

8th Grade US History | Quarter 1

Theme, Enduring Understandings, & Essential Questions for this Unit	How Students will Demonstrate Their Understanding	Standards-based Essential Skills & Concepts to be Targeted Throughout the Unit	Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts	Resources for the Unit
<p>History:</p> <p>1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position</p> <p>2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.</p> <p>3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.</p> <p>Geography:</p> <p>13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</p> <p>14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences</p> <p>15. The movement of people, products and ideas</p>	<p>Pre-assessment: Buckledown (Comprehensive over content statements)</p> <p>Performance Assessment: Role play justifications for exploring and settling North America</p> <p>Formative Assessment: Graphic organizer comparing and contrasting the economic reasons for exploration</p> <p>Performance Assessment: Role playing negotiating control of territories and resources.</p> <p>Formative: Regional map</p> <p>Summative: Short Cycle</p> <p>Formative Assessments: Graphic organizer on North American Colonization</p>	<p>CONTENT STANDARDS</p> <p>OH- Ohio Academic Content Standards (now the Ohio Model Curriculum) (2011) Subject: Social Studies Grade: Pre-Kindergarten Through Grade Eight Strand: History Topic with Description: Historical Thinking and Skills- Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions. Topic with Description: Heritage- Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others. Topic with Description: Early Civilizations- The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples. Topic with Description: First Global Age- The transoceanic linking of all the major regions of the world led to economic, political, cultural and</p>	<p>Students analyze primary and secondary sources to develop and write a historical narrative from multiple perspectives.</p> <p>Students use primary and secondary sources to investigate an event in American history.</p> <p>Diverse Learners:www.cast.org.</p> <p>Students use a graphic organizer to compare the economic and religious reasons for exploration and colonization among the European countries.</p> <p>Students assume the role of someone from one of these colonial powers: Great Britain, France, Spain or the Netherlands. Students then explain and justify their reasons for exploring and settling in North America. Students could present their justifications through role play or write justifications as an editorial for a newspaper.</p> <p>Diverse Learners:www.cast.org.</p> <p>Role play an international meeting of the</p>	<p>http://sheg.stanford.edu/</p> <p>http://historymatters.gmu.edu/browse/makesense/</p> <p>http://www.archives.gov/education/</p> <p>http://www.digitalhistory.uh.edu/historyonline/us2.cfm</p> <p>www.hippocampus.com</p> <p>http://memory.loc.gov/ammem/gmdhtml/gmdhome.html</p> <p>http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html</p> <p>http://www.pbs.org/wgbh/amex/tcr/sfeature/sf_interview.html</p> <p>http://www.nationalatlas.gov/articles.html</p>

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<p>resulted in new patterns of settlement and land use that influenced the political and economic development of the United States</p>		<p>religious transformations.</p> <p>Topic with Description: Colonization to Independence- European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.</p>	<p>colonizing powers and American Indians to negotiate control of territory and resources in North America. Students should explain how competition led to conflict.</p> <p>Students use a regional map to list historical events that took place in the region. Students can brainstorm how geography influenced the events on the list.</p> <p>Students complete graphic organizer/s on early North American colonization. Students will compare and contrast life in the north to life in south. Students make a chart showing the contributions slaves made to the Southern Colonies.</p>	
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