

**Griswold Middle School  
Grade 8  
Social Studies Curriculum Map**

<b>Unit Title</b>	<b>Constitution and Bill of Rights</b>	<b>Slavery and the Reform Movement</b>	<b>Western Expansion and Immigration</b>	<b>Secession, Civil War and Reconstruction</b>
<b>Unit Overview</b>	An examination of the creation of America’s founding documents. Students will analyze ways that the U.S. Constitution reflected American beliefs concerning government and the rights of the individual during this era. Students will also evaluate the views of Federalists and anti-Federalists, and the ways this debate continues to this very day.	An evaluation of the the struggle for freedom, equality, and social justice. Students will compare and contrast the attitudes of Southern plantation owners, poor Southern farmers, Northern industrialists, abolitionists, and free blacks towards slavery. Students will also evaluate the causes, goals, and outcomes of mid-19th century reform movements such as women’s rights, temperance, education, mental health, and prisons.	An exploration into the impact of geography on history through Westward Expansion and immigration. Students will analyze the theory of Manifest Destiny and its impact on American policy. Students will also evaluate the impact of Westward Expansion on indigenous peoples and on settlers. Students will evaluate the reasons for and the results of European immigration to the United States and compare these with reasons of immigration by the Chinese and other groups during that period.	An investigation of the events leading up to the secession of Southern states, the Civil War conflict itself, and its aftereffects. Students will evaluate various long-term and short-term reasons for conflict between the North and the South. Students will also analyze reasons that the Reconstruction era could be seen as a success and reasons that the Reconstruction era could be seen as a failure.
<b>Duration</b>	5 weeks	5 weeks	5 weeks	5 weeks
<b>Priority Standards</b>	<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>HIST 8.2</b>-Classify series of historical events and developments as examples of change and/or continuity</p> <p><b>HIST 8.4</b>-Explain how and why perspectives of people have changed over time</p>	<p><b>GEO 8.3</b>-Explain how changes in transportation and communication technology influence spatial connections among human settlements and affect the diffusion of ideas and cultural practices</p> <p><b>ECO 8.1</b>-Explain how economic decisions affect the wellbeing of individuals, businesses, and society</p>	<p><b>HIST 8.9</b>-Explain multiple causes and effects of events and developments of the past</p> <p><b>HIST 8.8</b>-Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose</p>
<b>Essential Questions</b>	Is America a land of political, economic, and social opportunity?	How do Americans define freedom and equality and how have Americans conceptions of	Is there an American national identity; what does it mean to be an American?	Is the United States a "just" society and how has the concept of justice evolved over time?

	How did the development of the U.S Constitution and its amendments reflect societal change that favored the common good?	freedom and equality changed over the course of U.S. history?  How have social movements affected individual political participation over time?	How did transportation and communication changes influence Westward Expansion in the United States?	How can we use evidence to understand how the Civil War affected freedom and equality for Americans?
<b>Instructional Strategies</b>	Accountable Talk, Cooperative Learning, Direct Instruction, Flexible and Strategic Grouping, Graphic Organizers, Summarizing and Notetaking  Academic Vocabulary and Language, Close Read, Debate, Document-based Questions, Socratic Seminar	Accountable Talk, Cooperative Learning, Direct Instruction, Flexible and Strategic Grouping, Graphic Organizers, Summarizing and Notetaking  Current Events, Effective Questioning, Reading and Writing Across Curriculum	Accountable Talk, Cooperative Learning, Direct Instruction, Flexible and Strategic Grouping, Graphic Organizers, Summarizing and Notetaking  Identifying Similarities and Differences, Notebooking/Journaling, Role Play/Simulations/Drama	Accountable Talk, Cooperative Learning, Direct Instruction, Flexible and Strategic Grouping, Graphic Organizers, Summarizing and Notetaking  Guest Speakers, Project-based learning, Structured Academic Controversy, Student Self-assessment
<b>Key Resources and Texts</b>	History Alive! The United States Through Industrialism <ul style="list-style-type: none"> <li>● Chapter 9-The Constitution</li> <li>● Chapter 10-The Bill of Rights</li> </ul> Primary Sources <ul style="list-style-type: none"> <li>● Washington’s first State of the Union Address</li> <li>● The Constitution</li> <li>● The Bill of Rights</li> <li>● First Census Report of the U.S. 1790</li> <li>● George Washington’s Journal Icivics.org</li> <li>● Wanted: A Just Right Gov’t</li> <li>● Anatomy of the Constitution</li> <li>● You’ve Got Rights!</li> </ul>	History Alive! The United States Through Industrialism <ul style="list-style-type: none"> <li>● Chapter 18-An Era of Reform</li> <li>● Chapter 19-The Worlds of the North and South</li> <li>● Chapter 20-African Americans in the Mid-1800s</li> </ul> Primary Sources <ul style="list-style-type: none"> <li>● Prudence Crandall: advertisement, abolition letters, Crandall’s letter to State of CT, CT v. Prudence Crandall (arguments from Goddard &amp; Ellsworth)</li> </ul> TeachUSHistory.org <ul style="list-style-type: none"> <li>● <a href="http://www.teachushistory.org/second-great-awakening-age-reform">http://www.teachushistory.org/second-great-awakening-age-reform</a></li> </ul>	History Alive! The United States Through Industrialism <ul style="list-style-type: none"> <li>● Chapter 14-Andrew Jackson and the Growth of American Democracy</li> <li>● Chapter 15-Manifest Destiny and the Growing Nation</li> <li>● Chapter 16-Life in the West</li> <li>● Chapter 17-Mexicano Contributions to the Southwest</li> </ul> Primary Sources <ul style="list-style-type: none"> <li>● Diary of Narissa Witman</li> <li>● National Archives: Daniel Freeman: homestead application, improvements, eligibility documents</li> <li>● Jackson and Boudinot (Indian Removal Act: Pro/Con)</li> </ul> Public Broadcasting Service <ul style="list-style-type: none"> <li>● <a href="http://www.pbs.org/independentlens/newamericans/foreducators_index.html">http://www.pbs.org/independentlens/newamericans/foreducators_index.html</a></li> </ul>	History Alive! The United States Through Industrialism <ul style="list-style-type: none"> <li>● Chapter 21-A Dividing Nation</li> <li>● Chapter 22-The Civil War</li> <li>● Chapter 23-The Reconstruction Era</li> </ul> Primary Sources <ul style="list-style-type: none"> <li>● Brooks/Sumner- Senate Speeches and NY Tribune/South Carolinian</li> <li>● Civil War Diaries and Personal Narratives, Library of Congress</li> </ul> Civil War Trust <ul style="list-style-type: none"> <li>● <a href="http://www.civilwar.org/education/teachers/">http://www.civilwar.org/education/teachers/</a></li> </ul>

<b>Assessments</b>	Unit Assessments Chapter Quizzes Vocabulary Quizzes Formative Assessments Peer Evaluation	Unit Assessments Chapter Quizzes Vocabulary Quizzes Formative Assessments Research Exhibition	Unit Assessments Chapter Quizzes Vocabulary Quizzes Formative Assessments Discussion Forums	Unit Assessments Chapter Quizzes Vocabulary Quizzes Formative Assessments Summative Portfolio
<b>Performance Tasks</b>	U.S. Supreme Court Argument Performance Task <a href="http://www.c3teachers.org">C3teachers.org</a> <ul style="list-style-type: none"> <li><a href="http://www.c3teachers.org/inquiries/great-compromise/">http://www.c3teachers.org/inquiries/great-compromise/</a></li> </ul> Key Ideas to Independence Task Set	Abolition Performance Task <ul style="list-style-type: none"> <li>Describe the fundamental beliefs that shaped the abolitionist movement and at least 3 actions taken by abolitionists based on those beliefs.</li> </ul> Slavery Compromises Performance Task <ul style="list-style-type: none"> <li>What was the role of compromise leading up to the Civil War?</li> </ul> Women's Rights Movement Task Set	Immigration Performance Task <ul style="list-style-type: none"> <li>Why did immigrants come to the U.S.?</li> </ul>	"Diary of Alfred P. Hanks" - illustrate assigned scene Mathew Brady photographs Women's roles in the civil war Reconstruction Performance Task <ul style="list-style-type: none"> <li>Was the promise of Reconstruction fulfilled?</li> </ul> Civil War Sectionalism Performance Task <ul style="list-style-type: none"> <li>Compare and contrast the North and South at the outbreak of the Civil War. How did the differences create advantages and disadvantages for each in the Civil War?</li> </ul>
<b>Writing Tasks</b>	Argumentative Writing Prompt- Should we still use the Electoral College today?	Research Paper- How did the Reform Movement change the United States in the 1800s?	Argumentative Writing Prompt- Was Andrew Jackson a villain or hero?	Narrative writing-Civil War Journals