and/or continuity  <b>CIV 8.4</b> Compare historical and contemporary means of changing societies, and promoting the common good.</p> <p>Transfer:</p> <p>Apply disciplinary concepts and tools (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>, <a href="#">L6</a>)</p> <p>Evaluate sources and use evidence (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7-10</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>)</p> <p>Communicate conclusions &amp; take informed action (<a href="#">R1</a>, <a href="#">W1-8</a>, <a href="#">SL1-6</a>, <a href="#">L1-3</a>)</p>
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<ul style="list-style-type: none"> <li>• T, M, A</li> <li>• M</li> <li>• M,A</li> <li>• T,M,A</li> </ul>	<ul style="list-style-type: none"> <li>• rubric</li> <li>• Skillful application of disciplinary tools (i.e. maps, atlases, etc) used to make accurate inferences and logical predictions and draw conclusions</li> <li>• Thorough understanding and analysis of key topics/concepts</li> <li>• Accurate application of content and domain specific vocabulary</li> <li>• Selection of evidence that is sufficient, relevant, and compelling to support a claim</li> </ul>	<p><b>OTHER EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>• Pre-Assessment</li> <li>• Entrance/Exit slips</li> <li>• Social Studies notebook</li> <li>• Unit Vocabulary</li> <li>• Quiz</li> <li>• Unit Test</li> <li>• Student self-reflection/assignment feedback/conferring with teacher</li> </ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T,M	<ul style="list-style-type: none"> <li>Students will describe what issues were facing the nation economically, socially, and politically in a post Civil War America?</li> </ul>	
<div>T,M,A</div> <div>A</div> <div>T,M,A</div> <div>M,A</div> <div>T,M,A</div> <div>T,M,A</div>	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>Students will review the effects of the Civil War, including the assassination of Abraham Lincoln and how President Andrew Johnson planned for Reconstruction. Students will create a T-Chart in notebook highlighting the effects of the war and plans to rebuild.</li> <li>Students will define unit vocabulary and persons of interest in their notebook.</li> <li>Students will read informational text to determine the impact on society of the passing of the 13th, 14th, and 15th Amendments. Students will explain in writing how Radical Republicans gained power in Congress in an open-ended question in their notebook.</li> <li>Students will summarize in their notebook the rights allowed to freedmen by the black codes and why they were so restrictive.</li> <li>Students will use inquiry stations containing primary and secondary sources depicting the rise of political extremism and Jim Crow laws and synthesize their observations in an essay.</li> <li>RAFT Summative Project. Students will use digital sources to create a RAFT project, including a variety of perspectives - socio-economic, political, and racial, to demonstrate the challenges faced in rebuilding the South and how resolution of conflict still persisted.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Class discussions involving student-generated questions</li> <li>Student discussion based on overarching questions</li> <li>Notebook responses/ journal entries</li> <li>Research and inquiry development processes</li> <li>Self reflection (ie, entrance/ exit slips, peer assessments, self assessments)</li> <li>Conferring/ Teacher-student conferences</li> </ul>



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### ***Suggested Resources***

- Textbook
- U.S. History Atlas (Nystrom)
- Reconstruction Primary Source Documents
  - <http://www.historycentral.com/documents/reconstruction.html>
- Reconstruction websites & links:
  - <http://besthistorysites.net/american-history/reconstruction/#sites>
  - <https://www.facinghistory.org/reconstruction-era/strategies>
  - <https://www.facinghistory.org/reconstruction-era/links>
  - <https://www.gilderlehrman.org/history-by-era/civil-war-and-reconstruction-1861-1877/reconstruction>
- Reconstruction activities, guides, plans:
  - [https://www.facinghistory.org/sites/default/files/publications/The\\_Reconstruction\\_Era\\_and\\_The\\_Fragility\\_of\\_Democracy\\_4.pdf](https://www.facinghistory.org/sites/default/files/publications/The_Reconstruction_Era_and_The_Fragility_of_Democracy_4.pdf)
  - <http://besthistorysites.net/american-history/reconstruction/#lesson>
- DBQ Resources
  - Perspectives on KKK during Reconstruction [http://www.umbc.edu/che/arch/documents/KKKPAT\\_finalpublish.pdf](http://www.umbc.edu/che/arch/documents/KKKPAT_finalpublish.pdf)
- Jim Crow Laws
  - [http://www.pbs.org/wnet/jimcrow/education\\_lessonplan.html](http://www.pbs.org/wnet/jimcrow/education_lessonplan.html)
- African American Art
  - <https://nmaahc.si.edu/visual-art-and-american-experience>

## Stage 1 Desired Results

## ESTABLISHED GOALS

**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 views represented in sources.

**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.

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

**HIST 8.10** Organize applicable evidence into a coherent argument about the past.

**ECON 8.1** Explain how economic decisions affect the well-being of individuals, businesses, and society.

**GEO 8.4** Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.

*Transfer*

*Students will be able to independently use their learning to...*

Develop questions and plan inquiry ([R1,W7, SL1](#))

Apply disciplinary concepts and tools ([R1-10, W1, W2, W7, SL1, L1-3, L6](#))

Evaluate sources and use evidence ([R1-10, W1, W2, W7-10, SL1, L1-3](#))

Communicate conclusions & take informed action ([R1, W1-8, SL1-6, L1-3](#))

[CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.WHST.6-8.7](#)

*Meaning*

## UNDERSTANDINGS

*Students will understand that...*

- The factors that made late 19th c. immigrants want to emigrate to America to build new lives
- Discrimination, persecution, and freedom existed by examining struggles of various ethnic groups who emigrated to America
- Immigration remains a current issue in America today as society grapples with the threat of immigrants to national security and impact on the economy.

## ESSENTIAL QUESTIONS

- Why do people immigrate?
- How did the expansion of industrialism impact American society and the individual?
- How did America fulfill the dreams of immigrants during this era?
- What were the push/pull factors that lead to increased immigration during this era?
- What was the impact of the Chinese Exclusionary Act?
- The impact immigrants had on the economic and cultural life of Connecticut communities
- Why is America challenged by immigration in the 21st century and is it a threat to our national values?
- How did immigration reinforce and contradict, the American identity of the

		United States as a land of opportunity?
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The pull factors which drew immigrants to America</li> <li>• The reasons for European and Asian immigration to the United States</li> <li>• The impact on growth of urban areas and industry resulting from immigration</li> <li>• The political impact of increased immigration.</li> <li>• Current issues involving immigration in America</li> </ul>	<p><i>Students will be skilled at/be able to...</i></p> <ul style="list-style-type: none"> <li>• Read and analyze primary sources</li> <li>• Evaluate various events based on different perspectives</li> <li>• Understand the use of art/propaganda in controversial issues</li> <li>• Defend a viewpoint through the use of factual evidence</li> <li>• Gather evidence through reading primary and secondary sources</li> <li>• Write persuasive arguments to defend claims using evidence from primary sources.</li> <li>• Participate in a conversation with peers who have conflicting viewpoints.</li> <li>• Listen to arguments and persuasively respond to points made.</li> <li>• How to organize, analyze, and interpret information from primary and secondary sources including but not limited to political cartoons, art, letters and informational texts.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• T</li> <li>• A</li> <li>• M,A</li> <li>• T,M,A</li> <li>• T</li> <li>• T</li> <li>• T</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist/Rubric             <ul style="list-style-type: none"> <li>○ clear and focused claim and/or purpose</li> <li>○ historical accuracy</li> <li>○ thorough understanding of content topics and concepts</li> <li>○ interpretation &amp; application of sources</li> <li>○ citation of evidence to support claim</li> <li>○ organization &amp; mechanics</li> </ul> </li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>Students will understand that despite a rich history of immigration to America, The issue of immigration remains front and center in the discourse of American politics today.</p> <p><u>Goal:</u> Researching and debating current issues in immigration allows students to learn how different perspectives influence society, political trends, and government policy. Students will partner to analyze digital and primary and secondary sources in preparation for a concurring or opposing position with regard to a particular current issue.</p> <p><u>Role for Students:</u> Students will work in pairs to research then perform/debate current issues regarding immigration in America.</p> <p><u>Audience:</u> Class peers.</p> <p><u>Situation:</u> The immigration debate is complex and a strong factor in America's growth and success as a nation. How is immigration viewed in the 21st century and why has it become such a polarizing political issue?</p> <p><u>Product/Performance:</u> Formal debate between class peers following a traditional debate format.</p> <p><u>Standards:</u>  <b>INQ 6-8.5</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in sources.  <b>INQ 6-8.15</b> 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.  <b>HIST 8.9</b> Explain multiple causes and effects of events and developments in the past.  <b>HIST 8.10</b> Organize applicable evidence into a coherent argument about the past.</p> <p>Develop questions and plan inquiry (<a href="#">R1,W7, SL1</a>)</p> <p>Apply disciplinary concepts and tools (<a href="#">R1-10, W1, W2, W7, SL1, L1-3, L6</a>)</p> <p>Evaluate sources and use evidence (<a href="#">R1-10, W1, W2, W7-10, SL1, L1-3</a>)</p>

		<p>Communicate conclusions &amp; take informed action (<a href="#">R1</a>, <a href="#">W1-8</a>, <a href="#">SL1-6</a>, <a href="#">L1-3</a>)</p> <p><a href="#">CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.WHST.6-8.7</a></p>
<ul style="list-style-type: none"> <li>• T, M, A</li> <li>• M</li> <li>• M,A</li> <li>• T,M,A</li> </ul>	<ul style="list-style-type: none"> <li>• rubric</li> <li>• Skillful application of disciplinary tools (i.e. maps, atlases, etc) used to make accurate inferences and logical predictions and draw conclusions</li> <li>• Thorough understanding and analysis of key topics/concepts</li> <li>• Accurate application of content and domain specific vocabulary</li> <li>• Selection of evidence that is sufficient, relevant, and compelling to support a claim</li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Pre-Assessment</li> <li>• Entrance &amp; exit slips</li> <li>• Social Studies notebook</li> <li>• Unit vocabulary</li> <li>• US History Atlas: impact of immigration on changing demographics in America</li> <li>• <i>New Colossus</i> poem analysis and evidence synthesis</li> <li>• Close read and analysis of primary and secondary sources immigration stories</li> <li>• Quiz</li> <li>• Unit Test/Essay</li> <li>• Student self-reflection/assignment feedback/conferring with teacher</li> </ul>

Stage 3 – Learning Plan	
Code	<i>Pre-Assessment</i>
T	<ul style="list-style-type: none"> <li>• Students will respond to an open ended question about what factors are taken into consideration when a person moves from one country to another.</li> </ul>

	Summary of Key Learning Events and Instruction	Progress Monitoring
T,M,A	<ul style="list-style-type: none"> <li>Using the U.S. History Atlas, students will use map and atlas skills to analyze how immigration has impacted urban development and settlement of ethnicities in various locations.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions involving student-generated questions</li> <li>Student discussion based on overarching questions</li> <li>Notebook responses/ journal entries</li> <li>Research and inquiry development processes</li> <li>Self reflection (ie, entrance/ exit slips, peer assessments, self assessments)</li> <li>Conferring/ Teacher-student conferences</li> </ul>
T,M,A	<ul style="list-style-type: none"> <li>Students will learn about and list in their notebook the push/pull factors that drive immigration. Students will make connections with their personal family histories.</li> </ul>	
A	<ul style="list-style-type: none"> <li>Students will define unit vocabulary and persons of interest in their notebook.</li> </ul>	
T,M	<ul style="list-style-type: none"> <li>Students will compare and contrast political cartoons from the early 20th century to the present and analyze for continuing themes and bias using a graphic organizer.</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Students will analyze primary and secondary sources to locate ideas and common themes about immigration from 1753 through present day. Students will read and respond in their notebook. (<i>Up Front</i> article).</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Students will read informational texts to see the impact immigration had on the west coast, and how the Chinese Exclusionary Act motivated immigrants to seek reform from discrimination and persecution. Open ended responses in notebook.</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Students will read assorted first hand immigrant story accounts and respond to questions about the history of immigration using a graphic organizer. Students will then draft a letter home from the perspective of an immigrant noting both challenges and successes.</li> </ul>	
M	<ul style="list-style-type: none"> <li>Students will close read and analyze <i>The New Colossus</i> poem by Emma Lazarus to determine if the themes of the poem still inspire immigrants and are true to American values. Students will respond with a free write activity in their notebook.</li> </ul>	
T,M,A	<ul style="list-style-type: none"> <li>Students will research current issues in immigration and prepare for a summative assessment in the form of a debate or essay.</li> </ul>	

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### Suggested Resources

- Textbook
- US History Atlas (Nystrom)
- *Up Front* New York Times current events magazine
- *Immigration* Discovery magazine
- Document Analysis Resources/Worksheets:
  - <https://www.archives.gov/education/lessons/worksheets>
- Syrian refugees:
  - <http://www.cbsnews.com/news/60-minutes-the-u-s-screens-syrian-refugees>
- *America: The Story of US* (History Channel)
  - Episode: Cities
    - <http://www.history.com/shows/america-the-story-of-us/articles/america-the-story-of-us-study-guides>
- Immigration and Migration:
  - <https://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/immigration-and-migration>
- Ellis Island:
  - <https://www.nps.gov/elis/learn/education/index.htm>
- *The New Colossus* poem text:
  - <https://www.poetryfoundation.org/poems-and-poets/poems/detail/46550#poem>
- Chinese Exclusion Act and Immigration:
  - [https://www.socialstudies.org/sites/default/files/chinese\\_exclusion\\_lesson\\_resources.pdf](https://www.socialstudies.org/sites/default/files/chinese_exclusion_lesson_resources.pdf)
  - <https://www.archives.gov/research/chinese-americans/guide.html>
- Immigration Political Cartoons:
  - <http://hti.osu.edu/opper/lesson-plans/immigration-us-history-through-eye-editorial-cartoons>
  - <https://www.theatlantic.com/national/archive/2011/11/racist-anti-immigrant-cartoons-from-the-turn-of-the-20th-century/383248/>
- Political Cartoon Graphic Organizer & Analysis:
  - [https://www.archives.gov/files/education/lessons/worksheets/cartoon\\_analysis\\_worksheet.pdf](https://www.archives.gov/files/education/lessons/worksheets/cartoon_analysis_worksheet.pdf)
- Photograph Graphic Organizer & Analysis:
  - [https://www.archives.gov/files/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet.pdf)
  - Websites and Teacher resources:
    - <https://www.facinghistory.org/topics/global-immigration>
    - <http://www.discoveryeducation.com/teachers/free-lesson-plans/immigration-to-the-united-states.cfm>
    - [http://www.pbs.org/independentlens/newamericans/foreducators\\_index.html](http://www.pbs.org/independentlens/newamericans/foreducators_index.html)
    - <http://www.pbs.org/wnet/facesofamerica/for-educators/lesson-overview/16/>

- <https://learning.blogs.nytimes.com/2010/04/27/learning-about-u-s-immigration-with-the-new-york-times/>