

8th Grade US History | Quarter 4

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>11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.</p> <p>12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.</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>Formative Assessment:</p> <p>Reconstruction</p> <p>Primary and Secondary Sources</p> <p>Pre-Assessment over Civil War</p> <p>Maps</p> <p>Graphic Organizers</p> <p>Formative Assessments:</p> <p>Research on government and business practices</p> <p>Research on federal government regulations</p> <p>Economic Project: Activities, roleplaying</p> <p>Summative Assessment: Reconstruction and the Civil War</p> <p>Summative Assessment: End of the Year Test</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 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. Strand: History Topic: Civil War and Reconstruction Content Statement: 11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War. Content Statement: 12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences. Strand: Geography Topic: Human Systems Content Statement: 16. Cultural biases, stereotypes and prejudices had social, political and economic</p>	<p>Examine primary sources, i.e. photographs, diaries, bill of sale from the Civil War (Scholastic Primary Sources)</p> <p>Students will work in small groups to identify and discuss the precedent of secession by comparing the causes of the American Revolution, as stated in the Declaration of Independence, to the causes of the Civil War.</p> <p>Students will work in teams to identify and discuss new issues and resentments as a result of reconstruction.</p> <p>Students will use regional maps to list historical events that took place in the region.</p> <p>Students will brainstorm how geography influenced the events on the list.</p> <p>Students will complete note - taking/outlining activities identifying natural resources of the different geographically regions of the United States.</p>	<p>http://www.ohiohistory.org/historyday/.</p> <p>www.cast.org.</p> <p>http://historymatters.gmu.edu/browse/makesense</p> <p>www.hippocampus.com</p> <p>http://www.teachingushistory.org/lessons/reconlegislation.html</p> <p>http://memory.loc.gov/ammem/gmdhtml/gmdhome.html</p> <p>www.cast.org</p> <p>www.hippocampus.org</p> <p>http://www.pbs.org/wgbh/amex/tcrr/sfeature/sf_interview.html</p> <p>http://www.nationalatlas.gov/articles.html</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 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>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>consequences for minority groups and the population as a whole. Content Statement: 17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals. Strand: Government Topic: Civic Participation and Skills Content Statement: 18. Participation in social and civic groups can lead to the attainment of individual and public goals. Content Statement: 19. Informed citizens understand how media and communication technology influence public opinion. Strand: Economics Topic: Markets Content Statement: 24. Governments can impact markets by means of spending, regulations, taxes and trade barriers.</p>	<p>Students will complete graphic organizer activities identifying improvements in transportation from 1300 thru the late 1800's.</p> <p>Students will utilize maps to discuss and explain patterns /connections among cotton production and the growth of slave trade.</p> <p>Students will describe the discrimination endured among women, immigrants, and African Americans.</p> <p>Students will discuss and explain how public education impacted democratic ideals and American traditions.</p>	<p>http://dnet01ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id</p> <p>www.cast.org.</p> <p>www.hippocampus.com</p> <p>http://www.pbs.org/teachers/connect/resources/609/preview/</p> <p>http://www.econedlink.org/lessons/docs_lessons.567_colonial1.pdf</p>
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<p>Economics:</p> <p>22. Choices made by individuals, businesses and governments have both present and future consequences.</p> <p>24. Governments can impact markets by means of spending, regulations, taxes and trade barriers.</p> <p>25. The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.</p>				<p>www.econedlind.org</p> <p>www.ja.org</p>
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