

DARIEN PUBLIC SCHOOLS

CURRICULUM GUIDE

8th Grade Social Studies

Approved by the Board of Education on June 26, 2007

DARIEN PUBLIC SCHOOLS

BOARD OF EDUCATION

Mr. John V. Boulton, Chair
Mrs. Kimberly P. Westcott, Vice-Chair
Mrs. Clara C. Sartori, Secretary
Mrs. Betsy Hagerty-Ross
Mrs. Susan T. Perticone
Mr. James M. Plutte
Mr. George A. Reilly
Mrs. Heather L. Shea
Mr. Morgan B. Whittier

CURRICULUM GUIDE AUTHORS

6th Grade

Heather Slater
Anthony Silvey
Bill Scialo
Cindy Bird

7th Grade

Frank Keen
Michael Tracey
Katie Lindquist
Brian Rickert

8th Grade

*Lucy Sandor
*Amy Lareau
*Josie Mullen
*Daria Baldyga

* Denotes Curriculum Author

DATES

DRAFT Completion Date: September, 2006

Board of Education Approval Date: June 26, 2007

TABLE OF CONTENTS

SECTION I – Course Information

Statement of Philosophy.....	4
Program Goals.....	5
Overview.....	6
Essential Questions.....	7
Process Skills.....	8
Student Performance Summary.....	9
Grading Guidelines.....	10

SECTION II – Units of Study

Unit 1 Colonization, Rebellion and Independence.....	13
Unit 2 Constitution, Citizenship and the New Nation.....	20
Unit 3 Age of Jackson and Expansion.....	27
Unit 4 Civil War Era.....	32

SECTION III - Related Goals and Standards

The Connecticut Framework: K-12 Curricular Goals and Standards.....	38
National Standards.....	39

SECTION IV – Appendix

Historical Connections.....	41
-----------------------------	----

SECTION I - Course Information

STATEMENT OF PHILOSOPHY

The social studies curriculum at Middlesex Middle School is designed to provide an awareness and appreciation of the history, culture, geography, and economics of our nation and the rest of the world.

The geography component of the curriculum focuses on understanding, analyzing, and reacting to the relationships between people and their environments around the world. The history component emphasizes how human societies, including our own, change over time through the development of technology, exploration, conquest, migration, and trade. Students will use study of the past to understand and explain events today.

Our program prepares students to be active and responsible citizens, both within our democratic and diverse American society and throughout the increasingly interdependent world. This goal requires active class participation and the development of skills for critical thinking and decision-making on the part of each student. Students will be required to express their ideas clearly through writing and in discussions. It is expected that through their experiences in the middle school social studies courses students will grow to see themselves as part of a larger human experience and to recognize that every citizen shares in the responsibility of maintaining a thriving and just society.

PROGRAM GOALS

Grade 8 social studies course covers United States history from the European colonization of the New World through the Civil War Era. Students explore other time periods and themes in United States history through teacher facilitated historical connections. Students gain an understanding of how our nation was settled, conceived and how it has changed over the years. Essential questions guide the study of our history. Students examine in what ways conflict and compromise, the drive for freedom and equality, the impact of geography, the diversity of American perspectives, the quest for economic opportunity, and America's leadership have defined the course of American history.

Students read the text book and supplementary materials, examine maps, hold discussions, make presentations, engage in independent research, and write utilizing various formats. Students are required to work both individually and in groups. In each unit students must produce writing that displays a high level of thinking. They must analyze, synthesize, and evaluate information to express their opinions. Students are required to use technology to gather information in order to organize, evaluate and express their ideas.

OVERVIEW

6th GRADE:

1. Geography Skills and Concepts
2. Geography and Culture of Asia
3. Geography and Culture of Southwest Asia and Northern Africa
4. Geography and Culture of Africa South of the Sahara
5. Geography and Culture of Australia, Oceania, and Antarctica

7th GRADE:

1. Review of Geography Skills
2. Geography and Culture of Canada
3. History, Geography and Culture of Mexico
4. Central America & the Caribbean
5. Geography and Culture of South America
6. European History
7. Geography and Culture of Europe Today
8. History, Geography and Culture of Russia

8th GRADE:

1. Colonization, Rebellion, and Independence
2. Constitution and the New Nation
3. Age of Jackson and Expansion
4. Civil War Era

ESSENTIAL QUESTIONS

1. In what ways do conflict and compromise define the course of United States history?
2. How has America's drive for freedom and equality shaped U.S. history?
3. What impact does geography have on the development of the American nation?
4. To what extent has a diversity of perspectives shaped the American identity?
5. To what extent has the U.S. been a country that provides economic opportunity?
6. In what ways has the use of power influenced the course of national and world events?

PROCESS SKILLS

All of the following skills will help continue to develop an active learner in social studies:

- Read for initial understanding; read for information; and interpret and apply information.
- Recognize and analyze cause and effect.
- Transpose information from sources to graphic organizers.
- Take useful notes, and organize notes in a meaningful task dependent manner.
- Develop questioning and critical thinking skills.
- Write and present persuasively using specific supporting material.

STUDENT PERFORMANCE SUMMARY

- Reading (Comprehending)
- Reading (Analyzing)
- Reading (Appreciating)
- Writing and Language Mechanics
- Listening
- Viewing
- Using Maps and Globes
- Studying
- Researching
- Reasoning and Reflecting
- Technology
- Appreciating Art and Music
- Independent Study
- Cooperative Learning
- Public Speaking
- Debating

GRADING GUIDELINES

GRADING GUIDELINES

Type of Assessment	Expectations	% of Report Card Grade
Homework	100% completion of all assignments is expected. All assignments are checked; some are graded.	10-25%
Tests & Quizzes	All tests must be taken / made up. Questions on current events may be included on tests.	25-50%
Writing pieces	Writing pieces must show critical thinking, organization, fluency, and proper use of writing skills	20-30%
Projects / Reports	Research papers, oral or computer generated presentations.	25-50%

End of Year Assessment

A departmental assessment is administered at the end of the year and is valued at 20% of the 4th quarter grade.

Class Participation

Class participation does not receive a separate score; however, teachers will call on every student to participate on a regular basis.

Homework

Homework assignments are written on the chalk board or handed out an assignment sheet. Assignments are also listed on each teacher's web page. Parents and students are encouraged to access the teacher's homework page through the Middlesex Middle School web page: www.darienps.org/Middlesex. Click on the "Teacher Homework" link.

Homework assignments should be prompt, neat, and thoroughly completed.

Extra Help

Extra help may be requested by the student or assigned by the teacher. Group review sessions may be held before tests. Extra help may take place before school, during school, or after school.

SECTION II – Units of Study

SUMMARY OF UNITS

<u>Unit Title</u>	<u>Duration</u>
Unit 1 Colonization, Rebellion and Independence.....	1 st Quarter
Unit 2 Constitution and the New Nation.....	2 nd Quarter
Unit 3 Age of Jackson and Expansion.....	3 rd Quarter
Unit 4 Civil War Era.....	4 th Quarter

UNIT 1 TITLE

Colonization, Rebellion and Independence

UNIT 1 Colonization, Rebellion and Independence

Essential Questions:

1. How has America's drive for freedom and equality shaped U.S. history?
2. What impact does geography have on the development of the American nation?
3. To what extent has a diversity of perspectives shaped the American identity?
4. To what extent has the U.S. been a country that provides economic opportunity?

Related Goals and Standards

State Content Standard 7: Political Systems

Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

- Students will explain how purposes served by government have implications for the individual and society.

State Content Standard 8: International Relations

Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well being of their community, state and nation.

- Students will analyze and evaluate the significance of major U.S. foreign policies and major international events and conditions over time.

State Content Standard 11: Human Systems

Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.

- Students will describe the consequences of human population patterns and growth over time.

State Content Standard 14: Economic Systems

Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

- Students will understand the causes and effects of periods of growth and recession evident in history of market economies

National Standard 4: Historical Research Capabilities

A. Formulate historical questions.

B. Obtain historical data.

National Standard 5: Historical Issues Analysis and Decision Making

A. Identify issues and problems in the past.

D. Evaluate alternative courses of action.

E. Formulate a position or course of action on an issue.

F. Evaluate the implementation of a decision.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

- **Describe** reasons for European exploration, colonization and migration.
- **Locate and label** colonies of North America.
- **Identify** the economic, religious and social differences that developed in the regions.
- **Describe** the events of the American Revolution.

Developing an Interpretation

- **Compare and contrast** the reasons people settled in different regions.
- **Explain** how geographical and physical characteristics led to regional differences.
- **Describe** the patterns of government established by each colony.
- **Interpret** the causes of the American Revolution.

Making Connections

- **Examine** how the successes and failures of the colonists led to the development of North America.
- **Describe** the positive and negative relationships between colonists and the Native Americans and the effects of these relationships on the survival of the colonists.
- **Compare and contrast** the reasons people immigrated in the colonial era to reasons why people immigrate today.

- **Examine** the roles of important people during the Revolutionary period.

Taking a Critical Stance

- **Assess** how the successes and failures of colonial governments led to the development of our government today.
- **Assess and/or defend** why some colonists became Tories and some became Patriots.

VOCABULARY

Roanoke	charter	religious tolerance
Jamestown	persecution	Puritans
Mayflower Compact	Plymouth	separatists
Navigation acts	smuggling	Salem Witch Trials
Religious tolerance	patriot	French and Indian War
propaganda	Boston Massacre	Treaty of Paris (1763)
tariffs	Sons of Liberty	Townshend Acts
Writs of assistance	Propaganda	First Continental Congress
minuteman	alliance	Lexington and Concord
Intolerable Acts	boycott	Second Continental Congress
Loyalist	Battle of Yorktown	Declaration of Independence
Battle of Saratoga	immigrant	
emigrants		

SUGGESTED ACTIVITIES

- Read and discuss the text reading on the colonization of North America and move towards independence
- Conduct and summarize results of a “relocation interview”
- Compare and contrast the early colonial settlements
- Write a letter of advice to a group planning to settle in the new world
- Conduct an analysis of leadership needs in Jamestown
- Compare and contrast the true story of Pocahontas with the Disney version
- Conduct research on an individual on the Mayflower and role play during class
- Create a tri-fold travel brochure for a colony or colonial port city
- Create a poster illustrating characteristics of one of the 13 colonies
- Draw and label a map showing the 13 colonies and the division of the Spanish, the French and the English claims in North America

- Write a persuasive letter to a relative in England encouraging him/her to move to the colonies
- Consider the 1763 scenario – What should England do? group activity
- Make a list comparing cause and effect of British and American actions
- Compare and contrast American and British strengths and weaknesses during the war for Independence

FACILITATED CONNECTIONS

Unit 1 – Colonization and Rebellion

Connections: to colonization – Immigration

- Ellis Island/Angel Island
- Citizenship
- Economics
- Current Issues

Connections: to rebellion

- Propaganda
- Protest (Vietnam, Kent State, Unrest of ‘70s)
- Current Issues
- Revolutions (American, industrialization, ‘20’s, ‘60’s – ‘70’s)

SAMPLE ASSESSMENTS

- Essays
- Tests
- Quizzes
- Note taking
- Written Homework
- Class activities
- Class discussions

CAREER AWARENESS

Cartographer
Historian
Lawyer

Sailor

CORE TEXT FOR STUDENTS

America's Past and Promise McDougal Littell Inc, 1999

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Text:

The History of Us supplemental text book Joy Hakim (1993) Oxford University Press
(The Making of Colonies)

Upfront Magazine

Reading "Friends and Enemies" the story of Mary Dyer Reasoning with Democratic Values (1985) Teachers College Press

Copy of excerpts of "Common Sense" by Thomas Paine

Reading "Defending the Redcoats" about John Adams Reasoning with Democratic Values (1985) Teachers College Press

Reading "From Triumph to Treason" the story of Benedict Arnold Reasoning with Democratic Values (1985) Teachers College Press

Online Resources:

Online Videos

www.unitedstreaming.com

Jamestown Website

<http://www.virtualjamestown.org/page2.html>

Biography info on Captain John Smith

<http://www.apva.org/history/jsmith.html>

Jamestown leadership activity information

www.vcdh.virginia.edu/teaching/jamestown/leadership.html

Mayflower passenger Information

<http://mayflowerhistory.com/>

Convenient Summary of 13 Colony Information

<http://www.socialstudiesforkids.com/articles/ushistory/13colonies2.htm>

Clickable 13 Colony Map with settlement information

<http://www.socialstudiesforkids.com/graphics/13mapnew.htm>

Information about the Revolutionary War battles

<http://www.ushistory.org/march/index.html>

Videos/DVD's

History of US Series

The Lost Colony of Roanoke

A Little Rebellion Now and Then

Blessings of Liberty (the road to Lexington and Concord)

Our Lives our Futures, Our Sacred Honor

The Island of Hope (Ellis Island)

MATERIALS AND SUPPLIES

Relocation interview sheet

Leadership in Jamestown packet

Passenger list of Mayflower

Mayflower Compact

Map outline of North America

Disney video of Pocahontas

Disney video of Squanto

Instructions for group activity about 1763 Scenario

INTEGRATED TECHNOLOGY

Students will access the internet to find, compare and contrast information on this time period in U.S. history.

UNIT 2 TITLE

Constitution and the New Nation

UNIT 2 Constitution and the New Nation

Essential Questions:

1. In what ways do conflict and compromise define the course of United States history?
 2. How has America's drive for freedom and equality shaped U.S. history?
 3. In what ways has the use of power influenced the course of national and world events?
-

State Content Standard 1: Historical Thinking

Students will develop historical thinking, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretations.

- Students will describe the multiple intersecting causes of events.

State Content Standard 3: Historical Themes

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions, conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

- Students will identify various parties and analyze their interests in conflicts from selected historical periods.
- Students will describe, explain and analyze political, economic and social consequences that came about as the resolution of conflict.
- Students will analyze the causes and consequences of major technological turning points in history.

State Content Standard 6: Rights and Responsibilities of Citizens

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

- Students will evaluate whether or when their obligations as citizens require that their personal desires, beliefs and interests be subordinated to public good.

State Content Standard 8: International Relations

Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well being of their community, state and nation.

- Students will analyze and evaluate the significance of major U.S. foreign policies and major international events and conditions over time.

Standard 1: Chronological Thinking

E. Interpret data presented in time lines.

F. Reconstruct patterns of historical succession and duration.

Standard 2: Historical Comprehension

E. Draw upon data in historical maps.

F. Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.

Standard 5: Historical Issues Analysis and Decision Making

A. Identify issues and problems in the past.

D. Evaluate alternative courses of action.

E. Formulate a position or course of action on an issue.

F. Evaluate the implementation of a decision.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

- **Identify** the significance and major ideas of the English Bill of Rights, the Declaration of Independence, the Articles of Confederation and the Constitution.
- **Describe** the compromises that aided in the development of the first three articles of the Constitution.
- **List** powers delegated to each branch of government.

Developing an Interpretation

- **Compare and contrast** the Articles of Confederation and the Constitution.
- **Identify** the structure of the Constitution.

Making Connections

- **Examine** colonial attempts to balance states' rights versus a strong central government. (federalism)
- **Describe** the relationship among the three branches of federal Government (system of checks and balances and separation of powers).
- **Explain** the multiple outcomes of the War of 1812.
- **Describe** the cause and effect of the Louisiana Purchase.

Taking a Critical Stance

- **Judge** the outcome of the Constitutional Convention with regard to the New Jersey and Virginia Plans, the Great Compromise, and the concerns of Federalists and Antifederalists.
- **Weigh** the benefits of a strict constructionist view of the Constitution versus a loose interpretation.

VOCABULARY

Articles of Confederation
Executive Branch
The New Jersey Plan
Legislative Branch
Federalism
Judicial Branch
veto
due process
Preamble
Senate
alien
natural born citizen
treason
strict construction

Shay's Rebellion
The Virginia Plan
impeach
electoral college
Federalists
separation of Powers
Bill of Rights
Cabinet
Three-Fifths Clause
House of Representatives
foreign policy
Supreme Court
inaugurate
capitalism

isolationism
The Great Compromise
impressment
states' rights
Antifederalists
checks and balances
Amendment
Supremacy Clause
sedition
domestic policy
ratification
loose construction
political party
War Hawks

SUGGESTED ACTIVITIES

Read and discuss the text book information

Memorize the Preamble to the Constitution

Complete a chart that shows the structure of the Constitution

Take part in a debate of small states versus large states at the Constitutional Convention

Make a list of classroom rules and school rules. Compare this list to the division of power between state and federal governments.

Compare and contrast Jeffersonian vs. Hamiltonian views

Write a journal entry that a person on Lewis and Clark's expedition would have written

Compare events of today with events of the past that create feelings of patriotism

FACILITATED CONNECTIONS

Unit 2 – Constitution and the New Nation

Connections: to our Constitution

- Election process (voting processes, requirements, absentee ballots)
- Separation of Church and State – Scopes Trial of 1926
- Current Issues – Contemporary Court Cases
- Political Party (isolationism, neutrality, Washington)

Connections: to War of 1812

- Nationalism – Post 9/11
- Current Issues

SUGGESTED ASSESSMENTS

Essays

Tests

Quizzes

Note taking

Written Homework

Class activities

Class discussions

CAREER AWARENESS

Geographer, Cartographer, Historian, Politician, Sociologist, Anthropologist, Economist, Political Scientist, International Business, Journalist, Lawyer, Judge,

CORE TEXT FOR STUDENTS

America's Past and Promise McDougal Littell, 1999

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Text:

The History of Us Joy Hakim c 1993 Oxford University Press (The New Nation)

Upfront Magazine

Online Resources:

Online Videos

www.unitedstreaming.com (Future Fright – Life without the Bill of Rights)

Information about the Constitution

<http://usconstitution.net/>

President’s Cabinet Information

<http://www.whitehouse.gov/government/cabinet.html>

Senate Information

<http://www.senate.gov>

general government information

<http://www.kids.gov/>

www.congress.gov

www.supremecourtus.gov

www.AmericanRhetoric.com

www.puzzlemaker.com

National Archives Bill of Rights website

http://www.archives.gov/national-archives-experience/charters/bill_of_rights.html

Thomas Jefferson Information

www.monticello.org

Lewis and Clark Information

<http://www.pbs.org/lewisandclark/>

Videos/DVD’s

The Lewis and Clark Expedition (Exploration of the new frontier)

The History of US series

Our Lives our Futures, Our Sacred Honor

How a Bill Becomes a Law

Bill of Rights, Bill of Responsibilities
Star Spangled Banner

George Washington

INTEGRATED TECHNOLOGY

Use the available websites to research the US government

Students use the approved websites to gather research information

UNIT 3 TITLE

The Age of Jackson and Expansion

UNIT 3 Age of Jackson and Expansion

Essential Questions:

1. What impact does geography have on the development of the American nation?
 2. To what extent has the U.S. been a country that provides economic opportunity?
 3. In what ways has the use of power influenced the course of national and world events?
-

State Content Standard 4: Applying History

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

- Students will display empathy for people who have lived in the past.

State Content Standard 13: Limited Resources

Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.

- Students will analyze how market forces and government regulation impact the use of resources.

National Standard 2: Historical Comprehension

E. Draw upon data in historical maps.

F. Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.

National Standard 5: Historical Issues Analysis and Decision Making

A. Identify issues and problems in the past.

D. Evaluate alternative courses of action.

E. Formulate a position or course of action on an issue.

F. Evaluate the implementation of a decision.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

- **Identify and label** the United States and territories during the Age of Jackson.
- **List** reforms in government, labor, and discrimination during this time period.

- **Identify** key areas of westward expansion of the United States and how expansion occurred.

Developing an Interpretation

- **Explain** how and why Andrew Jackson became President.
- **Describe** Jackson's policies and their consequences.
- **Explain** the push-pull concept of immigration.
- **Describe** the goals and achievements of the reform movements of the 1800s.
- Gain an awareness of the literature of the time and how it reflected the major themes of reform and other American concerns such as women's rights, abolitionism, and labor.
- **Explain** how Mexico's independence from Spain led to the U.S. acquisition of California, Texas, and the American Southwest.
- **Examine** the impact of the California Gold Rush on America.

Making Connections

- **Explain** how the increasing industrialization of the North and the agricultural environment of the South served to isolate both sections of the country from each other.
- **Compare** the U.S. during the time of Jackson and the 1800s and the U.S. today to see what events and laws are still in use today and what has changed.
- **Describe** the cause and effect of events during this time period and the application of the events to the present day.

Taking a Critical Stance

- **Critique** the United States during the Age of Jackson and Expansion, form an opinion on the merits and weaknesses of the time, and defend the position.

VOCABULARY

sectionalism	Missouri Compromise	Jacksonian democracy
spoils system	Trail of Tears	doctrine of nullification
secede	inflation	depression
temperance	suffrage	cede
abolitionist	annex	manifest destiny
Mexican Cession		

SUGGESTED ACTIVITIES

Read and discuss the text book information

Produce maps of required locations of United States as it spread from sea to sea, including important battles, trails, and economic/sectional boundaries.

Read and discuss “A Woman’s Place is in the Factory” from Reasoning with Democratic Values c 1985 Teacher’s College Press

Read and respond orally and in writing to literature and nonfiction of the time period.

Write a persuasive essay taking a side of either the Native Americans or the government (Manifest Destiny)

FACILITATED CONNECTIONS

Unit 3 – Age of Jackson and Expansion

Connections: to the Indian Removal Act

- Discrimination – WWII Internment camps, genocide, Rwanda
- Reforms – Suffrage, Women in war
- Movement of people – Great Depression migration, Manifest Destiny

Connections: to industrialization

- Child Labor
- Technology – Communication and transportation

SUGGESTED ASSESSMENTS

Essays

Tests

Quizzes

Note taking

Written Homework

Class activities

Class discussions

CAREER AWARENESS

Geographer, Cartographer, Historian, Politician, Sociologist, Anthropologist, Economist, Political Scientist, International Business, Journalist, Lawyer, Judge,

CORE TEXT FOR STUDENTS

America's Past and Promise McDougal Littell, 1999

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Text:

The History of Us Joy Hakim 1993

Upfront Magazine

Online Resources:

Online Videos

www.unitedstreaming.com

Videos/DVD's

The History of US Series

The Donner Party

INTEGRATED TECHNOLOGY

Students will access the internet to find, compare and contrast information on this time period in U.S. history.

UNIT 4 TITLE

Civil War Era

UNIT 4 Civil War Era

1. In what ways do conflict and compromise define the course of United States history?
2. How has America's drive for freedom and equality shaped U.S. history?
3. To what extent has a diversity of perspectives shaped the American identity?
4. In what ways has the use of power influenced the course of national and world events?

State Content Standard 1: Historical Thinking

Students will develop historical thinking, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretations.

- Students will describe the multiple intersecting causes of events.

State Content Standard 3: Historical Themes

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions, conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

- Students will identify various parties and analyze their interests in conflicts from selected historical periods.
- Students will describe, explain and analyze political, economic and social consequences that came about as the resolution of conflict.
- Students will analyze the causes and consequences of major technological turning points in history.

State Content Standard 4: Applying History

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

- Students will display empathy for people who have lived in the past.

National Standard 3: Historical Analysis and Interpretation

A. Identify the author or source of the historical document or narrative.

- B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- D. Consider multiple perspectives.
- J. Hypothesize the influence of the past

National Standard 5: Historical Issues Analysis and Decision Making

- A. Identify issues and problems in the past.
 - D. Evaluate alternative courses of action.
 - E. Formulate a position or course of action on an issue.
 - F. Evaluate the implementation of a decision.
-
-

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

- **Identify** the emerging boundaries of the North and South.
- **List** specific differences between North and South in regard to industry, agriculture, and slavery.
- **Identify** the strengths and weaknesses of the North and South at the beginning of war.
- **Locate** major battles of the Civil War and cite their individual impact on the course/progression of the war.
- **State** the condition of the South immediately after the Civil plans for reconstruction.
- **Cite** attempted improvements and actual results of Reconstruction.

Developing an Interpretation

- **Explain** the causes of the Civil War.
- **Compare and contrast** the political and socio-economic conditions of the North and South prior to, during and after the Civil War.
- **Analyze** the Union victory and results of the Civil War and apply them to the United States today.

- **Describe** legislation enacted to address the quality of life for all Americans after the Civil War.

Making Connections

- **Predict** future outcomes for civil rights and racial/religious intolerance in the world.
- **Explore** the concept of civil war and what it means to countries.
- **Describe** the cause and effect of events during this time period and the application of the events to the present day.

Taking a Critical Stance

- **Evaluate** the impact of civil rights legislation on society over time.

VOCABULARY

Mason-Dixon Line	homestead	Compromise of 1850
popular sovereignty	amnesty	Kansas-Nebraska Act
Confederate States of America	Platform	black codes
First Battle of Bull Run	Battle of Gettysburg	Reconstruction
Emancipation Proclamation	Thirteenth Amendment	

SUGGESTED ACTIVITIES

Create a map of northern, southern and border states during the Civil War

Make a timeline of major events, including legislation, from the MO Compromise to Reconstruction

Write a diary from the point of view of a Union or Confederate soldier

Read a novel with a Civil War setting or a biography of an important person from that time. (see examples in vocabulary)

Create a newspaper on a topic of the Civil War

Write an eyewitness account of Lee's surrender to Grant

Identify and describe a current incident that violates any of the Civil War amendments today

FACILITATED CONNECTIONS

Unit 4 – Civil War Era

Connections: to slavery

- Civil Rights – Brown v. Board of Ed., bus boycotts, Jim Crow laws
- Presidential Power
- Unity vs. sectionalism - Red v. Blue states

SUGGESTED ASSESSMENTS

Essays
Tests
Quizzes
Note taking
Written Homework
Class activities
Class discussions

CAREER AWARENESS

Geographer, Cartographer, Historian, Politician, Sociologist, Anthropologist,
Economist, Political Scientist, International Business, Journalist, Lawyer, Judge,

CORE TEXT FOR STUDENTS

America's Past and Promise McDougal Littell, 1999

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Text:

The History of Us Joy Hakim c 1993 Oxford University Press (War, Terrible War)

Upfront Magazine

Online Resources:

Online Videos

www.unitedstreaming.com

Videos/DVD's

The History of US Series

The Saga of Slavery

Divided Union

Ulysses S. Grant

“The Civil War” Ken Burns’ video series

“The Civil War Journal” (The History Channel)

INTEGRATED TECHNOLOGY

Students will access the internet to find, compare and contrast information about this historical time period.

SECTION III - Goals and Standards

SECTION III – Related Goals and Standards

The Connecticut Framework – K-12 Curriculum Goals and Standards:

Content Standard 1: Historical Thinking

Students will develop historical thinking, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation understanding competing narratives and interpretation; and constructing narratives and interpretations.

Content Standard 3: Historical Themes

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions, conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

Content Standard 4: Applying History

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

Content Standard 6: Rights and Responsibilities of Citizens

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

Content Standard 7: Political Systems

Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

Content Standard 8: International Relations

Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well being of their community, state and nation.

Content Standard 11: Human Systems

Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.

Content Standard 13: Limited Resources

Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.

Content Standard 14: Economic Systems

Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

Content Standard 15: Economic Interdependence

Students will demonstrate how the exchange of goods and services by individuals, groups and nations, creates economic interdependence and how trade results in change.

National Standards

Standard 1: Chronological Thinking

- E. Interpret data presented in time lines.
- F. Reconstruct patterns of historical succession and duration.

Standard 2: Historical Comprehension

- E. Draw upon data in historical maps.
- F. Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.

Standard 3: Historical Analysis and Interpretation

- A. Identify the author or source of the historical document or narrative.
- B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- D. Consider multiple perspectives.
- J. Hypothesize the influence of the past.

Standard 4: Historical Research Capabilities

- A. Formulate historical questions.
- B. Obtain historical data.

Standard 5: Historical Issues Analysis and Decision Making

- A. Identify issues and problems in the past.
- D. Evaluate alternative courses of action.
- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.

SECTION IV - Appendix

8th Grade Social Studies Curriculum - Historical Connections

Unit 1 – Colonization and Rebellion

Connections: to colonization – Immigration

- Ellis Island/Angel Island
- Citizenship
- Economics
- Current Issues

Connections: to rebellion

- Propaganda
- Protest (Vietnam, Kent State, Unrest of ‘70s)
- Current Issues
- Revolutions (American, industrialization, ‘20’s, ‘60’s – ‘70’s)

Unit 2 – Constitution and the New Nation

Connections: to our Constitution

- Election process (voting processes, requirements, absentee ballots)
- Separation of Church and State – Scopes Trial of 1926
- Current Issues – Contemporary Court Cases
- Political Party (isolationism, neutrality, Washington)

Connections: to War of 1812

- Nationalism – Post 9/11
- Current Issues

Unit 3 – Age of Jackson and Expansion

Connections: to the Indian Removal Act

- Discrimination – WWII Internment camps, genocide, Rwanda
- Reforms – Suffrage, Women in war
- Movement of people – Great Depression migration, Manifest Destiny

Connections: to industrialization

- Child Labor
- Technology – Communication and transportation

Unit 4 – Civil War Era

Connections: to slavery

- Civil Rights – Brown v. Board of Ed., bus boycotts, Jim Crow laws
- Presidential Power
- Unity vs. sectionalism - Red v. Blue states