

SAU41: Hollis Brookline Middle School

American History - Grade 8

Unit 1: Exploration and Early Americans

Common Essential Question(s)/Learning(s): By the end of each unit students will be able to...

What factors motivated early exploration?

What are the defining characteristics of early American societies?

Desired Results

Content Objective(s)	<p>By the end of this unit students should have a familiarity with the following:</p> <ul style="list-style-type: none">● Christopher Columbus● Ferdinand Magellan● Francisco Pizarro● Hernan Cortes● Sir Francis Drake● Maya● Aztec● Inca
Standard(s)	<p>RH.6-8.2 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.</p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
Student Friendly Unit Objectives/Skills	<p>In this unit, we will develop the following skills...</p> <ul style="list-style-type: none">● Analysis of primary sources (maps)● Identifying the major points in an article● Development of a systems of note-taking (written notes and annotations)● Development of MEAL style analytical writing

Learning Activities that support 21st Century Learning:	<ul style="list-style-type: none"> ● Drake's Map Activity/Analysis (critical thinking, communication, collaboration) ● Guns, Germs, and Steel and reflection (critical thinking, communication) ● Maya, Inca, Aztec writing pre assessment (critical thinking, communication) ● The Sacred Rac - Perspectives in History (critical thinking, communicatio, creativity)
Enrichment and Expanded Opportunities/Activities:	<ul style="list-style-type: none"> ● Independent reading ● Leadership opportunities in groups or facilitating class discussion
Remediation and Intervention Activities:	<ul style="list-style-type: none"> ● Teacher conference (support research and writing) ● Vary types of products (written, oral, one-on-one presentation) and length requirements ● Vary reading lexiles/topics/format ● Alternative assignment ● Parent communication ● Use of Kami (defining words and audio option)
Resources:	<p>Articles on the Maya, Aztec, and Inca Sir Francis Drake's Maps - West Indian Voyage Newsela Articles on Early Explorers Jared Diamond's Guns, Germs, and Steel - Part II</p>

Unit 2: Settlement and the Colonial Period

Common Essential Question(s)/Learning(s): By the end of each unit students will be able to...

What are some of the reasons people left England to settle in the New World?

How were the New England, Middle, and Southern Colonies alike? How were they different?

What are the English traditions of government and how did they influence the American settlers?

What problem arose between colonists and Native Americans?

What struggles occurred during the settlement of Jamestown?

Why did people leave Massachusetts Bay to form new colonies?

Desired Results	
Content Objective(s)	<p>By the end of this unit students should have a familiarity with the following:</p> <ul style="list-style-type: none"> ● Unit Vocabulary: charters, joint-stock, burgess, proprietary colony, royal colony, charter colony, toleration, indentured servant, debtor, subsistence farming, triangular trade, cash crop, tidewater, backcountry, diversity, overseers, Mercantilism, import, export, smuggling ● People: Sir Walter Raleigh, John White, Pilgrims, Separatists, Puritans, William Penn ● Places: Roanoke, Jamestown, Plymouth ● Events: Mayflower Compact, the Great Migration, the Great Awakening, Enlightenment, Salem Witch Trials
Standard(s)	<p>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2 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.</p> <p>RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH.6-8.7 with other information in print and digital texts.</p> <p>RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p>WHST.6-8.1.B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>

	<p>WHST.6-8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>WHST.6-8.5 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.</p> <p>WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST.6-8.7 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.</p> <p>WHST.6-8.8 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.</p>
<p>Student Friendly Unit Objectives/Skills</p>	<p>In this unit, we will develop the following skills...</p> <ul style="list-style-type: none"> • Ability to analyze primary sources and secondary sources • Independent research on Roanoke and/or Jamestown and current archeology • Research using a variety of formats: video, lecture, and websites • Investigate colonial life and the elements that fostered the Salem Witch Trials (education, religion, status of women, etc.) • Generating claims and supporting them with evidence • Development of unit vocabulary and historically relevant vocabulary skills
<p>Learning Activities that support 21st Century Learning:</p>	<ul style="list-style-type: none"> • CSI Roanoke (critical thinking, communication, collaboration) • 4321 Journal Roanoke (Critical thinking, communication) • Instructions at Jamestown and What Actually Happened (critical thinking, communication) • Salem Witch Trials Response (critical thinking, communication) • Mayflower Compact- Read and Decode (critical thinking, collaboration)

	<ul style="list-style-type: none"> Triangle Trade: Life in Africa (critical thinking, collaboration)
Enrichment and Expanded Opportunities/Activities:	<ul style="list-style-type: none"> Documentaries and articles on archaeology (Roanoke, Jamestown, Plymouth) Independent reading Leadership opportunities in groups or facilitating class discussion
Remediation and Intervention Activities:	<ul style="list-style-type: none"> Teacher conference (support research and writing) Vary types of products (written, oral, one-on-one presentation) and length requirements Vary reading lexiles/topics/format Alternative assignment Parent communication Use of Kami (defining words and audio option)
Resources:	<p>America Unearthed: New Clues to the Lost Colony of Roanoke (documentary) Newsela: Jamestown Archeology Primary Sources (Jamestown) Nightmare in Jamestown (documentary) The Mayflower Compact Salem Witch Trials (background reading) Salem Witch Trials Museum, MA</p>

Unit 3: Revolutionary War

Common Essential Question(s)/Learning(s): By the end of each unit students will be able to...

What are some of the causes that led to the American Revolution?

What were the strengths and weaknesses of the British forces throughout the Revolutionary War?

What was the course of the Revolution and what explains the colonies' victory?

Explain the importance of Washington as a leader during the war.

Identify the sources of foreign help that the Patriots received.

Identify the roles of lesser-known Patriots in the American Revolution (e.g. women, Native Americans, children, spies, etc.).

Desired Results

Content Objective(s)	<p>By the end of this unit students should have a familiarity with the following:</p> <ul style="list-style-type: none"> • Unit Vocabulary: revenue, writs of assistance, Congress, boycott, repeal, Committee of Correspondence, minuteman, blockade, privateers, guerrilla warfare • People: Paul Revere, Sam Adams, Loyalist, Patriot, George Washington, Thomas Paine, Thomas Jefferson, John Adams, John Stark, George Rogers Clark, John Paul Jones • Events: French and Indian War, Treaty of Paris 1763, Proclamation of 1763, Navigation Acts, Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Coercive or Intolerable Acts, Continental Congress, Lexington and Concord, Bunker Hill, Second Continental Congress, Olive Branch Petition, Continental Army, Declaration of Independence, Treaty of Paris 1783
Standard(s)	<p>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2 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.</p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p>WHST.6-8.1.B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST.6-8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>WHST.6-8.5 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.</p> <p>WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>

	<p>WHST.6-8.7 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.</p> <p>WHST.6-8.8 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.</p>
Student Friendly Unit Objectives/Skills	<p>In this unit, we will develop the following skills...</p> <ul style="list-style-type: none"> • Analysis of primary and secondary sources • Research and analytical writing on topic of choice during the American Revolution • Understanding historic narrative through the eyes of various revolutionaries • Development of historically relevant vocabulary • Distinguish between primary and secondary sources • Display and communicate research in a graphic/artistic presentation
Learning Activities that support 21st Century Learning:	<ul style="list-style-type: none"> • American Revolution Broadside (Creativity, Communication) • Loyalist, Patriot, Naturalist (Critical Thinking, Communication) • Attacks the Martyr (Communication, Collaboration) • Declaration of Independence Outline and Break Up Letter (Creativity, Critical Thinking) • American Revolution Broadside (Creativity, Communication) • Primary or Secondary Source? (Critical Thinking) • Colonist View of George Washington (Critical Thinking, Communication)
Enrichment and Expanded Opportunities/Activities:	<ul style="list-style-type: none"> • Independent reading • Leadership opportunities in groups or facilitating class discussion
Remediation and Intervention Activities:	<ul style="list-style-type: none"> • Teacher conference (support research and writing) • Vary types of products (written, oral, one-on-one presentation) and length requirements • Vary reading lexiles/topics/format • Alternative assignment • Parent communication • Use of Kami (defining words and audio option)
Resources:	<p>Hey King: Get off Our Backs - iCivics</p> <p>Rebels with a Cause</p> <p>The Patriot (2000- edited by CleanFilms.com)</p>

	America: This Story of Us (2010) History's Mysteries: Spies of the Revolutionary War (1999) Founding Fathers (2002)
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<div>Unit 4: The Constitution</div> <div>Common Essential Question(s)/Learning(s): By the end of each unit students will be able to...</div> <div>Why did the Articles of Confederation fail?</div> <div>Who were the framers of the Constitution and what major principles guided their efforts?</div> <div>What compromises had to be made?</div> <div>What are the basic ideas expressed in the Constitution?</div> <div>What are the three branches of government? Who serves in them? For how long?</div> <div>How do the branches check and balance each other's power?</div> <div>How does a bill become a law?</div> <div>What are the basic rights protected by the Constitution?</div> <div>Demonstrate an understanding of the organization of the Constitution</div>	
Desired Results	
Content Objective(s)	<div>By the end of this unit students should have a familiarity with the following:</div> <ul style="list-style-type: none"> Unit Vocabulary: Popular sovereignty, federalism, separation of powers, checks and balances, 3 branches of government, Electoral College People: James Madison, Roger Sherman, Ben Franklin

	<ul style="list-style-type: none"> Events: Articles of Confederation, Land Ordinance of 1785, Northwest Ordinance of 1787, Shays' Rebellion, Constitutional Convention, Virginia Plan, New Jersey Plan, Great Compromise, 3/5'ths Compromise, Bill of Rights, Individual Rights Modern and historical American political parties
Standard(s)	<p>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2 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.</p> <p>RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>
Student Friendly Unit Objectives/Skills	<p>In this unit, we will develop the following skills...</p> <ul style="list-style-type: none"> Development of vocabulary to access and understand the complexities of the US Constitution Generating claims and supporting them with evidence and analysis Understanding the value of primary and secondary sources when supporting a claim Understand the powers of and limits placed on each branch of government by the Constitution Gather and analyze information about how acts of rebellion shape and powers of government
Learning Activities that support 21st Century Learning:	<ul style="list-style-type: none"> Simulation of the Constitutional Convention (Collaboration, Critical Thinking) Ability to navigate the Constitution and to decode information (Critical Thinking, Communication) Determine the differences between modern and historical American political parties (Critical Thinking, Communication) Checks and balances: Rock, Paper, Scissors (Critical thinking, Communication, Collaboration) Shays Rebellion Research and Primary Source (Critical Thinking, Research) Limits and Failures of the <i>Articles of Confederation</i> - Primary Source (Critical Thinking, Research, and Creativity)

	<ul style="list-style-type: none"> • Bill of Rights Outline and Decode - Primary Source (Critical Thinking, Collaboration, Communication)
Enrichment and Expanded Opportunities/Activities:	<ul style="list-style-type: none"> • Independent reading • Leadership opportunities in groups or facilitating class discussion
Remediation and Intervention Activities:	<ul style="list-style-type: none"> • Teacher conference (support research and writing) • Vary types of products (written, oral, one-on-one presentation) and length requirements • Vary reading lexiles/topics/format • Alternative assignment • Parent communication • Use of Kami (defining words and audio option)
Resources:	<p>The Constitution</p> <p>Does your vote count? The Electoral College explained - Christina Greer (YouTube)</p> <p>iCivics articles - Wanted: A Just Right Government, Legislative Branch, Executive Branch, and Judicial Branch</p> <p>I'm Just a Bill - SchoolHouse Rock</p> <p>Race to Ratify -iCivics</p>

Unit 5: The New Republic

Common Essential Question(s)/Learning(s): By the end of each unit students will be able to...

Explain why Washington's actions as President were important to the future of the United States

Explain how Adams was able to avoid war with France

Explain how the process of electing a president has changed over time and the increasing role of political parties

Explain why Jefferson's Louisiana Purchase was important

Identify the causes, course and outcomes of the War of 1812

Identify or explain the beginning of the Industrial Revolution in America and the developments in transportation during this time period

Desired Results

Content Objective(s)

By the end of this unit students should have a familiarity with the following:

	<ul style="list-style-type: none"> ● Unit Vocabulary: Precedent, Cabinet, debt, bond, unconstitutional, tariff, political parties-Federalist and Democratic-Republican, nullify, interchangeable parts, cotton gin, turnpikes, steamships, canal, factory ● People: Alexander Hamilton, John Adams, Thomas Jefferson, Lewis and Clark, Tecumseh, Henry Clay, John Calhoun, Oliver Hazard Perry, Andrew Jackson, Francis Scott Key, Eli Whitney, Samuel Slater, Francis Lowell, Robert Fulton ● Events: XYZ Affair, Alien and Sedition Acts, Marbury vs. Madison-Judicial Review, Louisiana Purchase, Barbary Coast Pirates, Embargo Act, War of 1812, Battle of the Thames, Attack on Washington, Francis Scott Key, New Orleans, Treaty of Ghent, Hartford Convention, The Industrial Revolution
Standard(s)	<p>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p>WHST.6-8.1.B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST.6-8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>WHST.6-8.5 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.</p> <p>WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST.6-8.7 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.</p> <p>WHST.6-8.8 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.</p>

Student Friendly Unit Objectives/Skills	<p>In this unit, we will develop the following skills...</p> <ul style="list-style-type: none"> ● Develop unit vocabulary to understand and access historically pertinent events of early American history ● Analyze and determine the cause of war and examine the cost and benefits of warfare ● Examine the precedent of the “Peaceful Transfer of Power” established by the Election of 1800 ● Understand how historic political parties established constitutional precedents ● Determine the limits of federal power and precedents ● Examine the starting point of Manifest Destiny with the purchase of the Louisiana Territory ● Examine how moments of economic instability cause social and political division ● Understand how political compromise shape the course of American History
Learning Activities that support 21st Century Learning:	<ul style="list-style-type: none"> ● Research on Washington’s precedents (Critical Thinking, Research) ● Analysis of primary sources in small groups and presentation of findings (Critical Thinking, Collaboration) ● 4321 Journal: Manifest Destiny and the New Space Race (Critical Thinking, Creativity, Communication) ● Election of 1800 - Federalist v Democratic-Republicans (Critical Thinking, Communication) ● Battle of Baltimore and the Star Spangled Banner (Critical Thinking, Research, Communication) ● Interactive Battle Maps- War of 1812 (Critical Thinking, Communication, Research) ● Mapping and Charting the Expansion of America (Critical Thinking, Collaboration, Research) ● Precedents and Challenges of the Early Presidencies (Research, Critical Thinking, Communication)
Enrichment and Expanded Opportunities/Activities:	<ul style="list-style-type: none"> ● Research on the actions of the first presidents (Washington, Adams, Jefferson, and Madison) ● Independent reading ● Leadership opportunities in groups or facilitating class discussion
Remediation and Intervention Activities:	<ul style="list-style-type: none"> ● Teacher conference (support research and writing) ● Vary types of products (written, oral, one-on-one presentation) and length requirements ● Vary reading lexiles/topics/format ● Alternative assignment ● Parent communication ● Use of Kami (defining words and audio option)
Resources:	<p>The Whiskey Rebellion (article) Excerpts from Washington’s letters to Hamilton and Jefferson Hamilton and Jefferson - The Men and Their Philosophies (article) John Adams (2008) Lewis & Clark (1997) The Great Journey West (2002) Thomas Jefferson (1997)</p>

	The War of 1812 (2005) The Star Spangled Banner Mankind: The Story of All of Us Episode 10: "Revolutions" (2012) Alamo (2004)
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Unit 6: The Age of Jackson and Expansion

Common Essential Question(s)/Learning(s): By the end of each unit students will be able to...

Explain how the Industrial Revolution, increasing immigration, the rapid expansion of slavery and the westward movement changed America and led to the regional tensions

Identify the term "Manifest Destiny" and summarize how the United States acquired the Louisiana Purchase, Florida, Texas, the Southwest, California and Oregon

Identify ways in which the North and South were growing apart

Identify some of the reforms, reformers, and cultural leaders of the time period

Desired Results

Content Objective(s)	<p>By the end of this unit students should have a familiarity with the following:</p> <ul style="list-style-type: none"> ● Unit Vocabulary: sectionalism, spoils system, laissez-faire, manifest destiny, gold rush, telegraph, unions, strike, immigration, slave codes, utopia, temperance, revivals, underground railroad ● People: Daniel Webster, Whigs, Mountain Men, James K. Polk, General Taylor, General Scott, Samuel Morse, transcendentalists, abolitionists, William Lloyd Garrison, Grimke Sisters, Frederick Douglass ● Events: Era of Good Feelings, Missouri Compromise, Clay's American System, Monroe Doctrine, 1824 Election, nullification crisis, Indian Removal Act, Trail of Tears, Mr. Biddle's Bank, Oregon Territory, Oregon Trail, 54-40 or fight, James Polk, Texas Independence, The Alamo, Lone Star Republic, Mexican War, Treaty of Guadalupe Hidalgo, Mexican Cession, Gadsden Purchase, McCormick's Reaper, The Know Nothing Party, Social Reform Movement, transcendentalists, abolitionists, American Colonization Society, Seneca Falls
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Standard(s)	<p>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2 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.</p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>
Student Friendly Unit Objectives/Skills	<p>In this unit, we will develop the following skills...</p> <ul style="list-style-type: none"> ● Develop familiarity with free market industrialization ● Understand how economics and technology shape the course of history ● Examine the expanded power of democracy at the federal level of government ● Analyze the origins of modern industrial goods and technology ● Become familiar with the social reform efforts of the 1800s ● Examine New Hampshire's connection to the social reform efforts of the 1800s ● Understand the final stages of Manifest Destiny through the Mexican American War, The California Gold Rush, and the Mexican Cession ● Become familiar with the tension between state sovereignty and federal power
Learning Activities that support 21st Century Learning:	<ul style="list-style-type: none"> ● Analysis of primary source documents and images of Manifest Destiny (Critical thinking, creativity, communication) ● Analysis of images from the Industrial Revolution (Lowell) (Critical thinking, collaboration) ● Exploration of the social movements of the time period and how the same social movements resurfaced in the 1900s (Communication, critical thinking) ● Investigate the new technologies of the time period and understand how they changed everyday life (Critical thinking) ● Andrew Jackson and Navtive American Relations (Critical Thinking, Collaboration) ● Annotation and Decoding Bleeding Kansas/Antebellum (Critical Thinking, Communication) ● Journey of the 49ers Simulation (Critical Thinking, Creativity, Collaboration) ● Industrial Revolution Essay (Critical Thinking, Communication)

Enrichment and Expanded Opportunities/Activities:	<ul style="list-style-type: none"> ● Discussion/debate on the Indian Removal Act of 1830 ● Independent reading ● Leadership opportunities in groups or facilitating class discussion
Remediation and Intervention Activities:	<ul style="list-style-type: none"> ● Teacher conference (support research and writing) ● Vary types of products (written, oral, one-on-one presentation) and length requirements ● Vary reading lexiles/topics/format ● Alternative assignment ● Parent communication ● Use of Kami (defining words and audio option)
Resources:	<p>The Expanding American Republic and the War of 1812 - Newsela</p> <p>The Missouri Compromise and Slavery in the Western U.S. - Newsela</p> <p>"The Collapse of Brotherly Love" from Reasoning with Democratic Values</p> <p>One Hundred Years Hence (The Hutchinson Family Singers)</p> <p>African American and Native American Resistance - Newsela</p> <p>Excerpts on the War with Mexico</p> <p>Primary Source American Progress, John Gast</p> <p>America: This Story of Us (2010)</p>

<p style="text-align: center;">Unit 7: The Civil War</p> <p>Common Essential Question(s)/Learning(s): By the end of each unit students will be able to...</p> <p>Identify causes and events that led to the Civil War</p> <p>Identify strengths and weaknesses for the North and South</p> <p>Identify some leaders of the Civil War</p> <p>Identify major events of the Civil War</p> <p>Understand how various Reconstruction plans succeeded or failed</p>	
Desired Results	
Content Objective(s)	By the end of this unit students should have a familiarity with the following:

	<ul style="list-style-type: none"> ● Unit Vocabulary: Expansion of slavery, popular sovereignty, border ruffians, secession, confederacy, carpetbaggers, copperheads, total war, black codes, scalawag, sharecropper, segregation ● People: John Brown, Dred Scott, Stephen Douglas, Abraham Lincoln, republicans, Jefferson Davis, Stonewall Jackson, George McClellan, U.S. Grant, David Farragut, Robert E. Lee, PGT Beauregard, JEB Stuart, William T. Sherman, Radical Republicans ● Events: Missouri Compromise, Compromise of 1850, The Fugitive Slave Act, California, The Kansas -Nebraska Act, Lincoln- Douglas debates, Harpers Ferry, Lincoln's Election, Emancipation Proclamation, Gettysburg, Gettysburg Address, Election of 1864, Total War, Appomattox Court House
Standard(s)	<p>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p>WHST.6-8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>WHST.6-8.5 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.</p> <p>WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST.6-8.7 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.</p> <p>WHST.6-8.8 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.</p>

Student Friendly Unit Objectives/Skills	<p>In this unit, we will develop the following skills...</p> <ul style="list-style-type: none"> • Analysis of primary sources (images and documents) • Examination of Antebellum tension that lead to the outbreak of the Civil War • Understanding the growth of slavery in relation to the western expansion of America • Consider how the establishment of judicial precedent can impact the development of American History • Examine how private action can be taken to resolve an issue that the government cannot solve • Understand how strategies of war take into consideration the strengths and weaknesses of a given enemy • Consider the consequence of the election of 1860 • Examine how a country comes to terms with civil war
Learning Activities that support 21st Century Learning:	<ul style="list-style-type: none"> • Research and create a product (documentary or presentation) to demonstrate the basic factors of the Civil War (critical thinking, communication, creativity) • Dread Scott: The Power of Judicial Precedent (Critical Thinking, communication) • Precedents of Presidents 9-15 (Critical Thinking, Research, Communication) • John Brown's Body (Critical Thinking, Creativity) • South and North - Advantages and Disadvantages (Research, Critical Thinking) • Lincoln v. Douglas Debates (Critical Thinking, Communication)
Enrichment and Expanded Opportunities/Activities:	<ul style="list-style-type: none"> • Independent reading • Leadership opportunities in groups or facilitating class discussion
Remediation and Intervention Activities:	<ul style="list-style-type: none"> • Teacher conference (support research and writing) • Vary types of products (written, oral, one-on-one presentation) and length requirements • Vary reading lexiles/topics/format • Alternative assignment • Parent communication • Use of Kami (defining words and audio option)
Resources:	<p>Abraham Lincoln: Great or Reluctant Emancipator (article) Primary source excerpts from Abraham Lincoln and Stephen Douglas Civil War - Animated Map (Battlefields.org) Blue or Gray: A Family Divided by the Civil War (National Geographic, 2003) Unchained Memories (2003) America: This Story of Us (2010) Glory (1989- edited by CleanFilms.com) The Hunt for John Wilkes Booth (2007)</p>