

SOCIAL STUDIES

American Culture/History – 500-1900 CE

LENGTH OF TIME: one period daily, school year

GRADE LEVEL: 8

COURSE STANDARDS

Students will:

1. Demonstrate an understanding of map skills including locational skills, interpreting skills, and analyzing geographic models, charts and graphs. (NCSS III; PA 7.1, 7.2, 7.3, 7.4)
2. Analyze the movement of people, goods, cultures, and ideas as affected by geography and environment. (NCSS II, III; PA 6.4)
3. Summarize and analyze the causes and effects leading to the various military conflicts from the American Revolution, War of 1812 and Civil War, to the different Indian conflicts of the 1800's. (NCSS I, II, V, VI; PA 8.1, 8.3)
4. Compare and contrast the various types of governments, and their effects on the development of the United States Constitution. (NCSS VI; PA 8.3)
5. Demonstrate comprehension and understanding of the federal system and the division of power as framed by the Constitution. (NCSS VI; PA 5.1, 5.3, 8.3)
6. Recognize and explain the separation of powers (example legislative and judicial) within the federal system and the protection of that power by the system of checks and balances. (NCSS VI; PA 5.1, 5.3, 8.3)
7. Apply the concepts and respond critically to the Bill of Rights and its effect on the students' everyday lives. (NCSS VI; PA 5.3, 8.3)
8. Describe and understand the concepts of the moving frontier, Manifest Destiny and expansion on the American culture. (NCSS I, III; PA 8.3)
9. Analyze and recognize the effects of Jacksonian Democracy, and the West on American society. (NCSS I, III, VI, X; PA 8.3)
10. Interpret and evaluate those forces that led to sectionalism and secession of the South from the Union. (NCSS I, II, III; PA 6.1, 8.3)
11. Identify and analyze the growth of big business on American cultures. (NCSS V, VI, VIII; PA 6.1, 6.5, 8.3)
12. Identify and compare the pattern and impact of the various waves of immigration on American cultures. (NCSS I, II, III, IV, IX; PA 6.1, 7.3, 7.4, 8.3)

NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS

- I. Culture and Cultural Diversity
- II. Time, Continuity, and Change
- III. People, Places, and Environments
- IV. Individual Development and Identity
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VII. Production, Distribution, and Consumption

- VIII. Science, Technology, and Society
- IX. Global Connections
- X. Civic Ideals and Practices

RELATED PA ACADEMIC STANDARDS FOR CIVICS AND GOVERNMENT

- 5.1 Principles and Documents of Government
- 5.2 Rights and Responsibilities of Citizenship
- 5.3 How Government Works
- 5.4 How International Relationships Function

RELATED PA ACADEMIC STANDARDS FOR ECONOMICS

- 6.1 Economic Systems
- 6.2 Markets and the Functions of Governments
- 6.3 Scarcity and Choice
- 6.4 Economic Interdependence
- 6.5 Work and Earnings

RELATED PA ACADEMIC STANDARDS FOR GEOGRAPHY

- 7.1 Basic Geographic Literacy
- 7.2 The Physical Characteristics of Places and Regions
- 7.3 The Human Characteristics of Places and Regions
- 7.4 The Interactions Between People and Places

RELATED PA ACADEMIC STANDARDS FOR HISTORY

- 8.1 Historical Analysis and Skills Development
- 8.2 Pennsylvania History
- 8.3 United States History
- 8.4 World History

PERFORMANCE ASSESSMENTS

Students will demonstrate achievement of the standards by:

1. Write an essay that will identify and analyze the causes or effects of the American Revolutionary War. (Course Standard 2,3)
2. Keep and maintain a portfolio of maps and charts that show the development and expansion of the United States. (Course Standard 1,2,8,11)
3. As a cooperative group, find and summarize newspaper articles that demonstrate the various levels and branches of government. This will be organized into book form. (Course Standard 4,5,6,7)
4. Research and give an oral presentation of a court case, involving one of the Bill of Rights amendments that helps protect our rights as citizens. (Course Standard 5,6,7)
5. Using more than one source, cooperatively, develop a timeline reflecting the events that led to westward expansion from 1800 to 1861. (Course Standard 1,2,8,9)
6. As a member of a cooperative group, create a newspaper that reflects economic, political, technological and cultural forces of any city in the United States from 1800 to 1861. (Course Standard 2,11)

7. In chart form, compare and contrast of the North and South during the Civil War. (Course Standard 1,3)
8. Draw a political cartoon showing the problems that big business created for the American people. (Course Standard 11)
9. As a cooperative class effort, write a diary discussing the events of a new immigrant's experience in traveling, arriving, and living in America. (Course Standard 2,8,12)

DESCRIPTION OF COURSE:

This course is a thematic approach to American Cultures. Specific units include: The American Revolution, Government and the Constitution, Expansion, Sectionalism, The Civil War, and Reconstruction and Economic and Social change. This course of study is designed to clarify and enhance the students' knowledge of our nation's varied heritage, development, and culture. Students will build and practice their skills in cooperative learning through planned group work in which each student plays an important role to complete an assigned task. The application of interdisciplinary skills such as research, writing, data gathering, and graphing need to be employed by students preparing for class discussion and completing projects.

TITLES OF UNITS:

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| 1. Review and extension of 5th grade knowledge base
Indians, Exploration, Colonial life | 2-3 weeks |
| 2. Revolutionary War | 2-3 weeks |
| 3. Constitution
Articles of Confederation
The Constitution
The Federal System
Separation of Powers
Checks and Balances
Bill of Rights | 6-7 weeks |
| 4. Washington, Adams, Jefferson, Madison, Monroe | 2-3 weeks |
| 5. Expansion
Louisiana Purchase
War of 1812
Monroe Doctrine
Jacksonian Democracy
Manifest Destiny - moving frontier
Polk Expansion (Texas, Oregon)
War with Mexico
Gold Rush | 8-9 weeks |
| 6. Sectionalism
North vs. the South vs. the West
Expansion and Slavery
Slavery vs. Anti-Slavery
Events leading to Civil War
The Civil War | 5-6 weeks |

- Reconstruction
7. Economic and Social Change 4-5 weeks
- Big Business
 - Labor
 - Immigration
 - Growth of Cities

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Writing
2. Cooperative Learning
3. Research
4. Oral/Visual Presentations
5. Simulations
6. Role Playing
7. Projects
8. Fiction/non-fiction reading strategies
9. Differentiated instruction

MATERIALS:

1. Pearson/Prentice Hall, 2005, The American Nation Beginnings Through 1877
2. Houghton Mifflin, 1991, A More Perfect Union
3. Other resource texts -
 - Enjoying American History, Amsco School Publication, 1984
 - Exploring United States History, Globe Book Co., 1984
 - We the People, Center for Civic Education
 - To be a Slave, Puffin Books
 - My Brother Sam is Dead
 - The Watsons go to Birmingham
 - Fever
4. Filmstrips, records, videos
5. Outside speakers
6. Overhead transparencies
7. Newspapers
8. Rand McNally Classroom Atlas
9. PALMS library (books, magazines, resource materials, computer system)

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Cooperative learning groups
2. Student tutoring
3. Student editing
4. Extra-credit opportunities
5. 8th grade trips to Washington
6. Inter-disciplinary units
7. Student recording of tapes/videos
8. Technology

9. Use of differentiated instruction

PORTFOLIO DEVELOPMENT:

Throughout the year students will place various pieces of social studies work into their working portfolios. By the end of the school year, each student will choose two pieces (upon which he/she will write a reflection sheet) to be placed in his/her Middle School showcase portfolio.

The final pieces entered would pertain to two of the three following categories:

- demonstration or application of geographical knowledge
- evaluation of a current event situation
- demonstration of historical or cultural knowledge from 8th grade social studies curriculum

METHODS OF EVALUATION:

1. Tests and quizzes
2. Take-home tests
3. Cooperative test
4. Projects (Rubrics used when needed)
5. Oral Presentation (Rubrics used when needed)
6. Writing assignments
 - Short to long answer essay
 - Problem solving
 - Comparing/Contrasting
7. Analyzing
8. Making predictions
9. What if questions

INTEGRATED ACTIVITIES:

1. Concepts
 - To understand and use maps, charts, and graphs
 - To be adept in understanding Constitutional government
 - To problem solve
 - To be multi-cultural
2. Communication
 - Listening skills
 - Discussion and debate skills
 - Oral presentation skills
 - Short and long answer writing skills
 - Produce, perform, or exhibit work
3. Thinking/Problem Solving
 - Analyze
 - Evaluation

- Apply learned concepts
 - Make predictions
 - Synthesize
4. Application of Knowledge
- Evaluate
 - Relate
 - Demonstrate connections
5. Interpersonal Skills
- Work cooperatively
 - Communicate with students, teachers, others