

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 8 Social Studies

U.S. History

October 2020

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

REVISION

## U.S. History

### 8th Grade

This course is an overview of American history from the mid 1700's through the turn of the twentieth century. Through inquiry, students will study a variety of primary and secondary sources to answer essential questions about the events, people, documents, and technology that shaped our history and continues to influence our world today.

#### 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 8.9 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.

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

**Pacing Guide**

Unit 1: The Revolutionary Era	6 Weeks (September-October)
Unit 2: The U.S. Constitution	6 Weeks (October-November)
Unit 3: Westward Expansion	5 Weeks (December-January)
Unit 4: Reform Movements	4 Weeks (January-February)
Unit 5: The Civil War	8 Weeks (March-April)
Unit 6: Reconstruction	4 Weeks (April-May)
Unit 7: Immigration	6 Weeks (May-June)

## UNIT 1: American Revolution

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></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>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>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 this problem.</p> <p>HIST 8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.</p> <p>CIV 8.2 Analyze ideas and principles contained in the founding documents</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>- Develop questions and plan inquiry (R1, W7, SL1).</li> <li>- Evaluate sources and use evidence (R1-10, W1, W2, W7-10, SL1, L1-3)</li> <li>- Communicate conclusions &amp; take informed action (R1-10, W1, W2, W7-10, SL1-6, L1-3)</li> <li>- CT Core Standards: CCSS.ELA-Literacy.R.6-8.1, CCSS.ELA-Literacy.WHST.6-8.7</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Events prior to the Revolution gradually built tensions with the American colonies.</li> <li>- Conflicts normally are a result of multiple events.</li> <li>- Individuals can have a big impact on events.</li> <li>- A new country emerged from the Revolutionary War.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <p>Further Information:</p> <ul style="list-style-type: none"> <li>- Was the American Revolution inevitable?</li> <li>- How were the colonists able to defeat the British?</li> <li>- How did early American events and documents shape the American identity?</li> </ul>

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.	<b>Acquisition</b>	
ECON 8.1 Explain how economic decisions affect the well being of individuals, businesses, and society.	<i>Students will know...</i> <ul style="list-style-type: none"> <li>- Great Britain's victory in the French and Indian War came at a great cost and led to their increased presence in the colonies.</li> <li>- Great Britain imposed taxes on the colonists without their consent or representation.</li> <li>- Acts of civil disobedience were used to combat mistreatment by the King.</li> <li>- The Continental Congress issued the Declaration of Independence and formed the United States of America.</li> <li>- The importance of leaders on both sides.</li> <li>- Women and people of color contributed to the war effort.</li> <li>- Americans overcame great odds to win an eight year war with the help of allies.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>- Analyzing primary sources.</li> <li>- Comparing perspectives on different events.</li> <li>- Gathering evidence using primary and secondary sources.</li> <li>- Making a claim based on evidence</li> <li>- Writing persuasive arguments to defend claims using evidence from primary sources</li> </ul>
ECON 8.3 Analyze the role of innovation and entrepreneurship in a market economy.		
ECON 8.6 Explain the benefits and the costs of trade policies to individuals, businesses, and society.		
GEO 8.4 Explain how the relationships between the environment characteristics places and production of goods influences the spatial patterns of world trade.		



Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T	Checklist/Rubric	PERFORMANCE TASK(S): <i>Students will show that they really understand the development of tensions between the colonists and Great Britain.</i>
- A	- clear and focused claim	
- M,A	- evidence from all sources	
- T,M,A	- evidence from classwork	
- T	- historical accuracy	<a href="#">Letter to King George</a>
- T, M	- evidence is relevant and important	Goal: Students understand the causes of the American Revolution.
- T	- proper citations	Role: A member of the First Continental Congress
		Audience: King George
T, A	<a href="#">Reading Like a Historian Rubric</a>	Situation: The Continental Congress has agreed it's time for independence
- A	- Reliable sources	Product: A letter to King George dissolving their relationship with Great Britain
- T	- Historical accuracy	Standard: C3 Rubric
- M, T	- Neat and organized information	<a href="#">Washing Heroes of the Revolution</a>
- A, T	- Presented well	Goal: Students will understand how women and minorities helped America become an independent nation.
		Role: Museum Curator
		Audience: Students
		Situation: Students will create a new display on a person of their choosing and their contributions to the Revolutionary War.
		Product: Google slideshow or physical display
		Standard: Rubric

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Pre-Assessment</li> <li>- Unit Vocabulary Quiz</li> <li>- Timeline of Events</li> <li>- Entrance/Exit Slips</li> <li>- Benedict Arnold letter</li> <li>- <b>Unit Test</b></li> </ul>
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### Stage 3 – Learning Plan

Code T	<p><i>Pre-Assessment</i></p> <p>Students will respond to open-ended questions regarding the formation of our country.</p> <ul style="list-style-type: none"> <li>- What country was America once part of?</li> <li>- How did the United States of America become a country?</li> <li>- What document describes our desire to become our own country?</li> </ul>	
A A A A, M A, M, T	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and composition depends on...</i></p> <ul style="list-style-type: none"> <li>- Use interactive map to understand early Native American cultures</li> <li>- Read an article describing the geopolitical climate of North America in 1770</li> <li>- Identify and define key terms for the unit</li> <li>- Compare the economies of the northern, middle, and southern colonies</li> <li>- Watch a video about the French and Indian War and identify the</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Exit tickets</li> <li>- Notebook/assignment responses related to the essential questions</li> <li>- Research and inquiry development process</li> </ul>

A, M	parties involved and the consequences of the outcome	
A, M	- Read excerpts of the Proclamation of 1763 and highlight anything the colonies would disagree with	
A, M, T	- Take notes on the causes and key points of different tax laws including the Sugar Act, Stamp Act, and Townshend Acts	
A, M	- Watch a video about the Boston Massacre and compare the real events to the engraving by Paul Revere.	
M, T	- Watch a video about the Boston Tea Party and the Intolerable Acts and discuss whether these were appropriate punishment for the civil disobedience	
A, M	- Breakup Letter with King George	
A, M	- Watch a video about Lexington and Concord and analyze the importance of this early victory	
A, M	- Discuss the advantages of both sides of the war using the Venn diagram in the textbook	
A	- Read about early challenges of the Continental Army in the textbook	
A, T	- Read about leaders of the Revolution and argue which one was most instrumental in helping us win independence	
A, M, T	- Read about Benedict Arnold and argue whether or not he should be remembered for his accomplishments prior to his betrayal	
A, M	- Read an article about Valley Forge and how the time there transformed the Continental Army.	
A, M	- Watch a video about later battles and Yorktown and analyze the importance of our alliance with France	
A, M, T	- Research the contributions of women and minorities to the war effort.	

## 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/1bZPbBWjZqdbYIp1Df0NVHKve5NVzN91ZZ2x4SobLE4/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/1RXyUWwNBAVHB5CITFV6aBKLS\\_AbVDHItCNqI6UIkIs/edit](https://docs.google.com/document/d/1RXyUWwNBAVHB5CITFV6aBKLS_AbVDHItCNqI6UIkIs/edit)
- Lord North's Statement ○ [https://docs.google.com/document/d/1hp69bpc7\\_hpz\\_MwHFssNfkhPi1I\\_PsPxNow4tcM1JA/edit](https://docs.google.com/document/d/1hp69bpc7_hpz_MwHFssNfkhPi1I_PsPxNow4tcM1JA/edit)
- You'll Be Back, lyrics from Hamilton: An American Musical by Lin-Manuel Miranda ○ <https://docs.google.com/document/d/1yQcgnEsx8ug9bniTnWM5T8nxXy0DODjs1ZWnAMdfFU/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/Women\\_PatriotsPAT\\_final.pdf](http://www.umbc.edu/che/arch/documents/Women_PatriotsPAT_final.pdf)
  - [http://www.umbc.edu/che/arch/documents/FreeAllMentalsPAT\\_final.pdf](http://www.umbc.edu/che/arch/documents/FreeAllMentalsPAT_final.pdf)
  - [http://www.umbc.edu/che/arch/documents/ShaysRebellionPAT\\_final.pdf](http://www.umbc.edu/che/arch/documents/ShaysRebellionPAT_final.pdf)
- North America in 1770 <https://newsela.com/read/liberty-north-america-1770/id/56161/>
- Brainpop: Colonial Economy Key Terms <http://www.brainpop.com/socialstudies/ushistory/buildingthethirteencolonies/>
- Colonial Economy (North Middle South) <https://www.youtube.com/watch?v=hrInN6LfKgA>
- Mercantilism <https://www.youtube.com/watch?v=aWxvfkFbKy0&feature=youtu.be>
- French and Indian War [https://youtu.be/9Su\\_GPrk5k](https://youtu.be/9Su_GPrk5k)
- Proclamation of 1763 (primary source)
- Boston Tea Party (Mr. Peabody video, discoveryeducation)
- Intolerable Acts (clip from HBO miniseries "John Adams")

- Lexington and Concord (Discovery Education)
- Important People [https://docs.google.com/presentation/d/10fp8UMYsYAK-mlmOf\\_mhPxjNIBpGhfuQAOPHrH0bBbo/edit?usp=sharing](https://docs.google.com/presentation/d/10fp8UMYsYAK-mlmOf_mhPxjNIBpGhfuQAOPHrH0bBbo/edit?usp=sharing)
- Benedict Arnold [https://docs.google.com/document/d/1aJkbbCwtAfYr6XZC8NnOgA5q5QPeT\\_Y6YavYrO5R0v0/edit?usp=sharing](https://docs.google.com/document/d/1aJkbbCwtAfYr6XZC8NnOgA5q5QPeT_Y6YavYrO5R0v0/edit?usp=sharing)
- Winning Independence <https://www.youtube.com/watch?v=0JLvRJzvOic&feature=youtu.be>
- Valley Forge ([Newsela: A Cold Dark Christmas: George Washington and his troops at Valley Forge](#))
- Yorktown <https://www.youtube.com/watch?v=0JLvRJzvOic&feature=youtu.be>

REVISION

## UNIT 2: The Constitution

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>INQUIRY 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>INQ 6-8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments</p> <p>HISTORY 8.1 Analyze connections among events and developments in historical contexts.</p> <p>HIST 8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.</p> <p>HIST 8.7 Use questions generated about multiple historical sources to identify further areas of inquiry and</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Develop questions and plan inquiry (R1, W7, SL1).</p> <p>Evaluate sources and use evidence (R1-10, W1, W2, W7-10, SL1, L1-3)</p> <p>Communicate conclusions &amp; take informed action (R1, W1-6, SL1, L1-3)</p> <p>CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.WHST.6-8.7</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- The constitution is a document that outlines how government works.</li> <li>- The constitution establishes three branches of government that share limited powers</li> <li>- The Bill of Rights protects the basic rights of all citizens</li> <li>- The Constitution is a living document that has</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- How much power should the government have?</li> <li>- What compromises were reached before the Constitution was ratified?</li> <li>- How is power divided between national and state governments?</li> <li>- What rights are guaranteed by the Constitution?</li> </ul>

<p>additional sources.</p> <p>HIST 8.10 Organize applicable evidence into a coherent argument about the past.</p> <p>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.</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>CIV 8.3 Analyze the purposes, implementation, and consequences of public policies in multiple settings.</p> <p>CIV. 8.4 Compare historical and contemporary means of changing societies, and promoting the common good.</p> <p>ECO 8.4 Explain how inflation, deflation, and unemployment affect different groups.</p>	<p>been amended over time</p>	
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- Weaknesses of the Articles of Confederation led to early problems for our country.</li> <li>- Federalists and Anti-Federalists debated whether states or the federal government should have power.</li> <li>- The Constitution outlines how our government is run by three branches.</li> <li>- There is a separation of powers between the branches and they check and balance each other.</li> <li>- The Bill of Rights guarantees basic rights to all citizens.</li> <li>- There are different ways to become a citizen.</li> <li>- Citizenship comes with certain rights as well as responsibilities.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Analyzing primary sources.</li> <li>- Comparing perspectives on different events</li> <li>- Gathering evidence using primary and secondary sources</li> <li>- Making a claim based on evidence</li> <li>- Writing persuasive arguments to defend claims using evidence from primary sources</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	EvidenceAssessment
T A M,A A T M	Checklist/Rubric for Success <ul style="list-style-type: none"> <li>- Student facing rubric</li> <li>- Clear and focused claim</li> <li>- Historically accurate</li> <li>- Interpretation of sources</li> <li>- Proper citation of sources</li> <li>- Organization and mechanics</li> </ul>	PERFORMANCE TASK(S):  <a href="#">Ratification DBQ</a> Goal: Students will defend or oppose the ratification of the Constitution based on historical evidence from different primary sources. Role: Political Commentator Audience: Colonists Situation: Americans are debating the Constitution and federalism. Product: An op-ed that argues for or against ratification Standards: C3 Rubric for argumentative writing
T, M, A  M  M, A  T, M, A	<ul style="list-style-type: none"> <li>- Skillful application of disciplinary tools (ex. graphs, charts, maps)</li> <li>- Thorough understanding of key topics/concepts</li> <li>- Accurate application of vocabulary and resources</li> <li>- Selection if relevant and important information to support a claim</li> </ul>	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> <ul style="list-style-type: none"> <li>- Pre-assessment</li> <li>- Classroom discussions</li> <li>- Exit tickets, daily assignments</li> <li>- Constitution Scavenger Hunt</li> <li>- Preamble close-read and rewrite</li> <li>- Bill of Rights scenarios</li> <li>- Amendment research project</li> </ul>



### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T	Students will be asked open ended questions about the purpose of the US Constitution <ul style="list-style-type: none"> <li>- They will then attempt to complete a chart with the three branches of government, their jobs, and checks and balances.</li> </ul>	
M, T M M, T M, T M M, T M M M, T, A M T	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> <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>- Students will read James Madison’s notes and take notes on the Virginia Plan, New Jersey Plan, and Connecticut Compromise.</li> <li>- Students will read about the Constitutional Convention from Brainpop and discuss how much power the people should have.</li> <li>- Students will take notes on the Three Fifths Compromise and discuss how compromise helps our government make decisions.</li> <li>- Students will use the US government website to take notes on the functions of the three branches of government.</li> <li>- Students will use hypothetical situations to learn about how separation of powers and checks and balances work.</li> <li>- Students will read a Newsela article about Federalism and make a list of powers reserved for the state.</li> <li>- Students will create a sentence using LUSASR to help them remember the seven articles of the Constitution.</li> <li>- Constitution DBQ</li> <li>- Students will create a flowchart that shows how a bill becomes a law by watching “I’m Just a Bill.”</li> <li>- Students will discuss what it means to be a good citizen and watch a video about the naturalization process.</li> </ul>	Progress Monitoring <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Exit tickets</li> <li>- Notebook/assignment responses related to the essential questions</li> <li>- Research and inquiry development process</li> </ul>

M	- Students will watch a video on the Bill of Rights and summarize each one.	
M, T, A	- Students will research and become an expert on one amendment each, then share their findings with the class on one slide.	

### Suggested Resources

- Textbook
- U.S. History Atlas (Nystrom)
- The Articles of Confederation <https://docs.google.com/presentation/d/1LaWnlxCasiHj0Gtm9JN3bfXKu9DZj9UuKszhBXa50g/edit?usp=sharing>
- The Constitutional Convention Plans [Newsela: James Madison's Notes](https://www.newsela.com/lesson/James-Madison-s-Notes)
- Constitutional Convention Related Reading - Brainpop <https://drive.google.com/file/d/1yIK53-pzgbFyPukMmUG9ytjj7Fe42eMD/view?usp=sharing>
- Three Fifths Compromise <https://docs.google.com/presentation/d/1Q9osDPS5rEAdDQncltdm98pwBpjKAngmT4CrVM/edit?usp=sharing>
- Three Branches of Government <https://www.usa.gov/branches-of-government>
- Checks and Balances <https://docs.google.com/document/d/1jBY-WoMa3dFtFtX0zmti2sOjLPLe1x6ijlezhXxuc/edit?usp=sharing>
- Federalism ([Newsela "The Roles of State and Federal Governments"](https://www.newsela.com/lesson/The-Roles-of-State-and-Federal-Governments))
- Key Terms Quiz <https://docs.google.com/document/d/1pmUJ4to0jjaTtFukUwPEnS0UH7blob83MG7FmlKz0/edit?usp=sharing>
- How a Bill Becomes a Law ("I'm Just a Bill" by Schoolhouse Rock)
- Bill of Rights <https://constitutioncenter.org/learn/hall-pass/the-bill-of-rights>
- KWL Chart <https://docs.google.com/document/d/1cogxcJITovJTdcOze5wSnUYWf2R-IEKj38GWzsljw/edit>
- Constitutional Plans & Compromises Template [https://docs.google.com/document/d/1FFI1zQL62dyQHXSyoYUtg4-oXArl3Z\\_jZFvbs3unI4/edit](https://docs.google.com/document/d/1FFI1zQL62dyQHXSyoYUtg4-oXArl3Z_jZFvbs3unI4/edit)
- DBQ Student Checklist <https://docs.google.com/document/d/104p73Jj8sApeHpMDrx7C4Jp2jreKuMjY-yV5ZwHgqxo/edit>
- DBQ Model Newspaper Article Template [https://docs.google.com/document/d/1gykeKPmnDEwf6v0kixIWImhZpBl\\_m7inBfeVFHswqug/edit](https://docs.google.com/document/d/1gykeKPmnDEwf6v0kixIWImhZpBl_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>

### UNIT 3: Westward Expansion

#### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<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>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><i>Students will be able to independently use their learning to...</i></p> <p>Develop questions and plan inquiry (R1, W7, SL1)</p> <p>Evaluate sources and use evidence (R1-10, W1, W2, W7-10, SL1-3)</p> <p>Communicate conclusions &amp; take informed action (R1, W1-8, SL1-6, L1-3)</p> <p>CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.WHST.6-8.7</p>	
	<i>Meaning</i>	
<p>INQ 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</p> <p>INQ 6-8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments</p> <p>INQ 6-8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- People move for new opportunities and other reasons</li> <li>- The United States gained vast amounts of new territory during this time period through conquest</li> <li>- Westward expansion forever altered the lives of Native Americans.</li> <li>- Change and progress can have both rewards and consequences.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- What push and pull factors led to westward expansion?</li> <li>- What consequences are associated with territorial expansion?</li> <li>- How does this time period help define what it means to be an American?</li> </ul>

	<b>Acquisition</b>	
<p>information and data, while acknowledging the strengths and weaknesses of the explanations.</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>HISTORY 8.1 Analyze connections among events and developments in historical contexts.</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 8.9 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</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- The roots of Manifest Destiny.</li> <li>- The political views of leaders like Andrew Jackson who influenced westward expansion.</li> <li>- Provisions of the Indian Removal Act</li> <li>- The causes of conflict between the US and Spain/Mexico.</li> <li>- The effect that new transportation and communication systems had on the economy.</li> <li>- Different groups including settlers, Chinese immigrants, industrialists, and politicians, had new opportunities because of westward expansion.</li> <li>- New conflicts arose as we pushed west into land claimed and occupied by other groups of people.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Analyzing primary sources.</li> <li>- Comparing perspectives on different events</li> <li>- Gathering evidence using primary and secondary sources</li> <li>- Making a claim based on evidence</li> <li>- Writing persuasive arguments to defend claims using evidence from primary sources</li> </ul>

<p>past.</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>CIV. 8.4 Compare historical and contemporary means of changing societies, and promoting the common good.</p> <p>ECO 8.3 Analyze the role of innovation and entrepreneurship in a market economy.</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>		
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REVISION

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T A M,A A T M	Checklist/Rubric for Success <ul style="list-style-type: none"> <li>- Student facing rubric</li> <li>- Clear and focused claim</li> <li>- Historically accurate</li> <li>- Interpretation of sources</li> <li>- Proper citation of sources</li> <li>- Organization and mechanics</li> </ul>	<b>PERFORMANCE TASK(S):</b> <i>Students will show that they really understand evidence of...</i>  <a href="#">Lewis and Clark RAFT Project</a> Goal: To understand the significance of the Corps of Expedition Role: Choices of Jefferson, Lewis, Clark, Sacajeweja, newspaper writer, etc. Audience: Various Situation: Various Product: Drawing, Journal, Newspaper Article, Proclamation, Supply List, etc. Standards: Checklist/Rubric for Success. Students will understand the significance of this expedition and how it led to westward migration.
T, M, A  M  M, A  T, M, A	<ul style="list-style-type: none"> <li>- Skillful application of disciplinary tools (ex. graphs, charts, maps)</li> <li>- Thorough understanding of key topics/concepts</li> <li>- Accurate application of vocabulary and resources</li> <li>- Selection if relevant and important information to support a claim</li> </ul>	<b>OTHER EVIDENCE:</b> <i>Students will show they have achieved Stage 1 goals by...</i>  Pre-assessment Unit Test Exit Tickets Classroom Discussion Timeline of Westward Expansion Political cartoon analysis Map of expansion territories

## Stage 3 – Learning Plan

Code	Pre-Assessment	
T M	<p><b>Students will be asked to identify key terms for the unit.</b></p> <p><b>Open ended question: Identify and explain how Westward Expansion was important to the growth of the United States.</b></p>	
M, A  T  T, M  T, M, A  T, M  T, M  A	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>- Students will use videos and teacher notes to map territorial expansion of the United States.</li> <li>- Students will read about the Lewis and Clark expedition in Newsela.</li> <li>- Students will watch clips from “The Story of Us: Westward” about Daniel Boone and Lewis and Clark and explain the significance of both in writing.</li> <li>- Students will research Lewis and Clark and complete the RAFT Project.</li> <li>- Students will read about Native American tribes living east of the Mississippi River in the early 1800’s in the textbook (interactive map).</li> <li>- Students will read about the Schaghticoke using the tribe’s website and take notes on the legal disputes they’ve had over the last 300 years.</li> <li>- Students will read about the expansion of voting rights in the 1820’s and take notes on different groups and the extent of their rights prior to Andrew Jackson’s presidency.</li> <li>- Students will read about Jacksonian Democracy from the textbook and list his priorities as president.</li> <li>- Students will watch a video from Discovery Education about the Indian Removal Act and the Trail of Tears.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Student discussion based on their own generated questions</li> <li>- Notebook responses/journal entries</li> <li>- Self reflection (entrance and exit tickets)</li> <li>- Teacher comments and check-ins during project creation process</li> </ul>

	<ul style="list-style-type: none"> <li>- Students will read an article and define manifest destiny, annexation, and list the territorial gains accomplished by President Polk.</li> <li>- Students will read an introduction to the Oregon Trail and highlight the push and pull factors for people moving.</li> <li>- Students will create a list of supplies necessary for a cross country trip while reading an article about wagon trains.</li> <li>- Students will read primary source journal entries from people who traveled the Oregon Trail, and use them as an inspiration to write their own journal entry.</li> <li>- Students will graph the human toll of westward expansion by reading about common ailments and dangers of the trail.</li> <li>- Students will examine primary source advertisements for new technology and discuss the impact they will most likely have on westward expansion.</li> <li>- Students will write a letter in morse code to their family back east in the "Old States."</li> <li>- Students will be assessed by analyzing the painting "American Progress" by John Gast.</li> </ul>	
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### Suggested Resources

- Textbook
- U.S. History Atlas (Nystrom)
- American Progress, painting by John Gast <http://picturehistory.gc.cuny.edu/john-gast-american-progress-1872/>
- America: The Story of US (History Channel) Episodes: Westward and Heartland
  - <http://www.history.com/shows/american-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>
- [https://archive.org/details/msdos\\_Oregon\\_Trail\\_The\\_1990](https://archive.org/details/msdos_Oregon_Trail_The_1990)
- <https://www.nps.gov/whmi/learn/education/upload/Section%201%20Guide%20Oregon%20Trail%20Highlights.pdf>
- Oregon Trail Packet <https://docs.google.com/document/d/11prB1k7x8m8NenhnCk3c2k06JANCijJP5jagGKM/edit?usp=sharing>

REVISION

## UNIT 4: Reform Movements

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <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,</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Develop questions and plan inquiry.</p> <p>Apply disciplinary concepts and tools.</p> <p>Evaluate sources and use evidence.</p> <p>Communicate conclusions and take in formed action.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- The Industrial Revolution brought urban and economic growth to the North.</li> <li>- Plantations dominated the southern economy.</li> <li>- Reform movements aimed to improve society for everyone.</li> <li>- There are often phases to reform movements and they can take a long time to achieve change.</li> <li>- There are strategies used by various reform movements.</li> <li>- Many reform movements have connections to current pushes for social change.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <p>What social and economic conditions led to early American reform movements?</p> <p>How are these movements modern social movements?</p>

state constitutions, and selected other systems of government.	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>- The characteristics of capitalism and how it creates opportunity.</li> <li>- The technology behind economic growth during this time period.</li> <li>- How industrialization leads to urbanization..</li> <li>- How different movements are connected and occur simultaneously.</li> <li>- The factors that lead to different movements.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>- Analyzing primary sources.</li> <li>- Comparing perspectives on different events</li> <li>- Gathering evidence using primary and secondary sources</li> <li>- Making a claim based on evidence</li> <li>- Writing persuasive arguments to defend claims using evidence from primary sources</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T <ul style="list-style-type: none"> <li>- A</li> <li>- M,A</li> <li>- T, M, A</li> <li>- T</li> <li>- T</li> <li>- T</li> </ul>	Checklist/Rubric <ul style="list-style-type: none"> <li>- clear and focused claim</li> <li>- evidence from all sources</li> <li>- evidence from classwork</li> <li>- historical accuracy</li> <li>- evidence is relevant and important</li> <li>- proper citations</li> </ul>	PERFORMANCE TASK(S) <a href="#">Reform Movements - Tik Tak Think</a> Goal: To show their understanding of the causes, tactics, and results of 19th century reform movements. Audience: Americans living during this time period. Situation: You are an activist fighting for change. Product: Various Standards: Checklist/rubric. Students will be able to display their historical knowledge, research abilities, and creativeness by creating various products.

T, M, A	- Skillful application of disciplinary tools to make accurate inferences and logical predictions to draw conclusions.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M	- Thorough understanding and analysis of key concepts and topics	Pre Assessment Exit and Entrance tickets Class Discussion Daily Assignments Venn Diagram (North vs. South) Invention Profiles
M, A	- Accurate application of content and domain specific vocabulary	
T, M, A	- Selection of evidence that is sufficient, relevant, and compelling to support a claim.	

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## Stage 3 – Learning Plan

Code	Pre-Assessment	
T	Students will use a Venn Diagram to compare life in the north to life in the south during the mid-1800's.	
<div>T</div> <div>T</div> <div>M</div> <div>T, M</div> <div>T, M, A</div>	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>- Students will examine a digital interactive about the early power looms and mills, and make predictions about this might change the way people live.</li> <li>- Students will read primary sources from Lowell mill workers and make a list of grievances they may have about their living and working conditions.</li> <li>- Students will watch a video about the Triangle Shirtwaist Factory and come up with a list of possible solutions that could have avoided such a disaster.</li> <li>- Students will examine primary source photographs from Jacob Riis and discuss the problems with rapid urbanization.</li> <li>- Students will watch a video about the temperance movement and create a list of statistics that would support the argument for banning alcohol.</li> <li>- Students will read an article about the women's suffrage movement and make a list of strategies they used to create change.</li> <li>- Students will create short social media profiles for famous suffragettes after reading about them and learning about how they went about fighting for change.</li> <li>- Students will examine primary sources about the slave trade, including advertisements for slaves and shipping manifests and</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Class discussion using student generated questions</li> <li>- Student to student discussion</li> <li>- Daily responses/journal entries</li> <li>- Self reflection (entrance/exit slips)</li> <li>- Student Teacher conferences/breakout groups</li> </ul>

	<p>write a short reactionary journal entry.</p> <ul style="list-style-type: none"> <li>- Students will read about the “Cotton Kingdom” in the south as well as the abolition movement and underground railroad in preparation for their assessment.</li> </ul>	
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### Suggested Resources

- Textbook
- U.S. History Atlas (Nystrom)
- Women’s Suffrage  
<https://www.nytimes.com/2020/07/10/us/women-voting-rights-suffrage-centennial.html?section=Clock&module=Top%20Stories&pgtype=Homepage>
- Tik Tak Think <https://docs.google.com/document/d/1ZCKNgHI4Y8mzRLfbUK39pN4-jHWo6H4Ub-RThubjC94/edit?usp=sharing>
- <http://unveilinghistory.org/blog/lessons/the-beginning-of-advocacy-social-reformers-ready-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/21125>
- [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>

## UNIT 5: The Civil War

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</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</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Develop questions and plan inquiry (R1, W7, SL1)</p> <p>Evaluate sources and use evidence (R1-10, W1, W2, W7-10, SL1, L1-3)</p> <p>Communicate conclusions &amp; take informed action (R1, W1-8, SL1-6, L1-3)</p> <p>CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.WHST.6-8.7</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Core beliefs can influence people's actions.</li> <li>- Social and economic problems can cause great divisions.</li> <li>- Conflict can create change.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- How were the north and south culturally and economically different?</li> <li>- How was the North able to defeat the South?</li> </ul>
	<i>Acquisition</i>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

<p>contained in the founding documents of the United States, and explain how they influence the social and political system.</p> <p>ECO8.6 Explain The Benefits And The Costs Of trade policies to individuals, businesses and society.</p> <p>GEO8.2 Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.</p>	<ul style="list-style-type: none"> <li>- How sectionalism and states' rights caused the Civil War.</li> <li>- The role Abraham Lincoln and other leaders played in the war.</li> <li>- The advantages of the North and South.</li> <li>- The leadership qualities and strategies of Lee and Grant.</li> <li>- The contributions of women and minorities, specifically African Americans, to the war effort.</li> <li>- Major events like Gettysburg, the Emancipation Proclamation, and the Battle of Antietam.</li> <li>- The events that led to the end of the war</li> </ul>	<ul style="list-style-type: none"> <li>- Analyzing primary sources</li> <li>- Comparing perspectives on different events</li> <li>- Gathering evidence using primary and secondary sources</li> <li>- Making a claim based on evidence</li> <li>- Writing persuasive arguments to defend claims using evidence from primary sources</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T <ul style="list-style-type: none"> <li>- A</li> <li>- M,A</li> <li>- T, M, A</li> <li>- T</li> <li>- T</li> <li>- T</li> </ul>	Checklist/Rubric <ul style="list-style-type: none"> <li>- clear and focused claim</li> <li>- evidence from all sources</li> <li>- evidence from classwork</li> <li>- historical accuracy</li> <li>- evidence is relevant and important</li> <li>- proper citations</li> </ul>	PERFORMANCE TASK(S) Goal: Students will understand the nature of the war and the sacrifices the soldiers went through Role: Civil War soldier Audience: Family at home Situation: You are writing a letter home to a loved one describing your experiences and why you chose to serve. Product: A letter Standards Checklist/rubric. This will help students prove their understanding of why soldiers fought, how their imaginations compared to the reality of combat, and how new technology and strategies changed warfare.
T, M, A   M  M, A  T, M, A	<ul style="list-style-type: none"> <li>- Skillful application of disciplinary tools to make accurate inferences and logical predictions to draw conclusions.</li> <li>- Thorough understanding and analysis of key concepts and topics</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>	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> Pre Assessment Exit and Entrance tickets Unit Vocabulary Primary and Secondary source readings Letters from soldiers Close Read of the Gettysburg Address Class Discussion Daily Assignments Essay: Was Reconstruction a success or failure? Causes of the War Timeline Map the major events of the war with dates

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
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>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>- Students will review economic, cultural, and geographical differences between the North and South from Unit 4 and create a Venn Diagram or T-chart.</li> <li>- Students will read about the Missouri Compromise and respond in the journals as to how that will lead closer to war.</li> <li>- Students will read about the Dred Scott case and discuss how the ruling will change the way slaves are treated.</li> <li>- Students will watch a video about the Kansas Nebraska Act and Bleeding Kansas and map the expansion of slavery in the west.</li> <li>- Students will read excerpts from the Fugitive Slave Act and write a journal entry reacting to it from the perspective of a free person in the north.</li> <li>- Students will watch a video about John Brown and debate whether he is a terrorist or a martyr.</li> <li>- Students will read about the election of 1860 and take notes on the platform that each candidate is running on before predicting the outcomes should a different candidate win.</li> <li>- Students will read about Abraham Lincoln's inauguration and the succession of South Carolina that followed.</li> <li>- Students will take notes on the early battles, and compare the</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Class discussion using student generated questions</li> <li>- Student to student discussion</li> <li>- Daily responses/journal entries</li> <li>- Self reflection (entrance/exit slips)</li> </ul>

T, M	advantages of each army.	
T, M, A	- Students will watch video clips about the new technology and write about how it might change warfare.	
T, M	- Students will write a letter home to a loved one based on what they've learned.	
T, M	- Students will read about Vicksburg and Gettysburg while taking notes on the leaders from both sides.	
T, M	- Students will read about the end of the war, and make predictions as to what comes next.	

### 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.civilwar.org](http://www.civilwar.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/season?edan\\_q=%2A%3A%2A&edan\\_local=1&edan\\_fq%5B%5D=topic%3A%22Slavery%22](https://nmaahc.si.edu/explore/collection/season?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)
- Paulsen, Gary. *Soldier's Heart: A Novel of the Civil War*. Seedlings. 2006.

## UNIT 6: Reconstruction

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</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</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Develop questions and plan inquiry (R1, W7, SL1)</p> <p>Evaluate sources and use evidence (R1-10, W1, W2, W7-10, SL1-3)</p> <p>Communicate conclusions &amp; take informed action (R1, W1-8, SL1-6, L1-3)</p> <p>CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.WHST.6-8.7</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Wars have long lasting effects on people and countries.</li> <li>- Ending slavery did not end the effects of slavery.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- What were the different plans for Reconstruction?</li> <li>- Was Reconstruction a success or failure?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- The risks that faced the country following the war.</li> <li>- How Lincoln and Johnson's plans for Reconstruction differed.</li> <li>- Whether or not Reconstruction was a success.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Analyzing primary sources</li> <li>- Comparing perspectives on different events</li> <li>- Gathering evidence using primary and secondary sources</li> <li>- Making a claim based on evidence</li> </ul>

<p>contained in the founding documents of the United States, and explain how they influence the social and political system.</p> <p>ECO8.6 Explain The Benefits And The Costs Of trade policies to individuals, businesses and society.</p> <p>GEO8.2 Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.</p>		<ul style="list-style-type: none"> <li>- Writing persuasive arguments to defend claims using evidence from primary sources</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T - A - M,A - T, M, A - T - T - T	Checklist/Rubric - clear and focused claim - evidence from all sources - evidence from classwork - historical accuracy - evidence is relevant and important - proper citations	PERFORMANCE TASK(S) Goal: To research and discover whether or not Reconstruction was a success Role: Military historian Audience: American public Situation: Students will argue whether or not the veterans of the United States Colored Troops (USCT) received equal rights and treatment following the Civil War. Product: Argumentative essay Standards: Checklist/rubric. Students will be able to prove that they can find reliable sources, interpret those sources, form their own opinion, and support it with facts from their own research.

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T, M, A	<ul style="list-style-type: none"> <li>- Skillful application of disciplinary tools to make accurate inferences and logical predictions to draw conclusions.</li> <li>- Thorough understanding and analysis of key concepts and topics</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>	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M		Pre Assessment
M, A		Exit and Entrance tickets
T, M, A		Unit Vocabulary Class Discussion Daily Assignments Essay: Was Reconstruction a success or failure? Causes of the War Timeline Map the major events of the war with dates

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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T, M	<ul style="list-style-type: none"> <li>- Students will list social, political, and economic problems facing the nation following the Civil War.</li> </ul>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>- Students will read about Lincoln’s Plan for Reconstruction and list the goals he had in mind.</li> <li>- Students will read about Johnson’s Plan for Reconstruction and highlight differences from the Lincoln Plan.</li> <li>- Students will go to the Ford’s Theatre website and examine the interactive that details the assassination of Abraham Lincoln, then write a journal entry describing how this will change Reconstruction.</li> <li>- Students will read about the Freedman’s Bureau and define unit vocabulary (ex. scalawag and carpetbagger)</li> <li>- Students will read about the 13th Amendment, and write about how it is Constitutionally different from the Emancipation Proclamation.</li> <li>- Students will read about the 14th and 15th amendments, and make connections between them through “Reconstruction Amendments.”</li> <li>- Students will read about the compromise of 1877 and how it effectively ended Reconstruction.</li> <li>- Students will discuss whether or not Reconstruction solved the issues they listed on their pre assessment.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Causes of the War Timeline</li> <li>- Map the major events of the war with dates</li> <li>- Class discussion using student generated questions</li> <li>- Student to student discussion</li> <li>- Daily responses/journal entries</li> <li>- Self reflection (entrance/exit slips)</li> </ul>



## 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\\_lessonplans.html](http://www.pbs.org/wnet/jimcrow/education_lessonplans.html)
- African American Art ○ <https://nmaahc.si.edu/visual-art-and-american-experience>
- Ford's Theater <https://www.fords.org/>

## UNIT 7: Immigration

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</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</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Develop questions and plan inquiry (R1, W7, SL1)</p> <p>Evaluate sources and use evidence (R1-10, W1, W2, W7-10, SL1-3)</p> <p>Communicate conclusions &amp; take informed action (R1, W1-8, SL1-6, L1-3)</p> <p>CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.WHST.6-8.7</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>- People move to new lands for many reasons.</li> <li>- Immigrants face many challenges in new surroundings.</li> <li>- Conflict can arise over immigration.</li> <li>- Certain aspects of cultures will survive in new areas.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How do immigrants help define what it means to be an American?</p> <p>How did actual experiences of immigrants relate to the "American Dream?"</p>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- the pull factors that brought immigrants to America.</li> <li>- the push factors in Europe and Asia that led</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Analyzing primary sources</li> <li>- Comparing perspectives on different events</li> <li>- Gathering evidence using primary and secondary</li> </ul>

<p>contained in the founding documents of the United States, and explain how they influence the social and political system.</p> <p>ECO8.6 Explain The Benefits And The Costs Of trade policies to individuals, businesses and society.</p> <p>GEO8.2 Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.</p>	<p>immigrants to leave those areas.</p> <ul style="list-style-type: none"> <li>- the impact immigrants had on urbanization and industrial growth in America.</li> <li>- legislation and current issues surrounding immigration in the United States.</li> </ul>	<p>sources</p> <ul style="list-style-type: none"> <li>- Making a claim based on evidence</li> <li>- Writing persuasive arguments to defend claims using evidence from primary sources</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T <ul style="list-style-type: none"> <li>- A</li> <li>- M,A</li> <li>- T, M, A</li> <li>- T</li> <li>- T</li> <li>- T</li> </ul>	Checklist/Rubric <ul style="list-style-type: none"> <li>- clear and focused claim</li> <li>- evidence from all sources</li> <li>- evidence from classwork</li> <li>- historical accuracy</li> <li>- evidence is relevant and important</li> <li>- proper citations</li> </ul>	<b>PERFORMANCE TASK(S):</b> <i>Students will show that they really understand evidence of...</i> Goal: Understand how the debate around immigration has existed over time. Role: Lawmaker Audience: Congress Situation: Students will debate whether or not to allow immigrants from a hypothetical country based on historical precedents. Product: A formal debate between classmates. Standards: Students will be able to prove their understanding of historical content by applying it to a current issue.
T, M, A   M  M, A  T, M, A	<ul style="list-style-type: none"> <li>- Skillful application of disciplinary tools to make accurate inferences and logical predictions to draw conclusions.</li> <li>- Thorough understanding and analysis of key concepts and topics</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>	<b>OTHER EVIDENCE:</b> <i>Students will show how they have achieved Stage 1 goals by...</i> <ul style="list-style-type: none"> <li>- Pre-assessment</li> <li>- Entrance and Exit Slips</li> <li>- Social Studies notebook</li> <li>- Unit Vocabulary</li> <li>- US History Atlas: impact of immigration</li> <li>- Unit Test</li> <li>- Student self-reflection and conference</li> </ul>

## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T	Students will respond to an open ended question about what factors are taken into consideration when a person moves from one country to another.	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>- Students will examine maps of where different immigrant groups settled over time in the United States to determine how they affected urban development.</li> <li>- Students will learn about push and pull factors that drive immigration including big historical events.</li> <li>- Students will discuss with their family where their ancestors came from.</li> <li>- Students will compare and contrast political cartoons from the early 20th century to the present and analyze for continuing themes and bias.</li> <li>- Students will read informational texts on the Chinese Exclusion Act that led to reform movements fighting for immigrant protection and rights.</li> <li>- Students will read primary sources about immigrant experiences and write a letter from the perspective of an immigrant who has recently come to America.</li> <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 today.</li> <li>- Students will research current issues surrounding immigration and prepare for a debate or argumentative writing piece.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Class discussions using student generated questions</li> <li>- Daily assignments/notebook responses</li> <li>- Entrance and Exit Tickets</li> <li>- Research and inquiry development processes</li> <li>- Student teacher conferences</li> </ul>
T, M, A		
T, M, A		
T, M		
T, M		
T, M, A		
T, M, A		
M		
T, M, A		

## Suggested Resources

- Textbook
- U.S. 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.htm>
- Immigration Political Cartoons: <http://hti.osu.edu/opper/lessonplans/immigration-us-history-through-eye-editorial-cartoons>
- <https://www.theatlantic.com/national/archive/2011/11/racist-and-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/general-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/16/4>
  - <https://learning.blogs.nytimes.com/2010/04/27/learning-about-u-s-immigration-with-the-new-york-times/>
- Newsela: Jacob Riis "How the Other Half Lives"

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