Esential Questions for this Unit Their Understanding Concepts to be Targeted Throughout the Unit Concepts Concep	Theme, Enduring Understandings, &	How Students will Demonstrate	Standards-based Essential Skills &	Strategies/Best Practices Used to	Resources for the Unit
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	8. Actions of early presidential		, ,	· · · · · · · · · · · · · · · · · · ·	
administrations contributions based on democratic ideals. U.S. Constitution.	, ,	·			

8th Grade US History Quarter 2

established a strong federal		Strand: Economics		www.hippocampus.com
government,	Performance	Topic: Economic Decision Making	Assign student groups to one of the	www.mppocampas.com
provided peaceful transitions of	Assessment: Write,	and Skills	early U.S. presidents. Have them	
power and	draw or perform parts	Content Statement: 22. Choices	create a presentation of the	http://dnet01.ode.state.oh.us/IM
repelled a foreign invasion.	of the Constitution	made by individuals, businesses and	administration's accomplishments,	S.ItemDetails/LessonDetail
		governments have both present and	including how the president	http://www.nationalatlas.gov/artic
Government:	Formative Assessment:	future consequences.	established	les.html
	Map, concept webs	Strand: Government	a strong federal government,	
18. Participation in social and civic		Topic: Roles and Systems of	provided	
groups can	Summative Assessment:	Government	peaceful transitions of power and	
lead to the attainment of individual	Journal entry	Content Statement: 20. The U.S.	repelled a foreign invasion.	
and public		Constitution established a federal		http://dnet01.ode.state.oh.us/IM
goals.	Project: Planning a trip	system of government, a	Students will investigate points of	S.ItemDetails?LessonDetail
	and describing the	representative democracy and a	view	
19. Informed citizens understand	process of	framework with separation of	of early	
how media	manufacturing	powers and checks and balances.	presidents. (Textbook chapters 9, 10)	
and communication technology		Content Statement: 21. The U.S.		Powermedia.plus series "On
influence public	Formative	Constitution protects citizens' rights	Students compare historic examples	Common Ground" (US Constitution)
opinion.	Assessments: Research	by limiting the powers of	of	
20 The U.S. Constitution established	on Indian tribes who	government.	media and communication	http://dnet01.ode.state.oh.us/IM
20. The U.S. Constitution established	lost land to American		technologies	S.ItemDetails/LessonDetail
a federal	Settlers.		with modern examples.	
system of government, a representative			Students examine the components	
democracy and a framework with			of	
separation of			the Constitution.	
powers and checks and balances			Students organize into groups to	
powers and enecks and balances			review the Constitution. Students	
21. The U.S. Constitution protects			will	
citizens'			write, draw, or perform to show	
rights by limiting the powers of			what	
government			they know about government that	
			the	
Geography:			Constitution set up. Students will use	
			a	
13. Modern and historical maps and			variety of resources to complete the	
other			tasks.	
geographic tools are used to analyze				
how			Students use a regional map to list	
historic events are shaped by			historical events that took place in	
geography.			the	
44.7			region.	
14. The availability of natural			Charles to be street and the	
resources			Students brainstorm how geography	
contributed to the geographic and			influenced the events on the list.	
economic				

expansion of the United States,		Students will complete concept
sometimes		webs
resulting in unintended		with important facts about the
environmental	n	northern and southern economies in
consequences.	t t	the 1800's.
	S	Students take the role of a southern
15. The movement of people,	p	plantation worker and write a short
products and ideas	s	story or journal entry describing how
resulted in new patterns of	l ti	the use of Whitney's new cotton gin
settlement and land		affected life on the plantation.
use that influenced the political and		'
economic	l s	Students will discuss and describe
development of the United States.		the
development of the officed states.		process of manufacturing a garment
16. Cultural biases, stereotypes and		pefore the Industrial Revolution.
1		
prejudices		Students may form teams and
had social, political and economic		debate
consequences		whether people
for minority groups and the		were better off as farmers or factory
population as a		workers.
whole.	S	Students will utilize graphic
	0	organizers
17. Americans began to develop a	t to	to trace the developments of
common	l ti	ransportation in the U.S.
national identity among its diverse	S	Students will work in small groups to
regional and	p	olan a trip and decide how they
cultural populations based on	l w	would
democratic ideals	l tı	ransport people, cargo, or products
		rom Ohio to New York City.
History:		Students will examine primary
1		source
15. The movement of people,		documents to locate cultural biases,
products and ideas		stereotypes and prejudices to
resulted in new patterns of		explain
settlement and land		the social, political and economic
use that influenced the political and		consequences for minority groups
economic		and
development of the United States	T T	the population as a whole.
		Students describe conflicts between
		white settlers and Native Americans.
		Students research the lives of
		several
		ndian groups whose lands were lost
		CO
		American settlers before 1810