**Grade 8 Pre-Advanced Placement**

**Social Studies Curriculum**

**United States History I**

**Francis Howell School District**



**Board Approved:**

**Francis Howell School District**

**Mission Statement**

Francis Howell School District is a learning community where all students reach their full potential.

**Vision Statement**

Francis Howell School District is an educational leader that builds excellence through a collaborative culture that values students, parents, employees, and the community as partners in learning.

**Values**

Francis Howell School District is committed to:

* Providing a consistent and comprehensive education that fosters high levels of academic achievement for all
* Operating safe and well-maintained schools
* Promoting parent, community, student, and business involvement in support of the school district
* Ensuring fiscal responsibility
* Developing character and leadership

**Francis Howell School District Graduate Goals**

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.

2. Communicate effectively within and beyond the classroom.

3. Recognize and solve problems.

4. Make decisions and act as responsible members of society.

**Philosophy**

Francis Howell School District believes an effective social studies program is the foundation for responsible citizenship and prepares our students to be productive citizens in a global democratic society. We believe a social studies program needs to develop in students a deep understanding of how to know, how to apply what they know, and how to participate in building a future. We believe that social studies is a relevant and dynamic discipline. The Francis Howell School District agrees with the Board of Directors of the National Council for the Social Studies, the primary membership organization for social studies educators, following definition:

“Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

* Civics: To develop responsible citizens who possess commitment to the values and principles that are necessary to the preservation and improvement of American constitutional democracy.
* Government: To provide students with an understanding of the development, purpose and operations of political systems in order for them to make informed decisions and rational judgments as a member of their community and as a citizen in a global society.
* History: To develop an ability to explain patterns of historical succession and change to form a better understanding of current events and the future of our global society. An understanding of United States’ past develops an appreciation of our nation’s heritage and builds an enduring legacy for posterity.
* Geography: To develop the ability to utilize, analyze and explain information about human and physical features of places and regions. Students need to possess knowledge of how humans and physical environments interact.
* Economics: To develop an understanding and application of the principles and concepts of economics in order to be prepared to make wise personal decisions and to take part in our global economies.

**8th Grade Challenge United States History Course Rationale**

Students understand the present more thoroughly when they understand the roots of today’s world in light of their knowledge of the past. United States History provides the historical context for the growth of our nation including, but moving beyond, significant names, dates, and events, to a larger view of the ideals, attitudes, values, beliefs, and expectations that characterize our democratic nation, how these developed over time, and their meaning for citizens in today’s global society.

**8th Grade Challenge United States History Course Description**

Students will study the United States history from European exploration through the Reconstruction following the Civil War. Topics covered include the exploration, colonial period, the American Revolution, the U.S. Constitution, westward expansion, reform movement, the Civil War and Reconstruction. By its very nature, this course will be a people's history of the United States, allowing for extensive exploration of the vast multicultural nature of our country. Emphasis will be placed on the advanced development of reading, writing, and critical thinking skills, particularly in the analysis of historical data and primary sources.

**8th Grade Challenge United States History Approved Textbook**

Title: "American Nation", copyright 2005

Publisher: Prentice Hall

ISBN: 0-13-181715-9

Replacement Cost: $74.97 (2009, subject to change)

**8th Grade Challenge United States History Curriculum Committee**

Teachers: James Allison Barnwell Middle School

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Social Studies Content Leader Jennifer Tillman

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**8th Grade Challenge United States History Unit Course Level Expectations Coding**

The Social Studies Grade Level Expectations (GLE) are divided into 7 strands. Each is coded with a different two-letter designation and each generally applies to a different element of the social sciences such as history, geography, or government.

* SS1 Knowledge of the principles expressed in documents shaping constitutional democracy.
* SS2 Knowledge of principles and processes of governance systems.
* SS3a Knowledge of continuity and change in the history of Missouri and the United States.
* SS3b Knowledge of continuity and change in the history of the world.
* SS4 Knowledge of economic concepts and principles.
* SS5 Knowledge of major elements of geographical study and analysis.
* SS6 Knowledge of relationships of the individual and groups to institutions and cultural traditions.
* SS7 Knowledge of the use of tools of social science inquiry.

**8th Grade United States History Curriculum Course Map**

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| --- | --- |
| **Unit** | **Estimated Time (in weeks)** |
| **SEMESTER 1** |
| Unit 1: Colonization of North America | 3 |
| Unit 2: American Revolution | 4 |
| Unit 3: Constitution and Origins of Government | 6 |
| Unit 4: New Nation / Early Republic | 2 |
| **SEMESTER 2** |
| Unit 5: Westward Expansion | 4 |
| Unit 6: Early Reform Movements (Early 1800s) | 3 |
| Unit 7: Civil War | 6 |
| Unit 8: Reconstruction | 3 |

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| **Content Area:** Social Studies | **Course:** Challenge 8th Grade United States History I | **Unit 1:** Colonization of North America |
| **Learner Objectives:** * Explore the continuity and change in the history of the United States (SS3a)
* Explain economic concepts and principles, including the laws of supply and demand (SS4)
* Apply knowledge of major elements of geographical study and analyze their relationships to changes in society (SS5)
* Compare and contrast relationships of the individual and groups to institutions and cultural traditions (SS6)
* Apply the tools of social science inquiry (SS7)
 |

**Concepts**:

* Understand the migrations of people from many regions to North America (3aA)
* Settlement of the United States (3aC)
* Understanding the concept of place (5C)
* Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events (4F)
* Understanding relationships between and among regions (5E)
* Processes of governmental systems (2C)
* Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry (7A)

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| **Students Should Know** | **Students Should Be Able to**  |
| * Diverse Native American cultures were present in the Americas before the Europeans arrived.
* Colonization was motivated by the acquisition of natural resources, the search for religious freedom, and personal advancement.
* Early colonies such as Jamestown and Plymouth overcame many challenges in order to survive including: varied geography (climate, soil, natural resources), hostile Native Americans, initial existence (food, shelter, disease), lack of social and governmental structure.
* The New England colonies developed cohesive communities centered on common religious beliefs, participatory government, and a merchant based economy.
* The Middle Colonies developed more diverse religious and ethnic communities that utilized fertile land to become the “breadbasket” of the 13 colonies.
* The Southern Colonies developed more isolated communities centered on a slave based plantation system that produced cash crops for export.
* Economic necessity during the colonial era resulted in a labor force made up of small farmers, merchant class, indentured servants and slaves.
* The 13 colonies developed systems of government including town meetings, House of Burgesses, and colonial charters that provided a foundation for the future political development of the United States.
* The triangular trade was a profitable trading route that exchanged goods and people between the 13 colonies, Africa, and the West Indies.
* The Columbian Exchange led to the exchange of goods, diseases and ideas that ultimately changed the culture of the Europeans, Africans, and Native Americans.
 | * Analyze the viability and diversity of Native American cultures before Europeans came (3aA/DOK 2/1.9)
* Evaluate the importance of the discovery, exploration and early settlement of America (3aC/DOK 3/1.6)
* Analyze physical characteristics (5C/DOK 2/1.6)
* Analyze human characteristics (5C/DOK 2/1.6)
* Interpret the past, explain the present and predict future consequences of economic decisions (4F/DOK 3/3.8)
* Apply rights and responsibilities of individuals to events in US history and everyday life (2C/DOK 4/4.2)
* Explain how regions of the United States relate to one another and change over time (5E/DOK 3/1.6)
* Identify primary and secondary sources (7A/DOK 1/1.5, 1.10)
* Categorize and analyze primary and secondary sources in order to create generalizations (DOK 2)
 |

**Instructional Support**

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| **Student Essential Vocabulary** |
| economic | scarcity | export | triangular trade route | Navigation Acts | apprentice |
| political | precedent | import | Middle Passage | cash crop | tolerance |
| colony | adversity | mercantilism | indentured servant | legislature | charter |
| primary source | secondary source | epidemic | compact | Columbian Exchange | persecution  |

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| **Readiness & Equity Section** |
| **SLA = Sample Learning Activity & SA = Sample Assessment** |
| 21st Century Themes | **SLA** | Non Fiction Reading & Writing | **SLA, SA** |
| Learning & Innovation Skills |  | Enrichment Opportunity |  |
| Information, Media, & Technology Skills |  | Intervention Opportunity |  |
| Life & Career Skills |  | Gender, Ethnic, & Disability Equity |  |
| **Sample Learning Activities** | **Sample Assessments** |
| **Learning Activity #1: Analyzing a Primary Source****Objective:** Students will analyze a primary source using the SOAPS strategy.**Implementation:*** Students will read the primary source-“Voyage of Anthony Chester to Virginia” individually.
* The teacher will then model the use of the SOAPS strategy by explaining the first “S” of SOAPS which is subject.
* Together the teacher and the class will complete the rest of the SOAPS chart.
* The primary source and the SOAPS chart can be found in the appendix.
 | **Assessment #1: Jamestown-Why Did So Many People Die?****Objective:** Students will analyze primary sources.**Implementation:*** Students will analyze each primary source by answering the question(s) provided.
* The primary sources can be found in the Mini-Qs in American History Volume 1binder.

**Grading Guidelines*** See Mini-Qs in American History Volume 1 for suggested answers.
 |
|  | **Assessment’s Alignment** |
| **GLE** | 3aC, CA3 | **GLE** | 3aC, CA3 |
| **CONTENT**  | SS3a United States HistoryCA3 Reading of Nonfiction | **CONTENT** | SS3a United States HistoryCA3 Reading of Nonfiction |
| **PROCESS**  | 1.5 comprehend/evaluate resources 1.6 discover/evaluate relationships1.7 evaluate information  | **PROCESS** | 1.5 comprehend/evaluate resources 1.6 discover/evaluate relationships1.7 evaluate information  |
| **DOK** | 3 | **DOK** | 3 |
| **INSTRUCTIONAL STRATEGIES** | questions, cues, and advanced organizers | **MASTERY LEVEL** | 75% |

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| **Readiness & Equity Section** |
| **SLA = Sample Learning Activity & SA = Sample Assessment** |
| 21st Century Themes |  | Non Fiction Reading & Writing | **SA** |
| Learning & Innovation Skills |  | Enrichment Opportunity |  |
| Information, Media, & Technology Skills |  | Intervention Opportunity |  |
| Life & Career Skills |  | Gender, Ethnic, & Disability Equity |  |
| **Sample Learning Activities** | **Sample Assessments** |
| **Learning Activity #2: Colonization Word Sort****Objective:** Students will categorize terms dealing with the colonization of America.**Implementation:*** Students will look at a word list and define words they do not know.
* Students will develop 3-4 categories that would best fit all of the words on their list.
* Students will sort the words into these categories. This can be done individually or in small groups.
* The class will then discuss the categories developed and the best way to sort the different words as a whole class. Answers will vary.
* Activity sheet can be found in the appendix.
 | **Assessment #2: Jamestown-Why Did So Many People Die?****Objective:** Students will categorize primary source documents.**Implementation:*** After reading and answering the questions for each of the Mini-Q primary sources, students will sort the primary documents into categories.
* Students will create their own categories.
* The Mini-Q documents can be found in the U.S. History Mini Q Binder.

**Grading Guidelines**Found on page 10 of the Mini-Qs in American History Volume 1 binder. |
| **Activity’s Alignment** | **Assessment’s Alignment** |
| **GLE** | 3aC | **GLE** | 3aC |
| **CONTENT**  | SS3a United States History | **CONTENT**  | SS3a United States History |
| **PROCESS**  | 1.4 organize information using tools1.6 discover/evaluate relationships | **PROCESS**  | 1.4 organize information using tools1.6 discover/evaluate relationships |
| **DOK** | 2 | **DOK** | 2 |
| **INSTRUCTIONAL STRATEGIES** | identifying similarities and differencessummarizing and note takingcooperative learning | **INSTRUCTIONAL STRATEGIES** | 75% |

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| **Resources** |
| **Student** | **Teacher** |
| **GENERAL:** | Prentice Hall: The American Nation* Chapter 3, sections 3, 4, and 5
* Chapter 4, sections 1-5

Nystrom Atlas of U.S. HistoryMini-Qs in American History Binder Volume 1/DBQ Project | **GENERAL:** | Prentice Hall: The American Nation* Chapter 3, sections 3, 4, and 5
* Chapter 4, sections 1-5

Nystrom Atlas of U.S. HistoryMini-Qs in American History Binder Volume 1/DBQ Project |
| **ENRICHMENT:** | Using Primary Sources with Document Based Sources | **ENRICHMENT:** | Using Primary Sources with Document Based Sources |
| **INTERVENTION:** |  | **INTERVENTION:** |  |
| **NOTE:** These sections will be partially completed during the curriculum writing process and finalized during the year 1 review process. |

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| **Content Area:** Social Studies | **Course:** Challenge 8th Grade United States History I | **Unit 2:** American Revolution |
| **Learner Objectives:** * Investigate the principles expressed in documents shaping constitutional democracy in the United States (SS1)
* Explore the continuity and change in the history of the United States (SS3a)
* Explain economic concepts and principles, including the laws of supply and demand (SS4)
* Compare relationships of the individual and groups to institutions and cultural traditions (SS6)
* Apply the tools of social science inquiry (SS7)
 |

**Concepts**:

* Effects of laws and events on relationships (6G)
* Understanding various types of taxes and their purposes (4C)
* Effect of personal and group experiences on perceptions (6H)
* Group membership (6E)
* Principles of constitutional democracy in the United States (1A)
* Perspectives on the American Revolution (3aD)
* Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry (7A)

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| **Students Should Know** | **Students Should Be Able to**  |
| * Debt from the French and Indian War led to England’s taxation of the American colonies.
* The colonists’ refusal to obey the Proclamation of 1763 was the beginning of resistance to British laws
* The British establishment of revenue taxes (Sugar Act, Stamp Act, and Townshend Acts) were enacted to pay for the French and Indian War debt and the maintenance of British soldiers in the colonies.
* Colonists established organized forms of resistance and protest against British laws including the use of petitions, boycotts, committees of correspondence, the Stamp Act Congress, Sons and Daughters of Liberty, Boston Massacre, and Boston Tea Party.
* The British government passed the Intolerable Acts as retaliation to the Boston Tea Party.
* Common Sense urged colonists to separate from England.
* The Declaration of Independence was written to illustrate the Founding Fathers’ belief in the existence of inalienable rights and the necessity of government by consent of the governed.
* The events proceeding armed conflict and the subsequent outbreak of war forced many American colonists to make difficult decisions and choose between remaining loyal to Britain or becoming an American patriot.
* The American and British armies had military advantages and weaknesses that would play a major role in the outcome of the American Revolution.
* The leadership of George Washington, Thomas Paine, Benjamin Franklin, Patrick Henry, Sam Adams, and John Adams would be an invaluable source of inspiration and leadership as the Patriots struggled against the mighty British Empire.
* Significant battles and events including Lexington and Concord, Bunker Hill, Trenton, Saratoga, Valley Forge, and Yorktown would play a crucial role in the course of the American Revolution and would ultimately determine the outcome of the war.
* With the signing of The Treaty of Paris, America gained its freedom from Great Britain and established itself as an independent nation.
 | * Describe how laws and events affect members of groups and relationships among groups (6G/DOK 2/1.6, 3.6)
* Identify different forms of taxes such as tariffs…and their purpose (4C/DOK 2/1.10)
* Assess how personal and group experiences influence people’s perceptions and judgments of events (6H/DOK 3/3.6, 3.5, 1.6)
* Analyze how a person becomes a member of a group or institution and what factors that influence inclusion or exclusion from a group (6E/DOK 3/1.9)
* Analyze important principles in the Declaration of Independence, including inalienable rights and government by consent of the governed (1A/DOK 3/1.6, 4.2)
* Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful (3aD/DOK 3/3.6)
* Identify primary and secondary sources (7A/DOK 1/1.5, 1.10)
* Categorize and analyze primary and secondary sources in order to create generalizations (DOK 3)
* Develop a thesis statement and a road map for writing an essay. (DOK 2)
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**Instructional Support**

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| **Student Essential Vocabulary** |
| Patriot | act (law) | petition | bias | guerrilla warfare | traitor |
| Loyalist | natural rights | boycott | propaganda | repeal | treason |
| duty | mercenary | unalienable rights | militia | intolerable | siege |
| blockade | civil disobedience | revolution | ratify | delegate | committee  |

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| **Readiness & Equity Section** |
| **SLA = Sample Learning Activity & SA = Sample Assessment** |
| 21st Century Themes | **SLA, SA** | Non Fiction Reading & Writing | **SA** |
| Learning & Innovation Skills | **SLA** | Enrichment Opportunity |  |
| Information, Media, & Technology Skills |  | Intervention Opportunity |  |
| Life & Career Skills |  | Gender, Ethnic, & Disability Equity |  |
| **Sample Learning Activities** | **Sample Assessments** |
| **Learning Activity #1: Socratic Seminar on the Declaration of Independence****Objective:** Students will conduct a Socratic Seminar over the Declaration of Independence and determine our founding father’s beliefs concerning inalienable rights and consent of the governed.**Implementation:** 1. Students will read and analyze part one of the Declaration of Independence individually using the SOAPS Guide.
2. Students will annotate the text prior to discussion to better

 understand the meaning of unknown words or phrases. 1. Students will develop three questions after completing the SOAPS activity.
2. Students will now participate in a Socratic Seminar. See the appendix for the Socratic Seminar guidelines.
 | **Assessment #1: Letter to Thomas Jefferson** **Objective:** Students will write a letter to Thomas Jefferson explaining whether or not inalienable rights and consent of the governed still exist today. **Scoring Guide:**Advanced-The response includes a very clear explanation if our inalienable rights and consent of the governed still exist today. Proficient- The response includes a clear explanation if our inalienable rights and consent of the governed still exist today. Basic- The response attempts to provide an explanation if our inalienable rights and consent of the governed still exist today. Below Basic-Student fails to make a connection if our inalienable rights and consent of the governed still exist today.  |
| **Activity’s Alignment** | **Assessment’s Alignment** |
| **GLE** | 3aE, CA3 | **GLE** | 1A, 3aE, CA3 |
| **CONTENT**  | SS3a United States HistoryCA3 reading nonfiction | **CONTENT**  | SS1 Principles of Constitutional DemocracySS3a United States HistoryCA3 reading nonfiction |
| **PROCESS**  | 1.5 comprehend/evaluate resources 1.8 organize data and ideas | **PROCESS**  | 1.5 comprehend/evaluate resources1.10 apply information, ideas and skills |
| **DOK** | 3 | **DOK** | 2 |
| **INSTRUCTIONAL STRATEGIES** | summarizing and note takingcues, questions and advanced organizers | **MASTERY LEVEL** | 80% |

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| **Readiness & Equity Section** |
| **SLA = Sample Learning Activity & SA = Sample Assessment** |
| 21st Century Themes |  | Non Fiction Reading & Writing | **SLA, SA** |
| Learning & Innovation Skills | **SLA, SA** | Enrichment Opportunity |  |
| Information, Media, & Technology Skills |  | Intervention Opportunity |  |
| Life & Career Skills | **SLA** | Gender, Ethnic, & Disability Equity |  |
| **Sample Learning Activities** | **Sample Assessments** |
| **Learning Activity #2: Thesis Activity** **Objective:** Students will learn how to write an effective thesis statement.**Implementation:*** Students will be given a definition of what a thesis statement is and how it is to be constructed.
* Students will then be given a question with four example thesis statements and asked to identify the three key elements in each thesis.
* The next strategy provides students with a question and a set of potential theses. Students are asked to identify the effective theses based on the three key elements of a thesis. In addition, students are asked to improve any thesis that they have identified as ineffective.
* These activities can be done individually by students or in small groups.
* Additional activities are also included in the appendix along with the handouts for these strategies.
 | **Assessment #2: Valley Forge: Would You Have Quit?****Objective:** Students will be able to develop a thesis statement and a road map for writing an essay. Refer to Teacher’s Tool Kit in Mini-Qs U.S. History Volume 1 Binder for guided essay handouts. |
| **Activity’s Alignment** | **Assessment’s Alignment** |
| **GLE** | 7A | **GLE** | 3aD, 7A |
| **CONTENT**  | SS7 Tools of Social Science Inquiry | **CONTENT**  | SS3a United States HistorySS7 Tools of Social Science Inquiry |
| **PROCESS**  | 1.7 evaluate information1.10 apply information, ideas and skills3.5 reason logically (inductive/deductive) | **PROCESS**  | 1.7 evaluate information 1.8 organize data and ideas 1.10 apply information, ideas and skills3.5 reason logically  |
| **DOK** | 2 | **DOK** | 2 |
| **INSTRUCTIONAL STRATEGIES** | identifying similarities and differencesgenerating and testing hypothesescooperative learning | **MASTERY LEVEL** | 80% |

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| **Resources** |
| **Student** | **Teacher** |
| **GENERAL:** | Prentice Hall: The American Nation* Chapters 5 and 6

Nystrom Atlas of U.S. HistoryMini-Qs in American History Binder Volume 1/DBQ Project | **GENERAL:** | Prentice Hall: The American Nation* Chapters 5 and 6

Nystrom Atlas of U.S. HistoryMini-Qs in American History Binder Volume 1/DBQ Project |
| **ENRICHMENT:** | Using Primary Sources with Document Based Sources | **ENRICHMENT:** | Using Primary Sources with Document Based Sources |
| **INTERVENTION:** |  | **INTERVENTION:** |  |
| **NOTE:** These sections will be partially completed during the curriculum writing process and finalized during the year 1 review process. |

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| **Content Area:** Social Studies | **Course:** Challenge 8th Grade United States History I | **Unit:3:** Constitution and Origins of Government |
| **Learner Objectives:** * Investigate the principles expressed in documents shaping constitutional democracy in the United States (SS1)
* Explore the continuity and change in the history of Missouri and the United States (SS3a)
* Analyze the principles and processes of governance systems (SS2)
* Compare and contrast relationships of individuals and groups to institutions and cultural traditions (SS6)
* Apply the tools of social science inquiry (SS7)
 |

**Concepts**:

* Principles of constitutional democracy in the United States (1A)
* Role of citizens and governments in carrying out constitutional principles (1B)
* Process of governmental systems (2C)
* Political developments in the United States (3aE)
* Group membership (6E)
* Effects of laws and events on relationships (6G)
* Changing ideas, concepts, and traditions (6I)
* Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry (7A)

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| **Students Should Know** | **Students Should Be Able to**  |
| * The Articles of Confederation created a weak central government and formed a loose alliance of independent states.
* The Constitutional Convention was held to revise the Articles of Confederation.
* Unable to revise the Articles of Confederation, delegates at the convention compromised on key issues in order to form a new government.

1. Virginia Plan vs. New Jersey Plan* + - Great Compromise

2. Northern States vs. Southern States* + - 3/5 Compromise, Slave Trade Compromise
* Anti-federalists objected to the ratification of the Constitution until the inclusion of a Bill of Rights was guaranteed.
* The Constitution is organized into three sections in order to provide a framework for our government.
	1. Preamble
	2. Articles
	3. Amendments
* The concept of limited government is established to protect the rights of the people from excessive government abuse
* The Rule of law applies to all people and is essential to the establishment of a just society.
* The ideology of republicanism ensures the liberty of the people by allowing majority rule while ensuring the rights of minorities.
* Under the principle of separation of powers the federal government is divided into three equal branches to prevent any one branch from becoming too powerful.
1. Executive branch
2. Legislative branch
3. Judicial branch
* Checks and balances provide a means to ensure that one branch of government does not become too powerful.
* The amendment process and the Elastic clause makes the Constitution a “living document” that is able to meet the needs of a changing society.
* The principle of federalism delegate’s specific power to the national government, reserves powers to the states, and allows for concurrent of powers between the two.
* Popular sovereignty is the belief that the people of a particular location have the right to govern themselves.
* Due process of law ensures that the government must respect all of the rights a person has under the law of the land.
* The Bill of Rights was created to protect the basic rights and freedoms of individuals.
* Later amendments were added to the Constitution to better protect the rights of all Americans and meet needs of a changing society (13, 14, 15, 19 and 26)
* Participation in government is an essential responsibility for the maintenance of a free and democratic society.
1. campaigning, lobbying, political parties
2. voting rights and responsibilities
3. civic responsibilities (jury duty, register for draft, volunteering, witness in court, paying taxes, etc.)
* The purpose and function of the court system is to ensure due process of law.
* The judicial system has established components (including: civil and criminal courts, judge, jury, attorneys, prosecution, plaintiff, defense, etc.) to ensure to fair distribution of justice and the maintenance of law and order.
 | * Analyze important principles including inalienable rights and government by consent of the governed (1A/DOK 3/1.6, 4.2)
* Apply knowledge of responsibilities that governments and citizens need to accept in order to carry out the principles in the Bill of Rights (1B/DOK 3/1.6, 4.2)
* Apply rights and responsibilities of individuals to events in U.S. history and everyday life (2C/DOK 4/4.2)
* Explain how laws are made, interpreted, and enforced (2C/DOK 2/1.10)
* Explain how leaders are selected (2C/DOK 2/1.10)
* Explain how power is distributed among individuals and branches of the government (2C/DOK 2/1.10)
* Describe how to participate in government (2C/DOK 2/4.2)
* Give examples of how local, state, and national governments impact people’s lives (2C/DOK 2/1.6)
* Analyze decision making and conflict resolution in courts at local, state and national levels (2C/DOK 3/1.6)
* Justify the drafting of the Constitution and its effects on the formation of the new nation (3aE/DOK 3/4.1, 1.6)
* Analyze how a person becomes a member of a group or institution and what factors that influence inclusion or exclusion from a group (6E/DOK 3/1.9)
* Describe how laws and events affect members of groups and relationships among groups (6G/DOK 2/1.6, 3.6)
* Analyze how ideas, concepts, and traditions have changed over time (6I/DOK 3/1.9)
* Identify primary and secondary sources (7A/DOK 1/1.5, 1.10)
* Categorize and analyze primary and secondary sources in order to create generalizations (DOK 3)
* Develop a thesis statement and a road map for writing an essay.(DOK 2)
* Construct an essay containing a thesis statement, introduction, body paragraphs, and a conclusion. (DOK 3)
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**Instructional Support**

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| **Student Essential Vocabulary** |
| habeas corpus | veto | citizen | amend | felony | suffrage |
| ratify | impeach | naturalization | living document | indict | Electoral College |
| compromise | unconstitutional | republic | misdemeanor | enumeration | appeal |
| alien | immigrant | quarter | civic | cabinet | inauguration |
| Democrat | Republican | conservative | liberal | judicial review |  |

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| **Readiness & Equity Section** |
| **SLA = Sample Learning Activity & SA = Sample Assessment** |
| 21st Century Themes | **SLA** | Non Fiction Reading & Writing | **SLA, SA** |
| Learning & Innovation Skills |  | Enrichment Opportunity |  |
| Information, Media, & Technology Skills | **SLA** | Intervention Opportunity |  |
| Life & Career Skills | **SA** | Gender, Ethnic, & Disability Equity |  |
| **Sample Learning Activities** | **Sample Assessments** |
| **Learning Activity #1: Is it Constitutional?** **Objective:** Students will evaluate laws and actions to determine their constitutionality.**Materials needed**: Constitution/Bill of Rights and the Internet **Implementation:** After learning about the Constitution and the Amendments, students will choose a scenario below to research. Students must find three court cases supporting or refuting the action below and find in the Constitution where the action is/is not allowed. They include…1. Missouri passes a law that bans smoking in restaurants.
2. A school administrator tells the school newspaper that they cannot write a certain story.
3. The government wants you to move so they can build an airport runway extension.
4. A group of protestors shout obscenities and hold vile signs at soldier’s funerals.
5. The police hold you for three days because they suspect you were involved in a robbery.
6. The government orders a drone killing of a terrorist suspected of dozens of deaths. The person is a U.S. citizen that left the country 10 years ago to live in the Middle East.
7. The state of Missouri refuses to let the federal government use highway 64 to transport nuclear waste to its dump in Arizona out of fear of an accident.

This research will be used to write the letter in Sample Assessment #1. | **Assessment #1: Letter to your Senator**Write a letter to your senator explaining why or why not you believe the scenario researched adheres or violates the Constitution. In the letter, you must cite the three court cases researched to back your argument (from Internet research) and be able to state where in the Constitution the scenario is allowed/forbidden to include the article, section or amendment, and the exact words from the Constitution must be in the letter. **Scoring Guide:**Advanced-The response includes an extremely clear explanation of the three court cases that support/refute the law; specifically identifies where the Constitution supports/forbids the law. Proficient- The response includes a clear explanation of the three court cases that support/refutes the law; correctly identifies where the Constitution supports/forbids the law. Basic- The response attempts to provide an explanation of three court cases that support/refute the law; attempts to identify where the Constitution supports/forbids the law. Below Basic-Student fails to make a connection between the court cases and the Constitution in relation to the law.  |
| **Activity’s Alignment** | **Assessment’s Alignment** |
| **GLE** | 1A, 1B, CA3 | **GLE** | 1A, 1B, CA3, CA4 |
| **CONTENT**  | SS1 Principles of DemocracyCA3 Reading and Writing Nonfiction | **CONTENT**  | SS1 Principles of DemocracyCA3 Reading and Writing NonfictionCA4 Formal Writing |
| **PROCESS**  | 1.2 conduct research1.5 comprehend/evaluate resources 1.10 apply information, ideas and skills3.5 reason logically (inductive/deductive)  | **PROCESS**  | 1.7 evaluate information 1.10 apply information, ideas and skills3.5 reason logically (inductive/deductive) 3.6 examine solutions from many perspectives |
| **DOK** | 3 | **DOK** | 3 |
| **INSTRUCTIONAL STRATEGIES** | identifying similarities and differencessummarizing and note takinghomework and practice | **MASTERY LEVEL** | 80% |

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| **Readiness & Equity Section** |
| **SLA = Sample Learning Activity & SA = Sample Assessment** |
| 21st Century Themes |  | Non Fiction Reading & Writing | **SLA, SA** |
| Learning & Innovation Skills | **SLA, SA** | Enrichment Opportunity |  |
| Information, Media, & Technology Skills | **SLA** | Intervention Opportunity |  |
| Life & Career Skills | **SLA** | Gender, Ethnic, & Disability Equity |  |
| **Sample Learning Activities** | **Sample Assessments** |
| **Learning Activity #2: How Did the Constitution Guard Against Tyranny?****Objective:** Students will analyze primary source documents using a primary source analysis sheet such as SOAPS or APPARTS. **Implementation:*** Students will first read the primary source documents. A SOAPS chart (which allows multiple documents to be recorded on one chart) is to be completed.
* After analyzing each of the Mini-Q primary sources, students will sort the primary documents into categories.

The DBQ documents can be found in the Mini-Qs United States History Volume 1 Binder. | **Assessment #2: How Did the Constitution Guard Against Tyranny?**Students will write an essay including a thesis statement, introduction, body paragraphs, and conclusion while incorporating the primary sources from the sample learning activity #2.Essay Prompt: How did the Constitution guard against tyranny?Scoring Guide in the Mini-Qs United States History Volume 1 Binder page 359. |
| **Activity’s Alignment** | **Assessment’s Alignment** |
| **GLE** | 3aE, 1A, CA3 | **GLE** | 3aE, 1A, CA4 |
| **CONTENT**  | SS3a United States HistorySS1 Principles of Constitutional Democracy CA3 Reading Nonfiction | **CONTENT**  | SS3a United States HistorySS1 Principles of Constitutional Democracy CA4 Writing Formally |
| **PROCESS**  | 1.2 conduct research1.5 comprehend/evaluate resources1.10 apply information, ideas and skills3.5 reason logically | **PROCESS**  | 1.10 Apply information, ideas and skills1.7 Evaluate information3.5 Reason logically  |
| **DOK** | 2 | **DOK** | 3 |
| **INSTRUCTIONAL STRATEGIES** | Identify similarities and differencesNon-linguistic representation | **MASTERY LEVEL** | 80% |

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| **Resources** |
| **Student** | **Teacher** |
| **GENERAL:** | Prentice Hall: The American Nation* Chapter 7, Section 1-4
* Chapter 8, Section 1-5

Using Primary Sources with Document Based SourcesThe Nystrom Atlas of United States History | **GENERAL:** | Prentice Hall: The American Nation* Chapter 7, Section 1-4
* Chapter 8, Section 1-5

Using Primary Sources with Document Based SourcesThe Nystrom Atlas of United States HistoryMini-Qs in American History Volume 1 |
| **ENRICHMENT:** |  | **ENRICHMENT:** |  |
| **INTERVENTION:** |  | **INTERVENTION:** |  |
| **NOTE:** These sections will be partially completed during the curriculum writing process and finalized during the year 1 review process. |

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| **Content Area:** Social Studies | **Course:** Challenge 8th Grade United States History I | **Unit 4:** New Nation / Early Republic |
| **Learner Objectives:** * Investigate the principles expressed in documents shaping constitutional democracy (SS1)
* Explore the continuity and change in the history of Missouri and the United States (SS3a)
* Analyze the principles and processes of governance systems (SS2)
* Explain economic concepts and principles, including the laws of supply and demand (SS4)
* Apply the tools of social science inquiry (SS7)
 |

**Concepts**:

* Principles of constitutional democracy in the United States (1A)
* Role of citizens and governments in carrying out constitutional principles (1B)
* Processes of governmental systems (2C)
* Political developments in the U.S. (3aE)
* Understanding various types of taxes and their purposes (4C)
* Interpreting the past, explaining the present, and predicting the future of economic decisions (4F)
* Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry (7A)

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| **Students Should Know** | **Students Should Be Able to**  |
| * George Washington established precedents for the executive branch of government including: a cabinet, two terms, and dignity of the office.
* George Washington issued the Neutrality Proclamation and signed the Jay Treaty as a means to keep the United States out of conflict in Europe.
* Alexander Hamilton addressed national debt and the level of government involvement in the economy with a Bank of the United States, tariffs, and taxes.
* The government’s response to the Whiskey Rebellion, proved to Americans that the government had the power to enforce the rule of law.
* Hamilton argued that the federal government had broad powers under the new Constitution including the right to strengthen commerce and industry.
* Jefferson argued a stricter interpretation of the Constitution where the central government was only allowed to do what the Constitution clearly stated.
* Political parties emerged over differing views on issues such as: manufacturing/farming, federal/state power, strict interpretation/loose interpretation of the Constitution and foreign policy.
* The Sedition Act violated first amendment freedom of speech.
 | * Analyze important principles in the Constitution including: limited government, separation of powers, rule of law, checks and balances (1A/DOK 2/1.6, 4.2)
* Apply important principles of the Bill of Rights such as basic rights and freedoms (1A/DOK 2/1.10)
* Apply knowledge of responsibilities that governments and citizens need to accept in order to carry out the principles in the Bill of Rights (1B/DOK 3/1.6, 4.2)
* Explain how power is distributed among individuals and branches of government (2C/ DOK 2/1.10)
* Justify the drafting of the Constitution and its effects on the formation of the new nation (3aE/DOK 3/4.1, 1.6)
	+ Identify different forms of taxes, such as tariffs, sales taxes, and income taxes and their purposes (4C/DOK 2/1.10)
	+ Interpret the past, explain the present, and predict future consequences of economic decisions (4F/DOK 3/3.8)
* Identify primary and secondary sources (7A/DOK 1/1.5, 1.10)
* Categorize and analyze primary and secondary sources in order to create generalizations (DOK 3)
 |

**Instructional Support**

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| **Student Essential Vocabulary** |
| laissez faire | cabinet | foreign policy | domestic policy | alien | faction |
| inauguration  | tariff | neutrality  | unconstitutional | states’ rights | treaty |
| precedent | national debt | sedition  | judicial review | doctrine |  |

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| **Readiness & Equity Section** |
| **SLA = Sample Learning Activity & SA = Sample Assessment** |
| 21st Century Themes |  | Non Fiction Reading & Writing | **SLA, SA** |
| Learning & Innovation Skills |  | Enrichment Opportunity |  |
| Information, Media, & Technology Skills | **SLA** | Intervention Opportunity |  |
| Life & Career Skills | **SLA, SA** | Gender, Ethnic, & Disability Equity |  |
| **Sample Learning Activities** | **Sample Assessments** |
| **Learning Activity 1: The Neutrality Proclamation** * Read *The Proclamation of Neutrality*.
* Complete a SOAPS sheet for the document.
* Students will participate in a thrash out (see page 354 in Mini-Q US History Volume 1 Binder for an explanation of how to conduct this activity.) The big question students will thrash out is: Was neutrality the correct foreign policy or should America have chosen a side during the conflict between France and England?
 | **Assessment 1: The Neutrality Proclamation**Answer the following question using the completed SOAPS guide, ideas gained from the thrash out, and textbook 284-286.**Was neutrality the correct foreign policy or should America have chosen a side during the conflict between France and England? Defend your position.**Handouts are located in the appendix.

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| Advanced-The response includes a very clear explanation of the Neutrality Proclamation and whether it was good or bad foreign policy. Students will use 3 examples to support their argument. Proficient- The response includes an explanation of the Neutrality Proclamation and whether it was good or bad foreign policy. Students will use 2 examples to support their argument. Basic- The response includes a basic explanation of the Neutrality Proclamation and whether it was good or bad foreign policy. Students will use 1 example to support their argument.Below Basic- The response includes a weak explanation of the Neutrality Proclamation and whether it was good or bad foreign policy. Students will have no examples to support their argument. |

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| **Activity’s Alignment** | **Assessment’s Alignment** |
| **GLE** | 3aE, CA3 | **GLE** | 3aE, CA3 |
| **CONTENT**  | SS3a United States HistoryCA3 Reading Nonfiction | **CONTENT**  | SS3a United States HistoryCA3 Reading and Writing Nonfiction |
| **PROCESS**  | 1.5 comprehend/evaluate resources 1.8 organize data and ideas2.3 exchange ideas/take others' perspectives | **PROCESS**  | 1.5 comprehend/evaluate resources1.10 apply information, ideas and skills |
| **DOK** | 3 | **DOK** | 3 |
| **INSTRUCTIONAL STRATEGIES** | summarizing and note takingcues, questions and advanced organizerscooperative learning | **MASTERY LEVEL** | 85% |

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| **Readiness & Equity Section** |
| **SLA = Sample Learning Activity & SA = Sample Assessment** |
| 21st Century Themes | **SLA** | Non Fiction Reading & Writing | **SLA, SA** |
| Learning & Innovation Skills |  | Enrichment Opportunity |  |
| Information, Media, & Technology Skills | **SLA** | Intervention Opportunity |  |
| Life & Career Skills |  | Gender, Ethnic, & Disability Equity |  |
| **Sample Learning Activities** | **Sample Assessments** |
| **Learning Activity 2: The Election of 1800** **Main Activity: Party Rivalries**In this activity, students construct an electoral map documenting the results of the election of 1800. Students then discuss the reasons why each candidate appealed to different regions of the country and why the election of 1800 was a pivotal event for the United States. 1. Divide students into small groups.
2. Give each group a copy of the **Electoral College Map Activity** handout. Review the student directions with the class.
3. Have students complete the electoral map first. Then, as a class, review the Federalist/Democratic-Republicans chart (below step 3 on the electoral College Map Activity handout). [Note: For a completed version of the map, see the **Map of Electoral Votes 1800—Teacher Reference**.]
4. Using the discussion questions in step 4 on the **Electoral College Map Activity** handout, conduct a whole-class discussion on the election of 1800.

**All handouts are in the appendix.** | **Assessment 2: The Election of 1800**Students will write an essay to answer the following question: **Was the election of 1800 important?** Explain your answer in an essay that covers the different views of the two candidates, the direction each party wanted to take the country, the members of society that generally supported each party, and your thoughts on why the election of 1800 was important. **Use the Electoral College Map Activity found in the appendix.****Grading Guidelines**

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| Advanced-The response includes a very clear explanation of why the election of 1800 was important. This answer will fully cover the differences in the two candidates and include details of their supporters and an explanation of the importance of the election of 1800. This answer includes at least two accurate supporting details. Proficient- The response includes a clear explanation of why the election of 1800 was important. The response includes one accurate supporting detail. Basic- The response includes an understanding of the importance the election of 1800 but provides few supporting details. Below Basic-Student fails to explain why the election of 1800 was important. |

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| **Activity’s Alignment** | **Assessment’s Alignment** |
| **GLE** | 1A, 2C, 3aE, 7A | **GLE** | 1A, 2C, 3aE, CA4 |
| **CONTENT**  | SS1 Constitutional PrinciplesSS2 Governance SystemsSS3a United States HistorySS7 Tools of Social Science Inquiry | **CONTENT**  | SS1 Constitutional PrinciplesSS2 Governance SystemsSS3a United States History CA4 Formal Writing |
| **PROCESS**  | 1.7 evaluate information 1.8 organize data and ideas 1.10 apply information, ideas and skills  | **PROCESS**  | 1.7 evaluate information 1.8 organize data and ideas 1.10 apply information, ideas and skills  |
| **DOK** | 2 | **DOK** | 3 |
| **INSTRUCTIONAL STRATEGIES** | summarizing and note taking | **MASTERY LEVEL** | 85% |

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| **Resources** |
| **Student** | **Teacher** |
| **GENERAL:** | Prentice Hall: American Nation * Chapter 9 Sections 1-4

Using Primary Sources With Document Based SourcesThe Nystrom Atlas of United States History | **GENERAL:** | Prentice Hall: American Nation * Chapter 9 Sections 1-4

Using Primary Sources With Document Based SourcesThe Nystrom Atlas of United States History |
| **ENRICHMENT:** |  | **ENRICHMENT:** |  |
| **INTERVENTION:** |  | **INTERVENTION:** |  |
| **NOTE:** These sections will be partially completed during the curriculum writing process and finalized during the year 1 review process. |

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| **Content Area:** Social Studies | **Course:** Challenge 8th Grade United States History I | **Unit 5:** Westward Expansion |
| **Learner Objectives:** * Analyze the principles and processes of governance systems (SS2)
* Explore the continuity and change in the history of Missouri and the United States (SS3a)
* Explain economic concepts and principles, including the laws of supply and demand (SS4)
* Apply knowledge of major elements of geographical study and analyze their relationships to changes in society (SS5)
* Compare and contrast relationships of individuals and groups to institutions and cultural traditions (SS6)
* Apply the tools of social science inquiry (SS7)
 |

**Concepts**:

* Processes of governmental systems (2C)
* Westward expansion and settlement of the United States (3aF)
* Interpreting the past, explaining the present, and predicting the future of economic decisions (4F)
* Understand the concept of place (4C)
* Understanding relationships between and among places (4E)
* Human systems (4H)
* Changing ideas, concepts, and traditions (6I)
* Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry (7A)

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| **Students Should Know** | **Students Should Be Able to**  |
| * The Louisiana Purchase doubled the size of the United States and gave the United States the territory for greater expansion.
* The Lewis and Clark Expedition was organized by Thomas Jefferson to explore new territory and form relations with the Native peoples in anticipation of future expansion.
* Manifest Destiny is the belief that the United States had the right to expand from coast to coast.
* Pioneers had powerful motivations for the settlement of the Oregon Country (land, natural resources, fur trade, farming, and religious beliefs) and were willing to risk their lives for the chance of a better life.
* Pioneers overcame many challenges in order to survive (disease, Native peoples, weather, etc.).
* The settlement of Texas led to conflict between the United States and Mexico leading to the Texas War of Independence and the Mexican War.
* The California gold rush provided dramatic financial and social incentives for American, European, and Asian immigration to the West.
* New territories and states were added to the United States to provide governance and order as the nation expanded westward (absolute and relative location).
* The Five Themes of Geography impacted settlement patterns during westward expansion.
* The Westward Expansion of the United States created a “melting pot” and led to the cultural interaction among diverse peoples including their religion, race, ethnicity, and culture.
* Expansion led to the destruction and displacement of American Indians (examples include The Trail of Tears, The Indian Removal Act, the creation of the Oklahoma Indian Territory).
* Improvements in transportation technology facilitated expansion (Erie Canal, steam power, Transcontinental Railroad, telegraph and Pony Express) and allowed greater numbers of people to move west.
 | * Apply rights and responsibilities of individuals to events in U.S. history and everyday life (2C/DOK 4/4.2)
* Assess the significance of westward expansion (3aF/DOK 3/1.6, 1.9)
* Analyze cultural interactions among various groups (3aF/DOK 3/1.6, 1.9)
* Interpret the past, explain the present, and predict future consequences of economic decisions (4F/DOK 3/3.8)
* Use and evaluate geographic research sources to process and report information to solve problems and make predictions(4A/DOK 4/1.5, 3.2, 3.7, 1.4, 2.1)
* Analyze physical characteristics, such as climate, topography, relationship to water and ecosystems (5C/DOK 2/1.6, 1.10, 1.4, 1.8, 1.5)
* Analyze human characteristics, such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic backgrounds, and political systems (5C/DOK 2/1.6, 1.10, 1.4, 1.8, 1.5)
* Explain how changes in transportation, communication, and other technologies affect the movement of people, products, and ideas (5E/DOK 2/1.6, 1.10, 1.4, 1.8, 1.5)
* Explain how regions of the United States relate to one another and change over time (5F/DOK 3/1.6, 3.2)
* Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life (5H/DOK 3/1.6, 3.2)
* Use geography to interpret the past, explain the present, and plan for the future (5J/DOK 3/1.6, 3.2)
* Analyze how ideas, concepts, and traditions have changed over time (6I/DOK 3/1.9)
* Identify primary and secondary sources (7A/DOK 1/1.5, 1.10)
* Categorize and analyze primary and secondary sources in order to create generalizations (DOK 3)
* Develop a thesis statement and a road map for writing an essay.(DOK 2)
* Construct an essay containing a thesis statement, introduction, body paragraphs, and a conclusion. (DOK 3)
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**Instructional Support**

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| **Student Essential Vocabulary** |
| Manifest destiny | nationalism | Transcontinental | culture | territory vs. state | technology |
| genocide | frontier | Telegraph | expedition | extinction | rugged individualist |
| annex | pioneer | Bison | continental divide | cede | War of 1812 |

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| **Readiness & Equity Section** |
| **SLA = Sample Learning Activity & SA = Sample Assessment** |
| 21st Century Themes |  | Non Fiction Reading & Writing | **SA** |
| Learning & Innovation Skills | **SLA** | Enrichment Opportunity |  |
| Information, Media, & Technology Skills | **SLA** | Intervention Opportunity |  |
| Life & Career Skills |  | Gender, Ethnic, & Disability Equity | **SA** |
| **Sample Learning Activities** | **Sample Assessments** |
| **Learning Activity 1: American Progress-Analyzing a Primary Source*** Display painting titled: "American Progress"
* Have students complete Photo Analysis Worksheet as they look at the painting.
* Students will form an overall impression of the painting (is it quiet, busy, colorful, drab…) Students will list objects, people, and activities that they see in the picture.
* Students will then make three inferences based on the picture (Indigenous people are fleeing; settlers are bringing technology, etc.)
* The last part of this activity is to ask students the following question: What do you think the author’s point of view is?
	+ The teacher can lead a whole class discussion, small group discussions, or give as a writing assignment.

The painting and Photo Analysis worksheet are located in the appendix. | **Assessment 1: American Progress Formal Writing**Students will write a well-developed paragraph describing the painting "American Progress" from a Native American’s perspective about the effects of Manifest Destiny on their culture and/or way of life.**Grading Guidelines**Advanced-The paragraph fully explains the concept of Manifest Destiny from the perspective of a Native American by using strong supporting facts and/or details.Proficient- The paragraph explains the concept of Manifest Destiny from the perspective of a Native American. (Advancing settlers deplete resources and push people and animals from their native lands.) Basic-The paragraph partially explains the concept of Manifest Destiny from the perspective of a Native American. (Paragraph may not address the changes brought on by incoming settlers)Below Basic-The paragraph does not define Manifest Destiny accurately and/or does not include a Native American perspective. |
| **Activity’s Alignment** | **Assessment’s Alignment** |
| **GLE** | 3aF, 5C, 5E, 6G, 7A | **GLE** | 3aF, 5C, 5E, 6G, CA3, CA4 |
| **CONTENT**  | SS3a United States HistorySS5 Elements of Geographical StudySS6 Relationships of Individuals and GroupsSS7 Tools of Social Science Inquiry | **CONTENT**  | SS3a United States HistorySS5 Elements of Geographical StudySS6 Relationships of Individuals and GroupsCA3 Reading NonfictionCA4 Formal/Informal Writing |
| **PROCESS**  | 1.5 comprehend/evaluate resources1.6 discover/evaluate relationships | **PROCESS**  | 1.5 comprehend/evaluate resources* 1. examine solutions from many perspectives
 |
| **DOK** | 3 | **DOK** | 3 |
| **INSTRUCTIONAL STRATEGIES** | nonlinguistic representationquestions, cues, and advanced organizers | **MASTERY LEVEL** | 80% |

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| **Readiness & Equity Section** |
| **SLA = Sample Learning Activity & SA = Sample Assessment** |
| 21st Century Themes |  | Non Fiction Reading & Writing | **SA** |
| Learning & Innovation Skills |  | Enrichment Opportunity |  |
| Information, Media, & Technology Skills | **SLA** | Intervention Opportunity |  |
| Life & Career Skills | **SLA, SA** | Gender, Ethnic, & Disability Equity | **SA** |
| **Sample Learning Activities** | **Sample Assessments** |
| **Learning Activity 2: Was the United States Justified in Going to War with Mexico?****Objective:** Students will analyze primary source documents using a primary source analysis sheet such as SOAPS or APPARTS. **Implementation:*** Students will first read the primary source documents. A SOAPS chart (which allows multiple documents to be recorded on one chart) is to be completed.
* After analyzing each of the Mini-Q primary sources, students will sort the primary documents into categories.

The DBQ documents can be found in the Mini-Qs United States History Volume 1 Binder. | **Assessment #2: Was the United States Justified in Going to War with Mexico?**Students will write an essay including a thesis statement, introduction, body paragraphs, and conclusion while incorporating the primary sources from the sample learning activity #2.Essay Prompt: Was the United States justified in going to war with Mexico?Scoring Guide in the Mini-Qs United States History Volume 1 Binder page 359. |
| **Activity’s Alignment** | **Assessment’s Alignment** |
| **GLE** | 3aF, 5C, 5E, 6G, CA3 | **GLE** | 3aF, 5C, 5E, 6G, CA4 |
| **CONTENT**  | SS3a United States HistorySS5 Elements of Geographical StudySS6 Relationships of Individuals and GroupsCA3 Reading Nonfiction | **CONTENT**  | SS3a United States HistorySS5 Elements of Geographical StudySS6 Relationships of Individuals and GroupsCA 4 Formal/informal writing |
| **PROCESS**  | 1.2 conduct research1.5 comprehend/evaluate resources1.10 apply information, ideas and skills3.5 reason logically (inductive/deductive) | **PROCESS**  | * 1. comprehend/evaluate resources

1.7 Evaluate information1.10 Apply information, ideas and skills3.6 examine solutions from many perspectives |
| **DOK** | 2 | **DOK** | 3 |
| **INSTRUCTIONAL STRATEGIES** | nonlinguistic representationquestions, cues, and advanced organizers | **MASSTERY LEVEL** | 80% |

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| **Resources** |
| **Student** | **Teacher** |
| **GENERAL:** | Prentice Hall: American Nation * Chapter 10 Sections 1-5
* Chapter 11 Section 2
* Chapter 13 Sections 1-5

Mini – Qs in American History – Volume 1The Nystrom Atlas of United States History | **GENERAL:** | Prentice Hall: American Nation * Chapter 10 Sections 1-5
* Chapter 11 Section 2
* Chapter 13 Sections 1-5

Mini – Qs in American History – Volume 1The Nystrom Atlas of United States History |
| **ENRICHMENT:** |  | **ENRICHMENT:** |  |
| **INTERVENTION:** |  | **INTERVENTION:** |  |
| **NOTE:** These sections will be partially completed during the curriculum writing process and finalized during the year 1 review process. |

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| **Content Area:** Social Studies | **Course:** 8th Grade United States History I | **Unit 6:** Early Reform Movements (Early 1800s) |
| **Learner Objectives:*** Investigate the principles expressed in documents shaping Constitutional democracy in the United States (SS1)
* Knowledge of principles and processes of governance systems (SS2)
* Explore the continuity and change in the history of Missouri and the United States (SS3a)
* Explain economic concepts and principles including productivity and the market system (SS4)
* Compare and contrast relationships of the individual and groups to institutions and cultural traditions (SS6)
* Apply the tools of social science inquiry (SS7)
 |

**Concepts:*** Principles of constitutional democracy in the United States (1A)
* Role of citizens and governments in carrying out constitutional principles (1B)
* Processes of governmental systems (2C)
* Expansion and reform movements (3aH)
* Understanding the consequences of personal and public economic decisions (4B)
* Role of technology in changing the U.S from an agricultural economy to an industrial economy (4E)
* Changing ideas, concepts, and traditions (6I)
* Effect of laws and events on relationships (6G)
* Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry (7A)
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| **Students Should Know** | **Students Should Be Able to**  |
| * A reformer is a person who wants to make America a more just and perfect society.
* Reformers use diverse methods to bring about change (press, civil disobedience, protests, meetings, underground railroad, etc).
* Reformers seek to bring about social and political change (attitudes, beliefs, legislative, judicial).
* Jacksonian Democracy expanded suffrage during the first part of the 19th century.
* Lucretia Mott, Angelina and Sarah Grimke, and Elizabeth Cady Stanton, were influential leaders who contributed their unique talents toward the early struggle for women’s rights.
* The Seneca Falls Convention produced the Declaration of Sentiments which marked the beginning of the women’s rights movement.
* Women sought political, economic, and social equality with men.
* William Lloyd Garrison, Elijah Lovejoy, Frederick Douglass, and Harriet Tubman were influential leaders who contributed their unique talents toward the abolitionist movement.
* The growth of the abolitionist movement arose out of religious and economic developments such as the Great Awakening and creation of the factory system.
* The ultimate goal of the abolitionists was to abolish slavery throughout the United States and its territories and to gain basic human rights for African Americans.
* The abolitionist movement caused conflict and division between the northern and southern sections of the United States and was a major cause of the impending civil war.
* Reformers faced strong opposition to their reform movements and changes only came after much sacrifice and struggle
 | * Analyze important principles in the Declaration of Independence, including inalienable rights and government by consent of the governed (1A/DOK 3/1.6, 4.2)
* Apply important principles of the Bill of Rights, such as: basic rights and freedoms, amendments 1-8, protections against the government (fair trials, rights of accused, due process of law) (1A/DOK 2/1.10)
* Apply knowledge of responsibilities that governments and citizens need to accept in order to carry out the principles in the Bill of Rights (1B/DOK 3/1.6, 4.2)
* Apply rights and responsibilities of individuals to events in U.S. history and everyday life. (2C/DOK 4/4.2)
* Summarize reform movements such as: abolitionism, women’s movement and Jacksonian Democracy (3aH/DOK 2/1.8)
	+ Describe how decisions and actions of governments, businesses, groups and individuals, affect one another in a market economy. (4B/DOK 2/1.6)
* Describe how laws and events affect members of groups and relationships among groups. (6G/DOK 2/1.6, 3.6)
* Analyze how ideas, concepts, and traditions, have changed over time (example: women’s role in society) (6I/DOK 3/1.9)
* Identify primary and secondary sources (7A/DOK 1/1.5, 1.10)
* Categorize and analyze primary and secondary sources in order to create generalizations (DOK 3)
* Develop a thesis statement and a road map for writing an essay.(DOK 2)
* Construct an essay containing a thesis statement, introduction, body paragraphs, and a conclusion. (DOK 3)
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**Instructional Support**

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| **Student Essential Vocabulary** |
| suffrage | press | urbanization | feminist | Reformer | factory system |
| abolitionist |  asylum | majority | democracy | Emancipate | utopia |
| temperance | rehabilitative |  |  |  |  |

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| **Readiness & Equity Section** |
| **SLA = Sample Learning Activity & SA = Sample Assessment** |
| 21st Century Themes |  | Non Fiction Reading & Writing | **SLA, SA** |
| Learning & Innovation Skills | **SLA, SA** | Enrichment Opportunity | **SLA** |
| Information, Media, & Technology Skills |  | Intervention Opportunity | **SLA** |
| Life & Career Skills |  | Gender, Ethnic, & Disability Equity | **SLA, SA** |
| **Sample Learning Activities** | **Sample Assessments** |
| **Learning Activity #1: Declarations Comparison****Objective:** Students will analyze primary sources individually and then compare and contrast the documents with each other.**Documents:** Declaration of Independence**,** Declaration of Sentiments**,** and Working Man’s Declaration**Implementation:*** Students will read the above primary sources individually.
* The teacher will then model the use of the SOAPS strategy by explaining the first “S” of SOAPS which is subject.
* Individually students will complete the rest of the SOAPS chart.
* The primary sources and the SOAPS chart can be found in the appendix. There is a chart in the appendix that allows all three documents to be placed on one chart.
 | **Assessment #1: How Free Were Free Blacks in the North?****Objective:** Students will analyze primary sources**Implementation:*** Students will analyze each primary source by answering the question(s) provided.
* The primary sources can be found in the Mini-Qs in American History Volume 1 binder.

**Grading Guidelines*** See Mini-Qs in American History Volume 1 for suggested answers.
 |
| **Activity’s Alignment** | **Assessment’s Alignment** |
| **GLE** | 1A, 1B, CA3 | **GLE** | 1B, CA3 |
| **CONTENT**  | SS1 Principles of Constitutional DemocracyCA3 Reading Nonfiction | **CONTENT**  | SS1 United States HistoryCA3 Reading Nonfiction |
| **PROCESS**  | 1.5 comprehend/evaluate resources1.7 evaluate information3.6 examine solutions from many perspectives | **PROCESS**  | 1.5 comprehend/evaluate resources 1.6 discover/evaluate relationships1.7 evaluate information  |
| **DOK** | 3 | **DOK** | 3 |
| **INSTRUCTIONAL STRATEGIES** | summarizing and note takingcooperative learning | **MASTERY LEVEL** | 85% |

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| **Readiness & Equity Section** |
| **SLA = Sample Learning Activity & SA = Sample Assessment** |
| 21st Century Themes |  | Non Fiction Reading & Writing | **SLA, SA** |
| Learning & Innovation Skills |  | Enrichment Opportunity | **SLA** |
| Information, Media, & Technology Skills | **SLA** | Intervention Opportunity | **SLA** |
| Life & Career Skills | **SA** | Gender, Ethnic, & Disability Equity | **SLA, SA** |
| **Sample Learning Activities** | **Sample Assessments** |
| **Learning Activity #2: How Free Were Free Blacks in the North?****Implementation:*** Students will categorize the primary source documents from Assessment #1.
* Students will develop a thesis statement based on analysis of primary source documents in Assessment #1.
* Students will complete an outline from the Mini-Q binder to organize the information.
 | **Assessment #2: How Free Were Free Blacks in the North?**Students will write an essay including a thesis statement, introduction, body paragraphs, and conclusion while incorporating the primary sources from the sample learning activity #2.Essay Prompt: How free were free blacks in the North?Scoring Guide in the Mini-Qs United States History Volume 1 Binder page 359. |
| **Activity’s Alignment** | **Assessment’s Alignment** |
| **GLE** | 3aC, CA3 | **GLE** | 3aC, CA4 |
| **CONTENT**  | SS3a United States HistoryCA3 Reading nonfiction | **CONTENT**  | SS3a United States HistoryCA4 Formal/Informal Writing |
| **PROCESS**  | 1.5 comprehend/evaluate resources1.7 evaluate information1.8 organize data and ideas | **PROCESS**  | 1.8 organize data and ideas2.6 apply communication techniques |
| **DOK** | 3 | **DOK** | 3 |
| **INSTRUCTIONAL STRATEGIES** | Questions, cues and advanced organizers | **MASTERY LEVEL** | 80% |

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| **Resources** |
| **Student** | **Teacher** |
| **GENERAL:** | Prentice Hall: American Nation * Chapter 14 Sections 1-4
* Chapter 15 Sections 1-4
* Chapter 13 Sections 1-5

Mini – Qs in American History – Volume 1Nystrom Atlas-U.S. History | **GENERAL:** | Prentice Hall: American Nation * Chapter 14 Sections 1-4
* Chapter 15 Sections 1-4
* Chapter 13 Sections 1-5

Mini – Qs in American History – Volume 1Nystrom Atlas-U.S. History |
| **ENRICHMENT:** |  | **ENRICHMENT:** |  |
| **INTERVENTION:** |  | **INTERVENTION:** |  |
| **NOTE:** These sections will be partially completed during the curriculum writing process and finalized during the year 1 review process. |

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| **Content Area:** Social Studies | **Course:** Challenge8th Grade United States History I | **Unit 7:** Civil War |
| **Learner Objectives:** * Analyze the principles and processes of governance systems (SS2)
* Explore the continuity and change in the history of the United States (SS3a)
* Explain economic concepts and principles, including the laws of supply and demand (SS4)
* Apply knowledge of major elements of geographical study and analyze their relationships to changes in society (SS5)
* Compare and contrast relationships of the individual and groups to institutions and cultural traditions (SS6)
* Apply the tools of social science inquiry (SS7)
 |

**Concepts:**

* Processes of governmental systems (2C)
* Understanding the causes and consequences of the civil war (3aI)
* Understanding the consequences of personal and public economic decisions (4B)
* The role of technology in changing the US from an agricultural economy to an industrial economy (4E)
* Understanding the concept of place (5C)
* Understanding relationships between and among regions (5E)
* Human Systems (5H)
* Effect of laws and events on relationships (6G)
* Effect of personal and group experiences on perceptions (6H)
* Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry (7A)

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| **Students Should Know** | **Students Should Be Able to**  |
| * The Industrial Revolution and European immigration radically changed the economy of the Northern United States.
* The rise of cotton agriculture helped create a Southern society that was dominated by the plantation system and the dependence on slave labor.
* The attempts made to achieve a compromise over the issue of whether slavery should be allowed in the new western territories proved to be ultimately unsuccessful.
	+ Missouri Compromise
	+ Compromise of 1850
	+ Kansas/Nebraska Act
* Inflammatory events in the years preceding the Civil War served to polarize the nation and deepen anger and suspicion between the North and South.
	+ Publication of Uncle Tom’s Cabin
	+ Fugitive Slave Act
	+ “Bleeding Kansas”
	+ Preston Brook’s attack on Charles Sumner in the U.S. Senate
	+ Dred Scott Case
	+ John Brown’s Harper’s Ferry Raid
	+ Rise of the Republican Party and the election of Abraham Lincoln as president
* Northern and Southern states disagreed over the issue of states’ rights and the right of states to limit the power of the federal government .
* American citizens had to make difficult decisions as many Southern states began to secede from the Union.
* At the outset of the war, the Southern states relied on a sense of justness, brilliant military commanders, and knowledge of the land to counter disadvantages in population and material provisions.
* At the outset of the war, the Northern states relied on a larger population, greater material resources and infrastructure, and a sense of nationalism to counter a lack of military leadership.
* Despite hopes for a quick victory, both sides quickly realized that the war would be far more difficult and deadly than ever imagined.
* Major events and battles had a dramatic impact on the outcome of the civil war, including the following:
	+ Fort Sumter
	+ Bull Run
	+ Antietam
	+ Vicksburg
	+ Gettysburg
	+ March to the Sea
	+ Appomattox Court House.
* President Lincoln issues the Emancipation Proclamation to inspire a war weary nation and turn the Civil War into a moral crusade.
* Under the leadership of Lincoln and General Grant, the Union armies relied on overwhelming manpower and resources to force the Confederacy to surrender.
 | * Apply rights and responsibilities of individuals to events in US history and everyday life (2C/DOK 4/4.2)
* Interpret political, economic, and social causes and consequences of the Civil War and Reconstruction (3aI/DOK 3/1.6, 3.1)
* Describe how decisions and actions of governments, businesses, groups, and individuals affect one another in a market economy (4B/DOK 2/1.6)
* Assess the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy (4E/DOK 3/1.6)
* Analyze human characteristics, such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background, and political systems (5C/DOK 2/1.6)
* Explain how regions of the United States relate to one another and change over time (5F/DOK 3/1.6)
* Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life (5H/DOK 3/1.6)
* Describe how laws and events affect members of groups and relationships among groups (6G/DOK 2/1.6, 3.6)
* Assess how personal and group experiences influence people perceptions and judgments of events (6H/DOK 3/1.6, 3.5, 3.6)
* Identify primary and secondary sources (7A/DOK 1/1.5, 1.10)
* Categorize and analyze primary and secondary sources in order to create generalizations (DOK 3)
* Develop a thesis statement and a road map for writing an essay.(DOK 2)
* Construct an essay containing a thesis statement, introduction, body paragraphs, and a conclusion. (DOK 3)
 |

**Instructional Support**

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| **Student Essential Vocabulary** |
| Cottonocracy | abolitionist | popular sovereignty | secede | fugitive | civil war |
| guerilla warfare | arsenal | treason | border state | emancipate | draft |
| habeas corpus | profiteer | modern war | total war | state’s rights | Anaconda Plan |

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| **Readiness & Equity Section** |
| **SLA = Sample Learning Activity & SA = Sample Assessment** |
| 21st Century Themes | **SLA** | Non Fiction Reading & Writing | **SLA, SA** |
| Learning & Innovation Skills |  | Enrichment Opportunity |  |
| Information, Media, & Technology Skills | **SLA** | Intervention Opportunity |  |
| Life & Career Skills |  | Gender, Ethnic, & Disability Equity |  |
| **Sample Learning Activities** | **Sample Assessments** |
| **Learning Activity #1: Civil War Photography*** Students will analyze a series of Civil War photographs and use a photo analysis sheet found in the appendix.
* Students will examine three photographs and point out the details of each photograph before using the analysis sheet on the fourth picture.
* The students will use the information from the pictures to predict the total cost of the war.
 | **Assessment #1: Predict: What will be the Cost of the War?** * After analyzing a series of photographs, the students will predict what the cost of the war will be in terms of cleanup, rebuilding, human loss, and psychological impact. The prediction must address each of the categories above.

**Scoring Guide:**Advanced-The response includes a very clear prediction using the four categories listed. Proficient- The response includes a clear prediction using the four categories listed. . Basic- The response attempts to provide a prediction using the four categories or only uses three of the categories listed. . Below Basic-Student fails to make a prediction or only uses two or less of the categories listed.  |
| **Activity’s Alignment** | **Assessment’s Alignment** |
| **GLE** | 3aF | **GLE** | 3aF |
| **CONTENT**  | SS3a United States History | **CONTENT**  | SS3a United States History |
| **PROCESS**  | 1.4 organize information using tools 1.5 comprehend/evaluate resources 3.5 reason logically 3.6 examine solutions from many perspectives | **PROCESS**  | 1.4 organize information using tools 1.5 comprehend/evaluate resources 3.5 reason logically 3.6 examine solutions from many perspectives |
| **DOK** | 2 | **DOK** | 3 |
| **INSTRUCTIONAL STRATEGIES** | Identifying similarities and differencesNon linguistic representation | **MASTERY LEVEL** | 85% |

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| **Readiness & Equity Section** |
| **SLA = Sample Learning Activity & SA = Sample Assessment** |
| 21st Century Themes |  | Non Fiction Reading & Writing | **SLA, SA** |
| Learning & Innovation Skills |  | Enrichment Opportunity |  |
| Information, Media, & Technology Skills |  | Intervention Opportunity |  |
| Life & Career Skills | **SLA, SA** | Gender, Ethnic, & Disability Equity |  |
| **Sample Learning Activities** | **Sample Assessments** |
| **Learning Activity 2: The Battle of Gettysburg: Why was it the Turning Point?****Objective:** Students will analyze primary source documents using a primary source analysis sheet such as SOAPS or APPARTS. **Implementation:*** Students will first read the primary source documents. A SOAPS chart (which allows multiple documents to be recorded on one chart) is to be completed.
* After analyzing each of the Mini-Q primary sources, students will sort the primary documents into categories.

The DBQ documents can be found in the Mini-Qs United States History Volume 1 Binder. | **Assessment #2: The Battle of Gettysburg: Why was it the Turning Point?**Students will write an essay including a thesis statement, introduction, body paragraphs, and conclusion while incorporating the primary sources from the sample learning activity #2.Essay Prompt: Why was the Battle of Gettysburg a turning point?Scoring Guide in the Mini-Qs United States History Volume 1 Binder page 359. |
| **Activity’s Alignment** | **Assessment’s Alignment** |
| **GLE** | 3aF, CA3 | **GLE** | 3aF, 5C, 5E, 6G, CA4 |
| **CONTENT**  | SS3a United States HistoryCA3 Reading Nonfiction | **CONTENT**  | SS3a United States HistorySS5 Elements of Geographical StudySS6 Relationships of Individuals and GroupsCA4 Formal/Informal Writing |
| **PROCESS**  | * 1. comprehend/evaluate resources
	2. discover/evaluate relationships

1.9 compare past & present societies3.5 reason logically | **PROCESS**  | 1.7 discover/evaluate relationships1.10 apply information, ideas and skills3.5 reason logically |
| **DOK** | 2 | **DOK** | 3 |
| **INSTRUCTIONAL STRATEGIES** | nonlinguistic representationquestions, cues, and advanced organizers | **MASTERY LEVEL** | 85% |

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| **Resources** |
| **Student** | **Teacher** |
| **GENERAL:** | Prentice Hall: American Nation * Chapter 16 Sections 1-5
* Chapter 17 Sections 1-5

Using Primary Sources With Document Based SourcesMini-Q in United States History-DBQ BinderThe Nystrom Atlas of United States History | **GENERAL:** | Prentice Hall: American Nation * Chapter 16 Sections 1-5
* Chapter 17 Sections 1-5

Using Primary Sources With Document Based SourcesMini-Q in United States History-DBQ BinderThe Nystrom Atlas of United States History |
| **ENRICHMENT:** |  | **ENRICHMENT:** |  |
| **INTERVENTION:** |  | **INTERVENTION:** |  |
| **NOTE:** These sections will be partially completed during the curriculum writing process and finalized during the year 1 review process. |

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| **Content Area:** Social Studies | **Course:** Challenge 8th Grade United States History I | **Unit 8:** Reconstruction |
| **Learner Objectives:** * Investigate the principles expressed in documents shaping constitutional democracy in the United States (SS1)
* Analyze the principles and processes of governance systems (SS2)
* Explore the continuity and change in the history of the United States (SS3a)
* Explain economic concepts and principles, including the laws of supply and demand (SS4)
* Apply knowledge of major elements of geographical study and analyze their relationships to changes in society (SS5)
* Compare and contrast relationships of the individual and groups to institutions and cultural traditions (SS6)
* Apply the tools of social science inquiry (SS7)
 |

**Concepts**:

* Principles of constitutional democracy in the United States (1A)
* Role of citizens and governments in carrying out constitutional principles (1B)
* Processes of governmental systems (2C)
* Understanding the causes and consequences of the Civil War (3aI)
* Understanding the relationships between and among regions (5F)
* Effect of laws and events on relationships (6G)
* Effect of personal and group experiences on perceptions (6H)
* Changing ideas, concepts, and traditions (6I)
* Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry (7A)

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| **Students Should Know** | **Students Should Be Able to**  |
| * After the conclusion of the Civil War, the United States had to repair damage and reconstruct the nation.
* President Lincoln’s plan for reconstructing the South included the following:
	+ 10 percent plan
	+ Amnesty to former Confederates
	+ Establishment of the Freedman’s Bureau
* The assassination of President Lincoln dramatically altered the course of reconstruction.
* Republicans in the North felt that Andrew Johnson’s plans for reconstruction were too lenient, and they initiated a plan for “Radical Reconstruction.”
* The 13th, 14th, and 15th amendments were passed by a Republican dominated government to protect the rights and liberties of African-Americans.
* Many Southerners reacted against attempts to alter their society and fought to preserve the “Southern way of life” through the use of the following;
	+ Black codes
	+ Rise of the Ku Klux Klan
	+ Recreation of plantation system under sharecropping
	+ Poll taxes, grandfather clauses, and literacy tests
	+ *Plessy v. Ferguson* and the establishment of segregation (Jim Crow laws).
* Political, economic, and social gains won by African-Americans at the outset of Reconstruction disappeared by the end of the 19th century as a result of:
	+ Loss of political power by Radical Republicans
	+ Amnesty Act of 1872
	+ Northerners grew weary of trying to reform the South
	+ Election of 1876
	+ White Southerners commitment to the former “Southern way of life”
* White violence towards African Americans.
 | * + - Analyze important principles in the Constitution including; federalism, due process of law (amendments V, XIV), voting by citizens (especially as latter amendments were passed) (1A/DOK 2,1.6, 4.2)
		- Apply knowledge of responsibilities that governments and citizens need to accept in order to carry out the principles in the Bill of Rights(1A/DOK 3,1.6, 4.2)
* Explain how laws are made, interpreted, and enforced (2C/DOK 2,1.10)
* Interpret political, economic, and social causes and consequences of the Civil War and Reconstruction (3aI/DOK 3,1.6, 3.1)
	+ Explain how regions of the United States relate to one another and change over time(5F/DOK 3,1.6)
	+ Describe how laws and events affect members of groups and relationships among groups(6G/DOK 2,1.6, 3.6)
* Assess how personal and group experiences influence people perceptions and judgments of events (6H/DOK 3,1.6, 3.5, 3.6)
* Analyze how ideas, concepts, and traditions have changed over time (6I/DOK 3,1.9)
* Identify primary and secondary sources (7A/DOK 1/1.5, 1.10)
* Categorize and analyze primary and secondary sources in order to create generalizations (DOK 3)
* Develop a thesis statement and a road map for writing an essay.(DOK 2)
* Construct an essay containing a thesis statement, introduction, body paragraphs, and a conclusion. (DOK 3)
 |

**Instructional Support**

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| **Student Essential Vocabulary** |
| freedmen | Reconstruction | amnesty | assassination | Suffrage | radical |
| moderate | conservative | black codes | impeach | Scalawag | carpetbagger |
| sharecropper | Ku Klux Klan | terrorism | poll tax | Segregation | Jim Crow laws |
| grandfather clause | literacy test |

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| **Readiness & Equity Section** |
| **SLA = Sample Learning Activity & SA = Sample Assessment** |
| 21st Century Themes |  | Non Fiction Reading & Writing | **SLA, SA** |
| Learning & Innovation Skills | **SLA, SA** | Enrichment Opportunity |  |
| Information, Media, & Technology Skills | **SLA, SA** | Intervention Opportunity |  |
| Life & Career Skills |  | Gender, Ethnic, & Disability Equity | **SLA, SA** |
| **Sample Learning Activities** | **Sample Assessments** |
| **Learning Activity 1: Analysis of Political Cartoons: Lincoln Rebuilds the Union** * Use Primary Sources Resource Book pages 20 and 21.
* Using the Cartoon Analysis Worksheet, answer the following questions:
	1. Who is the main character?
	2. What is the main character doing?
	3. List two symbols you see. What do they stand for?
	4. What can you infer was the author’s purpose in creating the cartoon?

See appendix for student handout. | **Assessment #1: Lincoln Rebuilds the Union Political Cartoon**Based on your analysis of the cartoon, answer the following questions:1. What message do you believe the cartoonist is trying to express about this time period?
2. How do the symbols within the cartoon support this message?

**Grading Guidelines**Advance-The response includes an extremely clear explanation of the cartoonist’s message and how the cartoon symbols support the message.Proficient-The response includes a clear explanation of the cartoonist’s message and how the cartoon symbols support the message. Basic-The response includes a somewhat clear explanation of the cartoonist’s message and how the cartoon symbols support the message.Below Basic-The response fails to explain the cartoonist’s message and how the cartoon symbols supported the message. |
| **Activity’s Alignment** | **Assessment’s Alignment** |
| **GLE** | 3aI | **GLE** | 3aC, CA4 |
| **CONTENT**  | SS3a United States History | **CONTENT**  | SS3a United States HistoryCA4 Formal/informal writing |
| **PROCESS**  | 1.5 comprehend/evaluate resources1.7 evaluate information1.10 apply information, ideas and skills | **PROCESS**  | 1.7 evaluate information1.10 apply information, ideas and skills |
| **DOK** | 2 | **DOK** | 3 |
| **INSTRUCTIONAL STRATEGIES** | Summarizing and Note-takingQuestions, cues and advance organizers | **MASTERY LEVEL** | 85% |

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| **Readiness & Equity Section** |
| **SLA = Sample Learning Activity & SA = Sample Assessment** |
| 21st Century Themes |  | Non Fiction Reading & Writing | **SLA, SA** |
| Learning & Innovation Skills | **SLA, SA** | Enrichment Opportunity |  |
| Information, Media, & Technology Skills | **SLA** | Intervention Opportunity |  |
| Life & Career Skills | **SLA** | Gender, Ethnic, & Disability Equity | **SLA, SA** |
| **Sample Learning Activities** | **Sample Assessments** |
| **Learning Activity 2: North or South: Who Killed Reconstruction?****Objective:** Students will analyze primary source documents using a primary source analysis sheet such as SOAPS or APPARTS. **Implementation:*** Students will first read the primary source documents. A SOAPS chart (which allows multiple documents to be recorded on one chart) is to be completed.
* After analyzing each of the Mini-Q primary sources, students will sort the primary documents into categories.

The DBQ documents can be found in the Mini-Qs United States History Volume 1 Binder. | **Assessment #2: North or South: Who Killed Reconstruction?**Students will write an essay including a thesis statement, introduction, body paragraphs, and conclusion while incorporating the primary sources from the sample learning activity #2.Essay Prompt: Who killed Reconstruction: North or South?Scoring Guide in the Mini-Qs United States History Volume 1 Binder page 359. |
| **Activity’s Alignment** | **Assessment’s Alignment** |
| **GLE** | 3aF, CA3 | **GLE** | 3aF, 5C, 5E, 6G, CA4 |
| **CONTENT**  | SS3a United States HistoryCA3 Reading Nonfiction | **CONTENT**  | SS3a United States HistorySS5 Elements of Geographical Study SS6 Relationships of Individuals and GroupsCA4 Writing Formally |
| **PROCESS**  | 1.5 comprehend/evaluate resources 1.6 discover/evaluate relationships1.9 compare past & present societies1.10 apply information, ideas and skills3.5 reason logically  | **PROCESS**  | * 1. examine solutions from many perspectives
	2. comprehend/evaluate resources

1.7 evaluate information1.10 apply information, ideas and skills |
| **DOK** | 2 | **DOK** | 3 |
| **INSTRUCTIONAL STRATEGIES** | nonlinguistic representationquestions, cues, and advanced organizers | **MASTERY LEVEL** | 85% |

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| **Resources** |
| **Student** | **Teacher** |
| **GENERAL:** | Prentice Hall: American Nation * Chapter 18 Sections 1-4

Using Primary Sources With Document Based SourcesThe Nystrom Atlas of United States HistoryMini – Qs in American History – Volume 1 | **GENERAL:** | Prentice Hall: American Nation * Chapter 18 Sections 1-4

Using Primary Sources With Document Based SourcesThe Nystrom Atlas of United States HistoryMini – Qs in American History – Volume 1 |
| **ENRICHMENT:** |  | **ENRICHMENT:** |  |
| **INTERVENTION:** |  | **INTERVENTION:** |  |
| **NOTE:** These sections will be partially completed during the curriculum writing process and finalized during the year 1 review process. |