

8th Grade US History | Quarter 3

Theme, Enduring Understandings, & Essential Questions for this Unit	How Students will Demonstrate Their Understanding	Standards-based Essential Skills & Concepts to be Targeted Throughout the Unit	Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts	Resources for the Unit
<p>History:</p> <p>1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</p> <p>4. The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.</p> <p>8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.</p> <p>9. The United States added to its territory through treaties and purchases.</p> <p>10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.</p>	<p>Research on sources to investigate American History</p> <p>Graphic Organizers</p> <p>Timelines</p> <p>Summative Assessment: Short Cycle on Precedents of early presidents</p> <p>Formative Assessments:</p> <p>Map work-geography</p> <p>Charts/Graphic Organizers</p> <p>Comparing and Contrasting North vs. South</p> <p>Formative Assessments:</p> <p>Research on media sources</p> <p>Graphic organizers</p> <p>Summative Assessment:</p> <p>Short Cycle on Industrial Revolution and the Westward Expansion</p>	<p>CONTENT STANDARDS</p> <p>OH- Ohio Academic Content Standards (now the Ohio Model Curriculum) (2011) Subject: Social Studies Grade: Pre-Kindergarten Through Grade Eight Course /Grade with Theme: Grade 8. U.S. Studies from 1492 to 1877: Exploration through Reconstruction. The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronologic view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic and political factors. Strand: History Topic: Expansion Content Statement: 9. The United States added to its territory through treaties and purchases. Content Statement: 10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians. Strand: Geography Topic: Spatial Thinking and Skills Content Statement: 13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</p>	<p>Students will research and discuss multiple sources to investigate events in American History.</p> <p>Students will compare and contrast life in the north to life in south. Students make a chart showing the contributions slaves made to the Southern Colonies.</p> <p>Diverse Learners:www.cast.org.</p> <p>Students will research and create a presentation on the administration's accomplishments, including how the president established a federal government, provided peaceful transitions of power and repelled a foreign invasion</p> <p>Students utilize graphic organizers to identify and explain treaties and purchases that lead to the expansion of the U.S. Students will write a summary paragraph that described how the United States added to its territory</p> <p>Students will create time lines identifying important events from 1820-1855 Stud</p> <p>Students use a regional map to list historical events that took place in the region.</p>	<p>http://www.ohiohistory.org/historyday/.</p> <p>http://www.wsu.edu:8080/~dee/DIASPORA/RACIAL</p> <p>www.hippocampus.com</p> <p>https://www.history.com/topics/the/~us~presidents</p> <p>http://www.pbs.org/weta/thewest/lesson_plans/</p> <p>www.hippo.com</p>

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<p>Geography:</p> <p>13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</p> <p>14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.</p> <p>15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.</p> <p>16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</p> <p>17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.</p>		<p>Strand: Economics Topic: Economic Decision Making and Skills Content Statement: 22. Choices made by individuals, businesses and governments have both present and future consequences. Topic: Production and Consumption Content Statement: 23. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work. Topic: Markets Content Statement: 24. Governments can impact markets by means of spending, regulations, taxes and trade barriers. Topic: Financial Literacy Content Statement: 25. The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.</p>	<p>Students brainstorm how geography influenced the events on the list.</p> <p>Cause and Effect: Urbanization</p> <p>Students make a chart showing the contributions slaves made to the Southern Colonies.</p> <p>Students will examine primary source documents to locate cultural biases, stereotypes and prejudices to explain the social, political and economic consequences for minority groups and the population as a whole.</p> <p>Students will examine and describe the arrival of immigrants to the United States.</p> <p>Students will discuss how participation in such groups as Sons and Daughters of Liberty, National trade unions promote include individuals AND public goals.</p> <p>Students will research various media sources to discuss and determine how technology influences public opinion.</p>	<p>http://www.pbs.org/wgbh/amex/tcrr/sfeature/sf_interview.html</p> <p>www.cast.org</p> <p>http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id</p> <p>www.cast.org</p> <p>www.hippocampus.com</p> <p>http://www.pbs.org/teachers/thismonth/americanid/index1.html</p> <p>Powermedia.plus series "On Common Ground"</p> <p>Powermedia.plus series "On Common Ground"</p> <p>http://www.pbs.org/historyofus</p> <p>http://history-world.org/Industrial%20intro.htm</p>
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<p>Government:</p> <p>18. Participation in social and civic groups can lead to the attainment of individual and public goals.</p> <p>19. Informed citizens understand how media and communication technology influence public opinion.</p> <p>ECONOMICS</p> <p>23.. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work</p>			<p>Students will complete graphic organizer activities identifying advancements in technology, power resources, transportation, and production as a result of westward expansion and the Industrial Revolution</p>	
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