

CKSD Curriculum Unit (topic 2)
8th Grade American History
Suggested Length of Unit 17 to 19 Days
Instructor: Mr. Rodgers

European Colonization of North America (1550 to 1750)

- In this unit we will examine European Exploration of North America

Major Academic Standards Addressed

World History

- **8.4.8. C:** Illustrate how continuity and change have impacted world history.
- **8.4.8. D:** Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

United States History

- **8.1.8.A:** Compare and contrast events over time and how continuity and change over time influenced those events
- **8.3.8.A:** Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- **8.3.8.B:** Evaluate the importance of historical documents, artifacts and places critical to United States history.
- **8.3.8.C:** Summarize how continuity and change have impacted U.S. history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- **8.3.8.D:** Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Pennsylvania History

- **8.2.8.A:** Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.

Government and Civics

- **5.1.8. A:** Identify the sources of the rule of law.
- **5.1.8. B:** Outline how different systems of government function.

Economics

- **6.2.8. A:** Describe the interaction of consumers and producers of goods and services in the state and national economy.
- **6.2.8. F:** Analyze the functions of private economic institutions in the national economy.

Geography

- **7.1.8. B:** Explain and locate places and regions as defined by physical and human features.
- **7.3.8. A:** Explain the human characteristics of places and regions using the following criteria:
 - Population

- Culture
- Settlement
- Economic activities
- Political activities

Reading and Writing in Social Studies and History

- 8.5.6-8. A: Cite specific textual evidence to support analysis of primary and secondary sources.
- 8.5.6-8. B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 8.5.6-8. D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 8.5.6-8. J: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
- 8.6.6-8. C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

What students should know

- How to write a full restate to a short response question
- How to write a meaningful sentence using a general academic vocabulary word using two or more details that directly support the meaning of the word
- That slavery made the average wealth of free persons in the south much higher than that of the northern free persons
- What made Pennsylvania unique from the other colonies
- The reason for the Maryland Act of Toleration
- What decided social status in colonial society
- Why Spaniards replaced Native Americans with Africans as slaves
- What Thomas Hooker believed on the limits of government
- What set Quakers apart from other religious groups
- The significance of the House of Burgesses
- The effects of the head right system
- Why the colony of Georgia was established?
- How southern agriculture increased slavery
- The structure of the triangle trade
- How Spain was able to conquer the Aztecs
- How Puritans set up self-government
- How English settlers' growth resulted in conflict with Native Americans
- Great Awakening and its effects
- How did the Pilgrim's government come to be and why it was important?

Objectives:

- **SWBAT:** Write a restate and correct answer to a short response question at a minimum of 8 out of 10 attempts on the content listed above.
 - **SWBAT:** Proficiently write a meaningful sentence for 20 general academic words from a list of 60 words
 - **SWBAT:** correctly answer of 20 out of 25 multiple choice questions on a unit exam on the content listed above.
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Essential Questions

- Why do people move?
 - What determines the outcome of historical events?
 - What role does geography play in historical events?
 - What is exchanged when two cultures interact and what results from that interaction?
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Assessments

- **In-class assignments**
 - Text rendering assignments
 - 30 word summaries
 - VIPs (very important phrase)
 - MVP (most valuable phrase)
 - KWL Charts
 - Venn Diagrams
 - Text Annotation
 - Vocabulary assignments
 - Word expert exercise
 - Write definition in own words
 - Draw a picture representing meaning of word
 - Use the word in a sentence
 - Record synonyms of the word
 - Record antonyms of the word
 - Meaningful sentences (write a sentence using two more details the directly support meaning of the word)
 - Word Sorts (open and closed)
 - Academic / General vocabulary words are used in a word expert activity to help facilitate reading comprehension in my class and across curriculums.
 - Write-ons (also known as a short answer essay response)
 - This is where students receive direct instruction on how to construct a response organized using the acronym R-A-C-E
- Close Reads

- 1st read (a quick read to get the gist so that you find the topic and central ideas) 2nd read (answer as what is the text structure and the author's purpose) 3rd read (analyze the text)
- Interpreting and Analyzing Images
 - Political Cartoons
 - Period Paintings
 - Period Photographs
 - Maps / Graphs / Diagrams
- Interpreting period documents
 - Examples
 - Declaration of Independence
 - US Constitution
- Tests (M.C. & Short answer with varying degrees of Web's D.O.K.)
- In-class Assignments
 - Guided reading or viewing questions
 - Actively participating orally or in writing
- Quizzes (One per marking period)
- Note Book (Guided reading check questions imbedded in the text using R-A-C-E)
- Power Point Presentation (One per marking period)
- Research Project (Once per school year / first present as a paper / 2nd as a trifold or website or performance / students choose topic / students can work in groups or individually)

Best Instructional Practice(s):

- Previewing key vocabulary words and words that are unfamiliar to learn how to pronounce and to learn what they mean prior to the reading to help facilitate comprehension of text. To help with their properly speaking of the word I have them the following activity: I do (teacher model), you do (echo reading), we do (choral reading).
- Reading with a purpose (read question to be answered later in advance of reading)
- Teacher read, partner read (with a more skilled reader), and individual read
- Summative Assessment that lies within the zone of proximal development (that means making accommodations to all tests).
- Scaffolding
- Clear, direct, and explicit instruction
- Formative Assessment
- Teacher think-a-louds
- Graphic Organizers
- Think-Share-Pairs
- Self-Assessment
- Peer Feedback
- Graphic Organizers

- Echo Reading
- Jig-sawing
- Word walls

CKSD Curriculum Unit (topic 3)
8th Grade American History
Suggested Length of Unit – 13 to 15 Days
Instructor: Mr. Rodgers

The Revolutionary Era (1750 to 1783)

- In this unit we will examine the American Rev War and the establishment of the U.S.

Major Academic Standards Addressed

United States History

- **8.3.8. A:** Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- **8.3.8. B:** Evaluate the importance of historical documents, artifacts and places critical to United States history.
- **8.3.8. C:** Summarize how continuity and change have impacted U.S. history.
- **8.3.8. D:** Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

World History

- **8.4.8. A:** Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- **8.4.8. D:** Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

Government and Civics

- **5.1.8. A:** Identify the sources of the rule of law.
- **5.1.8. B:** Outline how different systems of government function.
- **5.1.8. C:** Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.
- Liberty / Freedom
- Democracy
- Justice
- Equality
- **5.1.8. D:** Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:
 - Declaration of Independence
 - United States Constitution
 - Bill of Rights
 - Pennsylvania Constitution

- 5.2.8. A: Summarize the role of citizens in terms of right and responsibilities in different government systems.
- 5.2.8. B: Describe how citizens resolve conflicts in society and government.

Economics

- 6.2.8. A: Describe the interaction of consumers and producers of goods and services in the state and national economy.
- 6.3.8. D: Explain how government actions may affect international trade.
- **Geography**
- 7.1.8. A: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.

Reading and Writing in Social Studies and History

- 8.5.6-8. A: Cite specific textual evidence to support analysis of primary and secondary sources.
- 8.5.6-8. B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 8.5.6-8. D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 8.5.6-8. J: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
- 8.6.6-8. C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

What students should know

- How to write a full restate and correct answer(s) to a short response question?
- How to cite evidence from the text that directly or indirectly supports the correct answer(s)
- How to write a meaningful sentence using a general academic vocabulary word using two or more details that directly support the meaning of the word
- Why British expanded into the Ohio River Valley
- The roles woman played in the Revolutionary War
- How the stamp act contributed to the Boston massacre?
- The events that lead to the battles of Lexington and Concord
- European soldiers who assisted America
- The grievances described in the Declaration of Independence
- How America developed its own separate identity as result of unfair treatment at the hands of the British
- The factors that allowed the Patriots to win the war
- What actions by the British and southern loyalist led to colonists to side with the patriots?
- Examples of George Grenville’s mercantilism
- Which events led to America’s victory in the Revolutionary War
- Why France and Spain supported America in the Revolutionary War
- Know the viewpoint held by British government in regards to the Proclamation of 1763

- Know the viewpoint held by colonist in regards to the Proclamation of 1763
 - How to summarize the events of the Boston Tea Party?
 - How to summarize Ben Franklin's Albany Plan of the Union?
 - What caused Huron and Algonquin to side with the French during the French and Indian War
 - What caused the Iroquois to side with the French during the French and Indian War?
 - How did propaganda and differing point-of-views led to American Independence?
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Objectives:

- **SWBAT:** Write a restate, a correct answer, and cite evidence that supports the answer to a short response question at a minimum of 7 out of 10 attempts
 - **SWBAT:** Proficiently write a meaningful sentence for 30 general academic words from a list of 60 words
 - **SWBAT:** correctly answer of 20 out of 25 multiple choice questions on a unit exam on the content listed above.
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Essential Questions

- When is war justified?
 - Why do people believe what they believe?
 - What determines the outcome of historical events?
 - What role does geography play in historical events?
 - How does conflict and cooperation affect the outcome of historical events?
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Assessments

- Same as European Colonization of North America Unit
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Best Instructional Practice(s):

- Same as European Colonization of North America Unit
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**CKSD Curriculum Unit
8th Grade American History
Suggested Length of Unit (25 to 30 Days)
Instructor: Mr. Rodgers**

Research Project

This project will follow the annual National History Day competition rules and theme. Every individual student will write a research paper according to NHD rules and standards. A few of the rules include MLA formatting, in-text citation, and bibliography. From there they have the option to participate in the National History Day competition where they can further refine their paper, create an exhibit, performance, documentary, or website as an individual or group. Some of the steps

of this project will be divided up though out the year to allow for the necessary time to complete.

Major Academic Standards Addressed

Reading and Writing in Social Studies

- 8.3.6-8: Cite specific textual evidence to support analysis of primary and secondary sources.
- 8.5.6-8: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 8.5.6-8.I: Analyze the relationship between a primary & secondary source on the same topic.
- 8.6.6-8.A: Write arguments focused on discipline-specific content. • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented
- 8.6.6-8.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 8.6.6-8.D: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 8.6.6-8.E: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- 8.6.6-8.F: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 8.6.6-8.G: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 8.6.6-8.H: Draw evidence from informational texts to support analysis reflection, and research.
- 8.6.6-8.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

United States History

- 8.1.8. C: Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources
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What students should know

- How to distinguish primary sources of information from secondary sources of information
 - How to select reliable sources of information and where to look for such information
 - How to create an in-text citation and how to create a bibliography
 - What constitutes plagiarism and what does not
 - How to create a thesis statement
 - The steps of the writing process
 - Their self-selected topic
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Objectives:

- **SWBAT**: distinguish a primary source of information from secondary 8 out of 10 attempts
 - **SWBAT**: distinguish a reliable source from unreliable source 8 out of 10 attempts
 - **SWBAT**: create an in-text citation when given the source 8 out of 10 attempts
 - **SWBAT**: create a bibliography when given the appropriate information 8 out of 10 attempts
 - **SWBAT**: identify what constitutes as plagiarism and what does not with 100% accuracy
 - **SWBAT**: create a clear and concise thesis statement when given the appropriate information
 - **SWBAT**: identify the steps of the writing process with 100% accuracy
 - **SWBAT**: demonstrate a proficient understanding of their topic
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Essential Questions

- How does the research and writing process deepen ones understanding of a given topic?
 - How does intellectual property influence presentation of information?
 - What makes a sources of information reliable or unreliable?
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Assessments

- A Grading Rubric
 - Quizzes
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Best Instructional Practice(s):

- Scaffolding – Modeling, Guided Practice, and Independent Practice
- Graphic Organizers – To help with planning of the paper
- Think-a-louds during teacher modeling
- Clear, direct, and explicit instruction
- Formative Assessment (thumbs up/dwn)
- Writing Conferences

- Think-Share-Pairs
- Teacher Feedback
- Self-Assessment
- Peer Feedback

CKSD Curriculum Unit (topic 4)
8th Grade American History
Suggested Length of Unit – 20 to 22 Days
Instructor: Mr. Rodgers

A Constitution for the United States (1776 to Present)

- In this unit we will examine the development of our constitution and its application today

Major Academic Standards Addressed

United States History

- **8.3.8. A:** Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- **8.3.8. B:** Evaluate the importance of historical documents, artifacts and places critical to United States history.
- **8.3.8. C:** Summarize how continuity and change have impacted U.S. history.
- **8.3.8. D:** Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

World History

- None

Government and Civics

- **5.1.8. A:** Identify the sources of the rule of law.
- **5.1.8. B:** Outline how different systems of government function.
- **5.1.8. C:** Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.
 - Liberty / Freedom
 - Democracy
 - Justice
 - Equality
- **5.1.8. D:** Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:
 - Declaration of Independence
 - United States Constitution
 - Bill of Rights
 - Pennsylvania Constitution

- 5.2.8. A: Summarize the role of citizens in terms of right and responsibilities in different government systems.
- 5.2.8. B: Describe how citizens resolve conflicts in society and government
- 5.3.8. A: Compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government.
- 5.3.8. C: Describe how local, state, and national governments provide services.

Economics

- 6.3.8. C: Compare and contrast the effects of different taxation policies.
- 6.3.8. D: Explain how government actions may affect international trade.

Geography

- 7.1.8. A: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.

Reading and Writing in Social Studies and History

- 8.5.6-8. A: Cite specific textual evidence to support analysis of primary and secondary sources.
- 8.5.6-8. B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 8.5.6-8. D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 8.5.6-8. J: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
- 8.6.6-8. C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

What students should know

- How to write a full restate to a short response question
- How to cite evidence from the text that directly or indirectly supports the correct answer(s)
- How to write a meaningful sentence using a general academic vocabulary word using two or more details that directly support the meaning of the word
- Congress's role under the Articles of Confederation
- Freedoms that states guarantee in their constitution
- What caused the states to call for a replacement of the A of C.
- Why the Great Compromise call for two house legislature
- What the Virginia Plan and New Jersey Plans have in common
- Chief John Justice Marshall's court case Marbury vs Madison and its significance
- The Magna Carta and its effect of the US Constitution
- How the Federalists papers generated support for the ratification of the US Constitution
- The aspects of the US Constitution were influenced by the English Bill of Rights
- Know why James Madison was the considered the Father of the constitution
- Which grievances listed in the Dec of Independence were addressed in the Bill of Rights

- The effects of the 3/5th compromise
- How John Locke's *Two Treatises of Government* contributed to the Bill of Rights
- Why civic virtue was important to our founding fathers
- The problems that can arise with the elastic clause of the U.S. Constitution
- How the Great Compromise solved the dispute between the NJ & the VA plans

Objectives:

- **SWBAT:** Write a restate, correct answer, and cite evidence that supports the answer to a short response question at a minimum of 8 out of 10 attempts
- **SWBAT:** Proficiently write a meaningful sentence for 40 general academic words from a list of 60 words
- **SWBAT:** correctly answer of 20 out of 25 multiple choice questions on a unit exam on the content listed above.

Essential Questions

- How much power should the federal government have, and what should it do?
- How does conflict and cooperation affect the outcome of historical events?
- Why do people believe what they believe?

Assessments

- Same as European Colonization of North America Unit

Best Instructional Practice(s):

- Same as European Colonization of North America Unit

**CKSD Curriculum Unit (topic 7)
8th Grade American History
Suggested Length of Unit – 20 to 22 Days
Instructor: Mr. Rodgers**

Society and Culture before the Civil War (1820 to 1860)

- In this unit we will examine the society & culture in America prior to the Civil War

United States History

- 8.3.8. A: Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

World History

- None

Government and Civics

- None

Economics

- 6.2.8. A: Describe the interaction of consumers and producers of goods and services in the state and national economy.
- 6.2.8. B: Identify positive and negative effects of market competition
- 6.2.8. F: Analyze the functions of private economic institutions in the national economy.
- 6.4.8. A: Explain how specialization contributes to economic interdependence on a national level.

Geography

- 7.1.8. A: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 7.1.8. B: Explain and locate places and regions as defined by physical and human features.
- 7.3.8. A: Explain the human characteristics of places and regions using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities

Reading and Writing in Social Studies and History

- 8.5.6-8. A: Cite specific textual evidence to support analysis of primary and secondary sources.
- 8.5.6-8. B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 8.5.6-8. D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 8.5.6-8. J: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
- 8.6.6-8. C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

What students should know

- Why Horace Mann thought the educational system needed reform
- The significance of the Seneca Falls Convention
- The effects of improved machinery, interchangeable parts, and abundant capital
- The reasons why German Americans moved west
- What southerners complained about in regards to William Lloyd Garrison
- The causes of the industrial revolution
- The main subject in the Hudson River School of Art
- The general route for the Underground Railroad
- The results of the industrial revolution
- Know why there was less industry in the south

- How to compare & contrast free African Americans & enslaved African Americans
- Why the industrial revolution led to advances in technology
- The initial challenges in developing a railroad system
- How did American Art change in the mid-1820s
- What caused changes in cotton production
- How politics and religion led to the reform movement

Objectives:

- **SWBAT:** Write a restate, correct answer, cite evidence, and provide explanation on how the evidence supports the answer to a short response question at a minimum of 8 out of 10 attempts
- **SWBAT:** Proficiently write a meaningful sentence for 35 general academic words from a list of 40 words
- **SWBAT:** correctly answer of 15 out of 20 multiple choice questions on a unit exam on the content listed above.

Essential Questions

- Why is culture so important?
- What is exchanged when two cultures interact and what results from that interaction?

Assessments

- Same as European Colonization of North America Unit

Best Instructional Practice(s):

- Same as European Colonization of North America Unit

**CKSD Curriculum Unit (topic 8)
8th Grade American History
Suggested Length of Unit – 20 to 22 Days
Instructor: Mr. Rodgers**

Sectionalism and the Civil War (1820 to 1860)

- In this unit we will compare and contrast regional differences of America and how it pushed us to war with ourselves. We will also examine the different aspects of the Civil War with special attention being given to the battle of Gettysburg.

Major Academic Standards Addressed**United States History**

- 8.3.8. A: Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

- 8.3.8. B: Evaluate the importance of historical documents, artifacts and places critical to United States history.
- 8.3.8. C: Summarize how continuity and change have impacted U.S. history.
- 8.3.8. D: Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

World History

- None

Government and Civics

- 5.1.8. C: Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.
 - Liberty / Freedom
 - Democracy
 - Justice
 - Equality
- 5.1.8. D: Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:
 - Declaration of Independence
 - United States Constitution
 - Bill of Rights
 - Pennsylvania Constitution
- 5.2.8. B: Describe how citizens resolve conflicts in society and government.
- 5.2.8. C: Describe the role of political leadership and public service.
- 5.3.8. G: Explain the role of interest groups in the federal government process.
- 5.4.8. B: Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties.

Economics

- 6.1.8. A: Explain how limited resources and unlimited wants cause scarcity.
- 6.2.8. A: Describe the interaction of consumers and producers of goods and services in the state and national economy.
- 6.2.8. B: Identify positive and negative effects of market competition.
- 6.3.8. D: Explain how government actions may affect international trade.
- 6.4.8. A: Explain how specialization contributes to economic interdependence on a national level.
- 6.4.8. D: Explain how the level of transportation, communication networks, and technology affect economic interdependence.

Geography

- 7.1.8. A: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 7.1.8. B: Explain and locate places and regions as defined by physical and human features.
- 7.3.8. A: Explain the human characteristics of places and regions using the following criteria:
 - Population
 - Culture

- Settlement
- Economic activities
- Political activities

Reading and Writing in Social Studies and History

- **8.5.6-8. A:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **8.5.6-8. B:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **8.5.6-8. D:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **8.5.6-8. J:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
- **8.6.6-8. C:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

What students should know

- How did General Grant's actions affect southern citizens towards the end of the Civil War
- Correct order events for the following: battle of Gettysburg, Siege of Vicksburg, Gettysburg Address, Control of the Mississippi River
- The main reason why the Confederacy began drafting men to fight ranging in ages 17 to 50
- What state entered as free and as a slave state under the Missouri Compromise
- The advantages the South held in the war
- Why the Kansas-Nebraska Act angered many northerners
- Why southerners would have been surprised that Lincoln won the election
- How did Lincoln justified the suspension of habeas corpus
- Why did the confederates surrender at Appomattox Court House
- What gave western territories the right to enter the Union as a free state
- That southern states soldiers often had more loyalty to their home state than the Confederacy
- How the fugitive slave act of 1850 strengthened the fugitive slave act of 1793
- How *Uncle Tom's Cabin* support the abolitionist movement and stirred controversy
- How the Dred Scott case affected life in the United States
- Explain how the election of 1860 reflect the sectionalism of the time
- Compare the roles played by the US president vs the Confederate president

Objectives:

- **SWBAT:** Write a restate, correct answer, cite evidence, and provide explanation on how the evidence supports the answer to a short response question at a minimum of 9 out of 10 attempts
- **SWBAT:** Proficiently write a meaningful sentence for 60 general academic words from a list of 60 words

- **SWBAT:** correctly answer of 20 out of 25 multiple choice questions on a unit exam on the content listed above.
-

Essential Questions

- When is war justified?
 - Why do people believe what they believe?
 - How does conflict and cooperation affect the outcome of historical events?
 - How does technology affect the outcome of historical events?
-

Assessments

- Same as European Colonization of North America Unit
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Best Instructional Practice(s):

- Same as European Colonization of North America Unit

NOTE:

Every marking period 4 to 5 days will be set aside for students to create power point presentations on a self-selected topic from American History.

Also, students who voluntarily sign up for the National History Day competition are excused from doing a notebook and power point presentation for the marking period(s) they are doing the competition.