

# 8th Grade US History | Quarter 2

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>1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</p> <p>4. The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.</p> <p>5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.</p> <p>6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.</p> <p>7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.</p> <p>8. Actions of early presidential administrations</p>	<p>Compare and Contrast life in the north to the south</p> <p>Chart showing contributions of slaves</p> <p>Summative: Writing of a historical narrative from multiple perspectives</p> <p>Project: Illustration of colonial discontent using posters, pamphlets, newspaper articles or the web</p> <p>Formative Assessments: Charting of major battles</p> <p>Oral Report describing a scene from the American Revolution</p> <p>Points of view of early presidents</p> <p>Summative Assessment: Written narrative explaining the problems of the Articles of Confederation</p> <p>Short Cycle Assessment</p> <p>Presentation: US presidents and contributions</p>	<p><b>CONTENT STANDARDS</b></p> <p>OH- Ohio Academic Content Standards (now the Ohio Model Curriculum) (2011)</p> <p>Subject: Social Studies</p> <p>Grade: Pre-Kindergarten Through Grade Eight</p> <p>Course /Grade with Theme: Grade 8. U.S. Studies from 1492 to 1877: Exploration through Reconstruction. The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronologic view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic and political factors.</p> <p>Strand: History</p> <p>Topic: Historical Thinking and Skills</p> <p>Content Statement: 1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</p> <p>Strand: Geography</p> <p>Topic: Spatial Thinking and Skills</p> <p>Content Statement: 13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</p> <p>Topic: Human Systems</p> <p>Content Statement: 17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.</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>Students illustrate the colonial discontent influenced by Enlightenment ideas that led to the Declaration of Independence and American Revolution</p> <p>using graphic organizers, posters, pamphlets, newspaper article, or web page.</p> <p>Students chart the major battles of the American Revolution on a map.</p> <p>Students should create a symbol for each battle, showing which side won.</p> <p>Students will locate a painting in the textbook or in another book showing a scene from the American Revolution. Each student will present a brief oral report describing the picture and giving background information about the scene depicted.</p> <p>Students examine primary and secondary resources to develop a narrative explaining the problems of the Articles of Confederation that led to the debate over the adoption of the U.S. Constitution.</p>	<p><a href="http://historymatters.gmu.edu/browse/makesense/">http://historymatters.gmu.edu/browse/makesense/</a></p> <p><a href="http://shed.stanford.edu/">http://shed.stanford.edu/</a></p> <p><a href="http://www.hippocampus.com">www.hippocampus.com</a></p> <p><a href="http://www.wsu.edu:8080/~dee/DIASPORA/RACIAL.HTM">http://www.wsu.edu:8080/~dee/DIASPORA/RACIAL.HTM</a></p> <p><a href="http://www.history.com/topics/the-us-presidents">http://www.history.com/topics/the-us-presidents</a></p> <p><a href="http://millercenter.org/president">http://millercenter.org/president</a></p> <p>Powermedia.plus series "On Common Ground" (US Constitution)</p> <p><a href="http://electronicfieldtrip.org/freedom/teachers/classroom_boardGame.html">http://electronicfieldtrip.org/freedom/teachers/classroom_boardGame.html</a></p> <p><a href="http://edsitement.neh.gov/constitution">http://edsitement.neh.gov/constitution</a></p> <p><a href="http://memory.loc.gov/ammem/gmdhtml/gmdhome.html">http://memory.loc.gov/ammem/gmdhtml/gmdhome.html</a></p> <p><a href="http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procEDURE.html">http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procEDURE.html</a></p> <p><a href="http://www.pbs.org/wgbh/amex/tcrr/sfeature/sf_interview.html">http://www.pbs.org/wgbh/amex/tcrr/sfeature/sf_interview.html</a></p>

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<p>established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.</p> <p>Government:</p> <p>18. Participation in social and civic groups can lead to the attainment of individual and public goals.</p> <p>19. Informed citizens understand how media and communication technology influence public opinion.</p> <p>20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances</p> <p>21. The U.S. Constitution protects citizens' rights by limiting the powers of government</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</p>	<p>Performance Assessment: Write, draw or perform parts of the Constitution</p> <p>Formative Assessment: Map, concept webs</p> <p>Summative Assessment: Journal entry</p> <p>Project: Planning a trip and describing the process of manufacturing</p> <p>Formative Assessments: Research on Indian tribes who lost land to American Settlers.</p>	<p>Strand: Economics Topic: Economic Decision Making and Skills Content Statement: 22. Choices made by individuals, businesses and governments have both present and future consequences.</p> <p>Strand: Government Topic: Roles and Systems of Government Content Statement: 20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances. Content Statement: 21. The U.S. Constitution protects citizens' rights by limiting the powers of government.</p>	<p>Assign student groups to one of the early U.S. presidents. Have them create a presentation of the administration's accomplishments, including how the president established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.</p> <p>Students will investigate points of view of early presidents. (Textbook chapters 9, 10)</p> <p>Students compare historic examples of media and communication technologies with modern examples.</p> <p>Students examine the components of the Constitution. Students organize into groups to review the Constitution. Students will write, draw, or perform to show what they know about government that the Constitution set up. Students will use a variety of resources to complete the tasks.</p> <p>Students use a regional map to list historical events that took place in the region.</p> <p>Students brainstorm how geography influenced the events on the list.</p>	<p><a href="http://www.hippocampus.com">www.hippocampus.com</a></p> <p><a href="http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail">http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail</a> <a href="http://www.nationalatlas.gov/articles.html">http://www.nationalatlas.gov/articles.html</a></p> <p><a href="http://dnet01.ode.state.oh.us/IMS.ItemDetails?LessonDetail">http://dnet01.ode.state.oh.us/IMS.ItemDetails?LessonDetail</a></p> <p>Powermedia.plus series "On Common Ground" (US Constitution)</p> <p><a href="http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail">http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail</a></p>
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<p>expansion of the United States, sometimes resulting in unintended environmental consequences.</p> <p>15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.</p> <p>16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</p> <p>17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals</p> <p>History:</p> <p>15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States</p>			<p>Students will complete concept webs with important facts about the northern and southern economies in the 1800's. Students take the role of a southern plantation worker and write a short story or journal entry describing how the use of Whitney's new cotton gin affected life on the plantation.</p> <p>Students will discuss and describe the process of manufacturing a garment before the Industrial Revolution. Students may form teams and debate whether people were better off as farmers or factory workers. Students will utilize graphic organizers to trace the developments of transportation in the U.S. Students will work in small groups to plan a trip and decide how they would transport people, cargo, or products from Ohio to New York City. Students will examine primary source documents to locate cultural biases, stereotypes and prejudices to explain the social, political and economic consequences for minority groups and the population as a whole.</p> <p>Students describe conflicts between white settlers and Native Americans. Students research the lives of several Indian groups whose lands were lost to American settlers before 1810</p>	
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