

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Social Studies

Curriculum writing committee:

Brandon Morley

Grade Level: 8

Date of Board Approval: 2025

Course Grading Scale for Social Studies 8

Total Points earned:

Tests (Approx. 1-2 per Marking Period)	100 points
Classwork/Homework	10-20 points
Participation	10-15 points
Quizzes (Approx. 4-5 per Marking Period)	20-25 points
Projects/Essays (Approx. 1-2 per Marking Period)	50-100 points
Total:	Around 500 points per quarter

Curriculum Map

Overview:

This is a course designed to expose regular level students to American history from the British settlement of North America through the Civil War. The learning focus will be on major events, leaders, and developmental stages in American history. The curriculum has been designed to utilize available technology and cross-curricular activities.

This course will prepare the students with the skills and fundamentals necessary for understanding the development and history of the United States of America. It will challenge them to develop critical thinking and problem-solving skills. Students will use specific reading strategies to analyze and critique both primary and secondary historical sources. Students will compare individuals and groups that heavily contributed to American exceptionalism on the themes of government, religion, economics, arts and literature, science, technology, education and resources. Students will collaborate with their peers, interact with historical text, receive direct instruction, conduct research and utilize technology whenever it benefits their learning.

Goals:

Marking Period One (European Settlement, Colonization, and [Colonial Development](#) of North America): Over a 45-day period of time, students will aim to understand:

Unit 1: Colonization and Development of the 13 Colonies

- Competition for North America
 - England
 - France
 - Spain
 - Native American
- Early attempts at colonization
 - Roanoke
 - Jamestown
 - Plymouth
- Development of the 13 Colonies
 - 3 Regions
 - Colonial Life
 - Puritanism
 - Salem Witch Trials
 - Religion
 - Pennsylvania History
- Commerce/Economics of the 13 Colonies
 - Triangular Trade
 - Plantations/Agriculture
 - Cash Crops/Trades
- Early Tension between colonists and competing groups
- The Roots of Democracy
 - Enlightenment
 - Great Awakening

Marking Period Two (Breaking from England/Causes of the Revolution/Revolution to the Constitution): Over a 45-day period of time, students will aim to understand:

Unit 2: Revolutionary Period (Causes of the Revolution/Revolutionary War)

- French and Indian War
 - Alliances
 - Results
 - Treaty of Paris, 1763
 - Proclamation of 1763
- British control in the Colonies and Colonial Resistance
 - Taxation Without Representation
 - Early Forms of Colonial Protest
 - Coercive Acts/Intolerable Acts
 - Boston Tea Party

- Boston Massacre
- First Continental Congress
- Sons of Liberty
- Revolutionary War
 - The Battle of Lexington
 - The Battle of Concord
 - Declaration of Independence
 - Second Continental Congress
 - Thomas Paine (Common Sense)
 - Role of George Washington

Marking Period Three (Revolutionary War/Foundations of the United States/George Washington's Presidency/): Over a 45-day period of time, students will aim to understand:

Unit 3: Foundations of the United States

- Revolutionary War
 - George Washington
 - France and Spain
 - Valley Forge
 - Results/Effects
- Articles of Confederation
 - Strengths/Weaknesses
- U.S. Constitution
 - Constitutional Convention
 - The Constitution/Bill of Rights
- George Washington's Presidency
 - Precedents
 - Cabinet and Court Systems
 - Farewell Address
- Early Political Parties
 - Federalists and Anti-Federalists

Marking Period Four (The Country Expands/Challenges of a Growing New Nation to the Civil War): Over a 45-day period of time, students will aim to understand:

Unit 4: Growth of a Nation (Expansion of the New United States)

- Thomas Jefferson
 - Louisiana Purchase
 - Lewis and Clark Expedition
- War of 1812

- Industrial Growth
- Andrew Jackson
 - Trail of Tears
- Manifest Destiny

Unit 5: Internal Divide (Causes of the Civil War/Major Moments of the Civil War)

- Causes of the Civil War
 - Rising tensions over slavery
 - President Lincoln
 - Growing Differences Between North and South
 - Southern Secession
 - States' Rights
- Civil War
 - Emancipation Proclamation
 - Gettysburg Address
 - Lincoln's assassination

Big Ideas:

Big Idea # 1: Historical context is needed to comprehend time and space, while analyzing the events of our nation's past.

Big Idea #2: Historical interpretation of events involves a thorough analysis of cause and effect.

Big Idea #3: The history of the United States continues to influence its citizens and has impacted the rest of the world.

Big Idea #4: Perspective helps to define the attributes of historical comprehension.

Textbook and Supplemental Resources:

Name of Textbook: U.S. History: *American Stories – Beginnings to 1877*

ISBN#: 978-133-711-136-2

Textbook Publisher & Year of Publication: National Geographic, 2018

Supplemental Resources:

- **TEXT RESOURCES:** Readings from *Sounding Forth the Trumpet*, readings from *Co. Aytch*, letters and battle descriptions, court records (John Brown); readings from *Killer Angels*; readings from *Killing Lincoln*; readings from *Our Country's Founders*; *The Notorious Benedict Arnold* by Steve Sheinkin; *For Liberty: The Story of the Boston Massacre* by Timothy Decker; *Narrative of the Life of Frederick Douglass* by Frederick Douglass

- **NON-PRINT TEXTS:** *PBS Liberty! The American Revolution*; *PBS Liberty's Kids*; *The Mystery of Robert E. Lee* by Professor Elliot Engel; *The Last Days of the Civil War: The Days that Changed a Nation*; *Gettysburg*; *The General*; *The Civil War: A Film by Ken Burns*; *Civil War Journal*; YouTube; *Glory*; *The War that Made America* (Documentary), *Founding Brothers* (Documentary); *The Crossing*; HBO series *John Adams*
- Websites frequently utilized include GoogleEarth, Kahoot!, Blooket, EdPuzzle, Slido, Nearpod, AutoDraw, Cengage (for digital copy of class textbook), Canva, LucidPress, ICivics, HelloHistory
- In most cases, selected clips from films rather than full screening will be used. A variety of films are provided from which teachers may choose to illustrate the Big Idea.

Curriculum Plan

Time/Days : Approx. 45 days – Marking Period 1

Unit 1: European Settlement, Colonization, and Colonial Development of North America

Standards (by number):

PA Academic History Standards:

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

8.2.8.C: Compare and contrast the ways continuity and change have impacted Pennsylvania history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and **human geography**
- **Social** organizations

8.2.8.C: Compare and contrast the ways continuity and change have impacted Pennsylvania history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and **human geography**

- **Social** organizations

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

PA Academic Geography Standards:

7.1.8.B: Explain and locate **places** and **regions** as defined by **physical** and **human features**.

7.2.8.A: Explain the characteristics of places and regions.

7.3.8.A: Explain the human characteristics of **places** and **regions** using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

PA Academic Civics and Government Standards

5.1.8.C: Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.

- Liberty/Freedom
- Democracy
- Justice
- Equality

5.2.8.B: Describe how **citizens** resolve conflicts in society and government.

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Students will be able to employ strategies to identify and interpret primary documents and historical sites important in United States history. (DOK- Level One, Level Two)
- Students will be able to use graphic organizers and other reading strategies to analyze key concepts in both fiction and non-fiction texts. (DOK – Level Four)
- Students will be able to site specific evidence from primary and secondary sources to defend a specific position. (DOK- Level Three)
- Students will be able to label the 13 colonies on a blank map of North America. (DOK Level One)
- Students will be able to distinguish characteristics of the particular regions of the United States. (DOK- Levels One and Two)
- Students will identify and analyze ways in which the colonial regions developed over time. (DOK- Levels Two and Three)
- Students will evaluate and analyze key struggles and hardships that took place in the earliest colonies and colonial regions (DOK- Levels Three and Four)
- Students will detail the main economic achievements and activities of each colonial region. (DOK- Levels One and Two)
- Students will be able to describe the Triangular Trade, while detailing what goods and resources were traded. (DOK- Levels One and Two)
- Students will be able to articulate reasons for migration to the thirteen colonies (push and pull factors). (DOK- Level Two)
- Students will utilize technology to investigate topics in American history. (DOK- Level Three)
- Students will be able to use logic and reasoning to defend specific positions (DOK- Level 3).
- Students will be able to utilize the 5W method for identifying historically significant people and events (DOK – Level 2).

Core Activities and Corresponding Instructional Methods:

- Recall and Define Academic and Content – Specific vocabulary
- Direct instruction and practice, small group/collaborative learning: graphic organizer (Give One, Get One)
 - All note taking/direct instruction includes teacher lecture, slides equipped with images and video clips, relevant examples, and class discussion.
- Build background knowledge utilizing technology

- Research project: The Founding of the 13 Colonies, Informational Web Quest: The Salem Witchcraft Trials, Virtual Tours: Jamestown, Wampanoag Village, Pilgrim Village, Primary Source Readings concerning John Smith, William Penn
- Build background knowledge using visual and text sources
 - Independent readings, talking to the text, golden line, summarizing: William Penn's biography, The Salem Witch Trials, 1692, SOAPS: Mayflower Compact, Venn Diagrams: comparing colonial regions, A.P. U.S. History Flashcards, Biographies on individual explorers
 - Label the colonies/regions on a blank map
- Interpret and organize content material
- Informative writing: Jamestown Survival Plan, Personalized Mayflower Compact
- Persuasive writing: Invitation to the colonies, Columbus: Prove Me Wrong, Hero or Villain constructed response – Columbus
- Outline/graphic organizer focusing on corresponding curriculum map topics, may or may not incorporate textbook.
- Pages 50-51 in textbook - Discuss image and captions
- Pages 52-53 - Ask students guided discussion questions 1 and 2 in the TEACH section.
- Extension/Critical Thinking: "Should celebrations of Columbus's "achievements" be stopped altogether? (This could be formed in a Prove Me Wrong format.)
- Pages 54-55 – Read/lecture on backstory of Columbus and voyages to establish Spain's early dominance. (Do the "Active Options" [page 55] activity with students working in pairs.)
- Key Terms Comparison Activity - Student generated learning materials, (index cards with terms French, Spain, English, Native American, etc.) large font on one side and definitions on the back. Students pair up and present a mini presentation on the relationship between their term and their partner's term.
- England - Covered in depth in the next unit. Ask: What did this group want?
- Native American - Watch short clips of Westerns The Searchers (1956) - Cowboys vs. Indians Scene (4/10) | Movieclips and discuss stereotyped portrayals of natives (Search "Native American" on Amazon.com, for example.) Read and annotate the article called "Grisly Discovery Suggests the Inca Ritually Mounted 'Trophy Heads' as Display of Power." Grisly Discovery Suggests the Inca Ritually Mounted 'Trophy Heads' as Display of Power
- Read the textbook about various tribes to create a foundation for synthesizing this content. Students write a short essay in which they provide a nuanced view of native cultures and the competition for land in North America. Ask: What did this group want?

- Use the “Guided Discussion” questions on page 71 of the teacher textbook to wrap up the unit after teaching about Columbian Exchange (70-71) (The world is changed forever...)
- Key Terms Comparison Activity - Student generated learning materials, (index cards with terms (Roanoke, Types of Colonies, Jamestown, John Smith, etc.) large font on one side and definitions on the back. Students pair up and present a mini presentation on the relationship between their term and their partner’s term.
- 13 Colonies Identification Map:
- **Roanoke** - Assign pages 86-91 of the textbook. Students should annotate with post-it notes as they read and look at the images. Extension: Students should write a critique or review of John White’s artwork. (Find an example online for students to mimic.) How to Write an Art Review – What You Need to Know
- CSI: Roanoke Investigation Activity:
- English Administration of the Colonies | Boundless US History
- **Jamestown** - Students will read pages 92-93. Use the “Guided Discussion” Questions.
- Roanoke vs. Jamestown Venn Diagram:
- Pocahontas saves John Smith Complete a Double-Entry Journal while watching this clip.
- **Plymouth** - Have students “annotate” with post-it notes the picture on page 84 of the textbook and discuss the quotation from John Winthrop.
- Plymouth Colony Virtual Field Trip
 - <https://vimeo.com/51948925>
 - <https://earth.google.com/web/@41.94083345,-70.6245484,22.2137928a,0d,60y,1.12613023h,79.1934616t,0r/data=ClkaUxJNCiUweDg5ZTRiYTgyOWM2MTZjYWY6MHhkZjFjNWE2ZTFiNTU4NjhmGW9EWEoV-ERAIbZt27YFqFHAKhJQbGltb3RoIFBsYW50YXRpb24YASABQgIIASIwCixBRjFRaXBPM1FJaXJYd3pfX0w3bDVERWk5aFJIM1hfaV85YklZa1lhRWprbBAFOgMKATBCAggASg0IAAA>
 - <https://earth.google.com/web/@41.95808195,-70.6621296,28.97306963a,0d,60y,105.24937999h,84.77930011t,0r/data=ChEaDwoJL20vMDJzcjBkGAEGASIwCixBRjFRaXBQekE1ZUpzb3ljSWWhRYkdnUGRTbDBpVnREYIBVNkxOUU5nU0IKMBAF>
- Students will read and annotate pages 100-103 in the textbook.
- Constitutional Rights Foundation
- Mayflower Compact DBQ:
- Salem Witch Trial Simulation/Reflection

- Triangular Trade Simulation/Map Activity
- Plantation Creation Design Activity
- 3 Colonial Regions Tri-Venn Diagram
- 13 Colonies Brochure Project

Unit 1 Comprehension Reading Worksheets:

- Salem Witches
- New England Colonies
- Middle Colonies
- Southern Colonies

Assessments:

Diagnostic:

- Pre-test, KWL graphic organizer, brainstorming, question and answer, class discussion

Formative:

- Section quizzes, teacher observation, graphic organizers, guided reading questions, class discussion, question and answer

Summative:

- Unit test, Informational Essay, Research Projects, Presentations, Quizzes, as per the Social Studies 8 PLC
 - Chapter 3 Common Assessment, Chapter 4 Common Project

Extensions:

- Curriculum based P.S.S.A. oriented warm up questions
- Reading and interpretation of primary source documents (see the McDougal Littell American History Unit Resource books)
- Document based questions (see the McDougal Littell American History Document Based Questions Practice workbook)
- Supplemental vocabulary terms
- Commit to memory historically significant markers in the development of America.

Unit 2: Revolutionary Period (Causes of the Revolution/Revolutionary War)
Time/Days : Approx. 45 days – Marking Period 2

Standards (by number):

PA Academic History Standards:

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

PA Academic Geography Standards:

7.1.8.B: Explain and locate **places** and **regions** as defined by **physical** and **human features**.

7.2.8.A: Explain the characteristics of places and regions.

7.3.8.A: Explain the human characteristics of **places** and **regions** using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

PA Academic Civics and Government Standards

5.1.8.C: Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.

- Liberty/Freedom
- Democracy
- Justice
- Equality

5.2.8.B: Describe how **citizens** resolve conflicts in society and government.

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Students will be able to employ strategies to identify and interpret primary documents and historical sites important in United States history. (DOK- Level One, Level Two)
- Students will infer and evaluate the causes of the French and Indian War, sparking conflict between many groups. (DOK – Level 3)
- Students will describe and analyze the variety of strategic plans put in place during the French and Indian War. (DOK – Levels 2 and 4)
- Students will examine the impacts of the outcomes of the War, explaining how this may lead to future issues. (DOK – Levels 1 and 2)
- Students will be able evaluate the connection between the outcomes of the French and Indian War with the current treatment of the colonists. (DOK – Level 4)
- Students will be able to use graphic organizers and other reading strategies to analyze key concepts in both fiction and non-fiction texts. (DOK – Level Four)
- Students will be able to site specific evidence from primary and secondary sources to defend a specific position. (DOK- Level Three)
- Students will differentiate between the various taxes that will be placed on the colonies by England, as well as their purposes/functions. (DOK – Level 2)
- Students will analyze the statement “No Taxation Without Representation,” while applying it to the events of this section. (DOK – Level 4)
- Students will be able to describe the Townshend Acts and explain how/why colonial protest will grow following their passing. (DOK – Level 1)
- Students will evaluate, analyze, and detail the motives and actions of major events such as the Boston Massacre and Boston Tea Party. (DOK – Levels 1, 3, and 4)
- Students will explain how these events push the colonists closer to Independence. (DOK – Level 1)
- Students will be able to describe/analyze the Intolerable Acts, as well as create their own (DOK – Level 4) .
- Students will evaluate the impact and reality of Paul Revere’s Midnight Ride (DOK – Level 3)
- Students will utilize technology to investigate topics in American history. (DOK- Level 3)
- Students will be able to correlate fundamental principles between the Magna Charta, English Bill of Rights and the Petition of Right with the Declaration of Independence and the Bill of Rights
- Students will be able to demonstrate the fundamentals of writing a Document Based Question to prepare them for the A.P. test.
- Students will examine and evaluate the events of the Battles of Lexington and Concord, including motives and results. (DOK – Level 3)

- Students will analyze the phrase “Shot Heard Around the World” (DOK – Level 4)
- Students will differentiate between Loyalists and Patriots in the Colonies, as the Revolutionary War begins. (DOK – Level 3)
- Students will describe and detail early battles of the American Revolution including the events at Fort Ticonderoga and Bunker Hill. (DOK – Level 1)
- Students will analyze the colonial motives for declaring independence from the British and King of England. (DOK – Level 4)
- Students will examine how/why the Revolutionary War will move to the Middle States, while analyzing early victories and defeats. (DOK – Level 1)
- Students will evaluate the weakness of the Continental Army, as well as examine how these weaknesses will be overcome. (DOK – Level 3)
- Students will identify turning points for the colonists in the war, while in the Middle States. (DOK – Level 1)

Core Activities and Corresponding Instructional Methods:

- Academic and Content vocabulary
- Direct instruction and practice, small group/collaborative learning: graphic organizer (Give One, Get One), classroom word wall, Chapter note takers, KWL
 - Incorporation of vocabulary into general statements, counter examples and proof by failure to find counter examples.
 - Incorporation of vocabulary into dialogue differentiating between discussions, disagreements, arguments and fights.
 - All note taking/direct instruction includes teacher lecture, slides equipped with images and video clips, relevant examples, and class discussion.
- Build background knowledge utilizing technology
- Research project: PowerPoint Presentation on the Revolutionary War, Revolutionary War timeline, video segments, *The Story of US* viewing questions, *The Crossing* viewing questions, recruiting poster, various appropriate video clips for the HBO series *John Adams*, *Johnny Tremain*
- Build background knowledge using visual and text sources
 - The Road to Revolution Mapping Activity, Colonial Economics Line Graph Activity, Articles of Confederation Poster, Shay’s Rebellion article in *Cobblestone*, Speech on The Great Compromise, Federalist v. Anti-Federalist poster
- Interpret and organize content material
- Informative writing: DBQ essay, The Cost of War essay or Compare and Contrast
- George Washington’s Leadership at Long Island and at Trenton
- Persuasive writing: Protest Tyrannous Acts Letter
- Research Project: The Founding Documents of our English Heritage
- French and Indian War Activity

- British Taxation Collection Interactive Activity and Reflection
- Stamp Act Simulation
- Boston Massacre Analysis
- Boston Massacre EdPuzzle
- Boston Massacre Investigation Activity
- Boston Tea Party STEM Activity
- Decipher the Code – Road to the Revolution
- Road to Revolution Activity
- Intolerable Acts Activity
- Battles of Lexington and Concord Activity
- Battle of Bunker Hill Secret Message Activity
- Declaration of Independence Escape Room
- Washington Crossing the Delaware Analysis

Videos for Use:

- British control in the Colonies and Colonial resistance
- Boston Massacre
- Sons of Liberty <https://www.history.com/news/sons-of-liberty-members-causes>; <https://www.history.com/shows/sons-of-liberty/season-1> (select scenes)
- The Battle of Lexington & Concord April Morning - Conflict on Lexington Green
- Thomas Paine & Common Sense
- George Washington

Unit 2 Comprehension Reading Worksheets:

- French and Indian War
- Taxation Without Representation
- Common Sense/Independence
- Early Defeats and Victories

Assessments:

Diagnostic: Pre-test, KWL graphic organizer, brainstorming, question and answer, class discussion

Formative: Section quizzes, teacher observation, graphic organizers, guided reading questions, class discussion, question and answer

Summative: Unit test, Informational Essay, Research Projects, Presentations as per the Social Studies 8 PLC

- Chapters 5 Common Assessment

Extensions:

- Curriculum based P.S.S.A. oriented warm up questions
- Reading and interpretation of primary source documents (see the McDougal Littell American History Unit Resource books)
- Document based questions (see the McDougal Littell American History Document Based Questions Practice workbook)
- Supplemental vocabulary terms
- Commit to memory historically significant markers in the development of America.

Unit 3: Foundations of the United States (End of Revolution/Constitutional Era/Washington's Presidency)**Time/Days : Approx. 45 days – Marking Period 3****Standards (by number):****PA Academic History Standards:**

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

PA Academic Geography Standards:

7.1.8.B: Explain and locate **places** and **regions** as defined by **physical** and **human features**.

7.2.8.A: Explain the characteristics of places and regions.

7.3.8.A: Explain the human characteristics of **places** and **regions** using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

PA Academic Civics and Government Standards

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

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**.

Objectives:

- Students will be able to employ strategies to identify and interpret primary documents and historical sites important in United States history. (DOK- Level One, Level Two)
- Students will be able to use graphic organizers and other reading strategies to analyze key concepts in both fiction and non-fiction texts. (DOK – Level Four)
- Students will be able to site specific evidence from primary and secondary sources to defend a specific position. (DOK- Level Three)
- Students will utilize technology to investigate topics in American history. (DOK- Level 3)
- Students will evaluate the conditions Washington and his men had to face at Valley Forge, while considering how they overcame different hardships. (DOK – Level 3)
- Students will analyze and explain how the war in the Southern states is going to impact the course of the war and be contrast from other areas. (DOK – Level 4)
- Students will evaluate what factors in the South allowed for the war to ultimately come to an end. (DOK – Level 3)
- Students will be able to explain the events at the Battle of Yorktown that led to a British surrender. (DOK – Level 2)

- Students will analyze and evaluate the major components of the Treaty of Paris, which formally ended the American Revolution. (DOK – Level 3 and 4)
- Students will understand the creation of our nation’s first government following the Revolution, identifying strengths and weaknesses in the Articles of Confederation. (DOK – Level 1)
- Students will evaluate and analyze the arguments made at the Constitutional Convention, including the plans that were presented and compromises that were made. (DOK – Level 3 and 4)
- Students will explain the reasoning for a Bill of Rights, as well as what freedom it provides to citizens. (DOK – Level 2)
- Students will identify, evaluate, and analyze ways in which George Washington defined the role of the President, as well as precedents that he set. (DOK – Levels 1, 3, and 4)
- Students will examine the difficulties that Washington faced in office, as well as interpret how he addresses them. (DOK – Level 2)
- Students will identify the original members of Washington’s Cabinet and evaluate how each contributed to assisting Washington, as well as discuss deals that were made (DOK – Level 1 and 3)
- Students will evaluate how/why political parties first formed in the 1790’s and differentiate between the core beliefs of Federalists and Democratic-Republicans. (DOK – Level 2)
- Students will examine troubles at home and abroad during Washington’s Presidency, while understanding how he chose to approach them. (DOK – Level 1)
- Students will analyze the results of the election of 1800, as well as decipher key warnings of Washington’s farewell address. (DOK – Level 4)

Core Activities and Corresponding Instructional Methods:

- Academic and Content vocabulary
- Direct instruction and practice, small group/collaborative learning: graphic organizer (Give One, Get One), classroom word wall, Chapter note takers, KWL
 - Incorporation of vocabulary into general statements, counter examples and proof by failure to find counter examples.
 - Incorporation of vocabulary into dialogue differentiating between discussions, disagreements, arguments and fights
 - All note taking/direct instruction includes teacher lecture, slides equipped with images and video clips, relevant examples, and class discussion.
- Build background knowledge utilizing technology
- Research project: PowerPoint Presentation on the Revolutionary War, Revolutionary War timeline, video segments, *The Story of US* viewing questions, *The Crossing* viewing questions, recruiting poster, various appropriate video clips for the HBO series *John Adams*, *Johnny Tremain*
- Build background knowledge using visual and text sources

- Articles of Confederation Poster, Shay's Rebellion article in *Cobblestone*, Speech on The Great Compromise, Federalist v. Anti-Federalist poster
- Interpret and organize content material
- Informative writing: DBQ essay, The Cost of War essay or Compare and Contrast
- Digital Library: Primary Source Readings from this time period
 - Archives.gov plus written document analysis (Federalist Papers, Washington's major speeches, letter from Jewish congregation in Providence to Washington, etc.)
 - Virtual Tours: National Archives, White House
- Build background knowledge using visual and text sources
- Independent reading, talking to the text, golden line, summarizing:
- Venn Diagrams: Federalists and Anti-Federalists
- Interpret and organize content material
- Informative writing:
 - Alliance Persuasion: Letter to the French
 - Regular discussion/written response: Battles over size and scope of national government at various points in US history
- Winter at Valley Forge Activity
- Revolutionary Strength and Weaknesses
- Battle of Yorktown Activity
- Major Battles of the American Revolution Review
- Map It Out: Treaty of Paris
- Articles of Confederation Worksheet
- Articles of Confederation Tombstones
- Articles of Confederation
- Comparing Plans of the Constitutional Convention
- Virginia Plan/New Jersey Plan Graphic Organizer
- Constitutional Convention Comprehension Activity
- Bill of Rights Practice
- The Constitution/Bill of Rights
 - https://www.annenbergclassroom.org/resource/story-billrights/?gclid=Cj0KCQjwwr32BRD4ARIsAAJNf_1UV1VYi0T51E52oDqcRoZmHgwjcexqidpWJYRVH_6xPrJFkwDiiKBgaAu55EALw_wcB
- Washington's Presidency/Precedents
- Washington's Presidency Reading/Graphic Organizer
- Washington's Cabinet
- Washington's Cabinet Reading/Graphic Organizer
- Washington's Farewell Address Activity
- Election of 1800 Analysis
- Political Parties Form

Assessments:

Diagnostic: Pre-test, KWL graphic organizer, brainstorming, question and answer, class discussion

Formative: Section quizzes, teacher observation, graphic organizers, guided reading questions, class discussion, question and answer

Summative: Unit test, Essays, and Presentations as per decided by the Social Studies 8 PLC

- Chapters 6 & 8 Common Assessment, Chapter 7 Common Project

Extensions:

- Curriculum based PSSA-oriented warm up questions
- Reading and interpretation of primary source documents (see the McDougal Littell American History Unit Resource books)
- Document based questions (see the McDougal Littell American History Document Based Questions Practice workbook)
- Supplemental vocabulary terms
- Commit to memory historically significant markers in the development of America

Unit 4: Growth of a Nation (Expansion of the New United States)

Time/Days : Approx. 25 days – Marking Period 4

Standards (by number):

PA Academic History Standards:

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

PA Academic Geography Standards:

7.1.8.B: Explain and locate **places** and **regions** as defined by **physical** and **human features**.

7.2.8.A: Explain the characteristics of places and regions

7.3.8.A: Explain the human characteristics of **places** and **regions** using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

PA Academic Civics and Government Standards

5.1.8.C: Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.

- Liberty/Freedom
- Democracy
- Justice

- Equality

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**.

Objectives:

- Students will be able to employ strategies to identify and interpret primary documents and historical sites important in United States history. (DOK- Level One, Level Two)
- Students will be able to use graphic organizers and other reading strategies to analyze key concepts in both fiction and non-fiction texts. (DOK – Level Four)
- Students will be able to site specific evidence from primary and secondary sources to defend a specific position. (DOK- Level Three)
- Students will be able to label all states in the Union as of 1850 on a blank map of North America. (DOK –Level One)
- Students will utilize technology to investigate topics in American history. (DOK- Level 3)
- Students will be able to identify Thomas Jefferson, including what features made him a fitting president, as well as his background and core beliefs. (DOK – Level 1)
- Students will evaluate and analyze the Louisiana Purchase, detailing what it was and how it impacted the United States of America. (DOK – Level 4)
- Students will analyze and evaluate how the voyages of Lewis and Clark contributed to a new understanding of the land purchased by Jefferson in the Louisiana Purchase. (DOK – Level 4)
- Students will summarize the events of the War of 1812, noting how it impacted the United States and contributed to the creation of our national anthem. (DOK – Level 2)
- Students will identify key components and inventions of the First Industrial Revolution, explaining why people moved from Farm to Factory and how it expanded slavery. (DOK – Level 1 and 2)
- Students will analyze a variety of different inventions that were created during the First Industrial Revolution and evaluate how they contributed to the culture of the time. (DOK – Level 4)
- Students will identify the Cotton Gin and discuss how this invention had positive and negative impacts on the systems of the South. (DOK – Level 1)
- Students will analyze the Elections of 1824 and 1828, noting reasons for their different results despite similar options. (DOK – Level 4)
- Students will evaluate the contributions of Andrew Jackson as president, noting if he was a president for the people or not. (DOK – Level 3)
- Students will explain the Trail of Tears, as well as it's impacts on the United States. (DOK – Level 1)

- Students will define Manifest Destiny, as well as be able to explain how the concept of Manifest Destiny changed the state of the U.S. and the lives of many Americans. (DOK – Level 1)
- Students will evaluate and analyze the many pull factors that lead to the California Gold Rush, as well as how the Gold Rush led to the creation of a new state. (DOK – Level 4)

Core Activities and Corresponding Instructional Methods:

- Academic and Content vocabulary
- Direct instruction and practice, small group/collaborative learning: graphic organizer (Give One, Get One), Think-Pair-Share
 - All note taking/direct instruction includes teacher lecture, slides equipped with images and video clips, relevant examples, and class discussion.
- Build background knowledge utilizing technology
- Digital Library: Primary Source Readings from this time period
- Web Quest: Life on the frontier
- YouTube videos: “Star-Spangled Banner,” history of steam development, functioning cotton gin, Sacagawea, the Alamo
- Build background knowledge using visual and text sources
 - Independent reading, talking to the text, golden line, summarizing selected entries from Lewis and Clark’s Journals
 - Label the states on a blank map of 1850
- Use scenes from *Frontier House* to show hardships of expansion
- Interpret and organize content material
 - Informative writing: Description of unsettled lands, Persuasive writing: Pick-a-side – war hawks v. doves (decide if the US should go to war with Mexico), Convince a friend or relative to make the trip to California for the Gold Rush or stay home instead.
- Regular discussion/written response: Battles over size and scope of national government at various points in US history
- [The Time a Free Black Man Challenged Thomas Jefferson](#)
- [Jefferson and the Louisiana Purchase](#)
- [Jefferson’s Monticello – Virtual Tour](#)
- [Lousiana Purchase Activity](#)
- [Lousiana Purchase Comprehension](#)
- [Lewis and Clark Packing List](#)
- [Lewis and Clark Route – Google Earth](#)
- [War of 1812/Star Spangled Banner Analysis](#)
- [War of 1812 Map Activity](#)
- [The War of 1812: The Movie;](#)
- [Industrial Revolution Inventions Exploration](#)
- [Andrew Jackson Hermitage](#)

- Election of 1828 Campaign Songs
- Adams v. Jackson – Hero of Villain?
- Manifest Destiny Activity
- Oregon Trail Computer Game (accessible via Chromebooks)
- California Gold Rush Advertisement

Unit 4 Comprehension Reading Worksheets:

- Industrial Revolution

Assessments:

Diagnostic: Pre-test, KWL graphic organizer, brainstorming, question and answer, class discussion

Formative: Section quizzes, teacher observation, graphic organizers, guided reading questions, class discussion, question and answer

Summative: Unit test, Essays, Presentations, as per decided by the Social Studies 8 PLC

Extensions:

- Curriculum based PSSA-oriented warm up questions
- Reading and interpretation of primary source documents (see the McDougal Littell American History Unit Resource books)
- Document based questions (see the McDougal Littell American History Document Based Questions Practice workbook)
- Supplemental vocabulary terms
- Commit to memory historically significant markers in the development of America.

Unit 5: The Civil War

Time/Days : Approx. 20 days – Marking Period 4

Standards (by number):

PA Academic History Standards:

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

PA Academic Civics and Government Standards

5.1.8.C: Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.

- Liberty/Freedom
- Democracy
- Justice
- Equality

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**.

Objectives:

- Students will be able to employ strategies to identify and interpret primary documents and historical sites important in United States history. (DOK- Level One, Level Two)
- Students will be able to use graphic organizers and other reading strategies to analyze key concepts in both fiction and non-fiction texts. (DOK – Level Four)
- Students will be able to site specific evidence from primary and secondary sources to defend a specific position. (DOK- Level Three)
- Students will be able to label all states in the Union (North) and Confederacy (South) on a blank map of North America. (DOK –Level One)
- Students will utilize technology to investigate topics in American history. (DOK- Level Three)
- Students will construct and posit arguments of historical relevance and significance. (DOK – Levels Two and Three)
- Students will evaluate and analyze the most major causes of the Civil War, including states' rights, tensions between North and South, disagreement over slavery, and the election of Abraham Lincoln. (DOK – Level 4)
- Students will differentiate between the views and treatment of African Americans in the North and South. (DOK – Level 2)

- Students will be able to define secession and rationalize why Southern States seceded in 1860. (DOK – Level 1)
- Students will examine the events at Fort Sumter that started the Civil War, as well as analyze the major advantages and drawbacks to the North and South. (DOK – Level 1 and 4)
- Students will evaluate the major moments of the Civil War. (DOK – Level 3)
- Students will read and analyze Lincoln’s messages within the Gettysburg Address and Emancipation Proclamation. (DOK – Level 4)
- Students will analyze and evaluate the events and details surrounding Abraham Lincoln’s assassination. (DOK – Level 4)

Core Activities and Corresponding Instructional Methods:

- Academic and Content vocabulary
- Direct instruction and practice, small group/collaborative learning: graphic organizer (Give One, Get One), Think-Pair-Share
 - All note taking/direct instruction includes teacher lecture, slides equipped with images and video clips, relevant examples, and class discussion.
- Build background knowledge utilizing technology
 - Digital Library: Primary source readings from this time period
 - Film Clips: Bleeding Kansas, John Brown, Fort Sumter, key battles from Civil War, Professor Elliot Engel’s lesson on Robert E. Lee o Archives.gov plus written document analysis (Lincoln’s speeches, Douglas’s speeches)
 - YouTube Videos: Civil War, Lincoln, Female Spies
- Build background knowledge using visual and text sources
- Independent readings, talking to the text, golden line, summarizing arguments for and against popular sovereignty, analyzing quotations from time period
- Handouts: Searching for relevant details and themes in stories of females involved in war, heroism among black regiments, and of the plot to assassinate Lincoln.
- Venn Diagrams: Northern economy v. Southern economy
- Label the states on a blank map of the U.S. in 1863 - marking Union, Confederate, and Neutral States as well as labeling industrial centers
- Interpret and organize content material
 - Informative writing: Students can choose to write about the role of cotton or the role of technology in shaping the culture and events of that time period.
 - Persuasive writing: Choose from one of the following perspectives and write a letter to Jefferson Davis, Abraham Lincoln, Eli Whitney, or a spouse requesting his or her help in some concern of yours: a slave, a soldier for the North or South, a wife of a soldier for the North or South
 - Regular discussion/written response: Battles over size and scope of national government at various points in US history (again); What

conflict between states means constitutionally; Legitimacy of secession and any related modern-day connections

- [Rising Tensions Over Slavery](#)
- [Kansas – Nebraska Act Analysis](#)
- [North v. South Comparisons](#)
- [States' Rights and the Civil War](#)
- [Compromises Over Slavery and Statehood Activity](#)
- [Causes of the Civil War Graphic Organizer](#)
- [Causes of the Civil War Fast Sheet](#)
- [Ulysses S. Grant Biography](#)
- [Robert E. Lee Background](#)
- [Emancipation Proclamation – National Archives](#)
- [Gettysburg Address/Battle of Gettysburg](#)
- [America – Story of US Civil War Episode Worksheet](#)
- [Civil War Digital Notebook](#)
- [Fords Theatre – Virtual Tour](#)
- [Lincoln's Assassination Timeline](#)

Unit 5 Comprehension Reading Worksheets:

- [Secession and the Civil War](#)
- [Gettysburg to Appomattox](#)

Assessments:

Diagnostic: Pre-test, KWL graphic organizer, brainstorming, question and answer, class discussion

Formative: Section quizzes, teacher observation, graphic organizers, guided reading questions, class discussion, question and answer

Summative: Unit test, Essays, and Presentations, as per the Social Studies 8 PLC

- Social Studies 8 Final Exam Common Assessment, Common Final Project

Extensions:

- Curriculum based PSSA-oriented warm up questions
- Reading and interpretation of primary source documents (see the McDougal Littell American History Unit Resource books)
- Document based questions (see the McDougal Littell American History Document Based Questions Practice workbook)
- Supplemental vocabulary terms
- Commit to memory historically significant markers in the development of America.

