

# **SOCIAL STUDIES 8 GIFTED CONNECTIONS**

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 the five themes of geography. (NCSS III; PA Std 7.1-4)
2. Demonstrate an understanding of the reasons for the exploration of the New World. (NCSS II, III; PA Std 6.4)
3. Demonstrate an understanding of map skills, including analysis and interpretation. (NCSS III, IX; PA Std 7.1-3)
4. Analyze and evaluate the causes and effects of major military conflicts that impacted on the United States. (NCSS I, II, V, VI; PA Std 8.1, 8.3)
5. Analyze and evaluate various forms of government. (NCSS VI; PA Std 8.3-4)
6. Demonstrate an understanding of important documents including (NCSS VI; PA Std 1.1-2, 5.1, 5.3, 8.1)
  - a. Mayflower Compact
  - b. Declaration of Independence
  - c. Articles of Confederation
  - d. Constitution
  - e. Emancipation Proclamation
  - f. Monroe Doctrine
7. Demonstrate an understanding of the United States Constitution including: (NCSS VI; PA Std 5.1, 5.3, 8.3)
  - a. Separation of Powers
  - b. System of Checks and Balance
  - c. Bill of Rights
  - d. Division of Powers
  - e. Amendments
8. Analyze and evaluate the causes and effects of an expanding/developing nation including: (NCSS I, III, VII, X; PA Std 6.1-3, 8.3)
  - a. Influences on the Native American Culture
  - b. The practice of American Slavery
  - c. Growth of population - Immigration
  - d. Manifest Destiny
  - e. Jacksonian Democracy
  - f. Sectionalism
  - g. Secession of the South
9. Analyze and evaluate the impact of the Industrial Revolution on American society/culture. (NCSS V, VI, VIII; PA Std 7.4)
10. Evaluate current events. (NCSS will vary; PA Std 5.3-4, 6.1-2, 6.4-5)

## 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
- 5.3 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
- 8.3 United States History
- 8.4 World History

## RELATED PA ACADEMIC STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.7 Characteristics and Function of the English Language
- 1.8 Research

## PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Creating and presenting projects that demonstrate the five themes of geography with emphasis on the exploration and growth of the United States. (Course Standard 1,2,3)
2. Researching available sources to create written and oral presentations on colonial life. (Course Standards 1,3,4,8)
3. Showing cause and effect as demonstrated by interpreting the social times and the language of the important documents created during corresponding times in the history of the United States (Course Standard 4,5,6,7,8)
4. Maintaining a notebook of current events and presenting examples of current events in order to make connections. (historical, world, national, local, personal) (Course Standard 1,3,4,5,6,7,8,)
5. Creating a time line of important events that influenced the growing nation. (Course Standards 2,4,6,7,8,9)
6. Completing and presenting research based knowledge on the exploration of the New World, early colonial life, the Revolutionary War period, the early Presidencies, major military conflicts, the Civil War period, and the Industrial Revolution. . (Course Standards 3,4,5,6,7,8,9)
7. Using a variety of genres, such as role-playing, skit writing, poetry writing, speech writing to describe life in the United States from 1500-1900. Topics may include social influences, exploration, modern interpretations of documents, debates, mock elections, etc.) . (Course Standards 1,2,3,4,5,6,7,8)
8. Interviewing a minimum of one person in the community as part of a community oral history project. (Course Standards 4,5,8,9)

## DESCRIPTION OF COURSE:

This course will focus on the factors that influenced and resulted in the exploration and growth of a new nation. By analyzing causes and effects, as well as, various points of view, students will study the events that supported the United States in her rise to a world leader. During their study, students will make connections to historical and current events. Using research skills, cooperative group skills, and presentation skills, students will demonstrate their ability to comprehend, apply, analyze, synthesize and evaluate a variety of sources, including primary sources.

## TITLES OF UNITS:

- |                                      |           |
|--------------------------------------|-----------|
| 1. Five Themes of Geography          | ongoing   |
| 2. Current Events                    | ongoing   |
| 3. Maps and globes                   | ongoing   |
| 4. Exploration and early settlements | 2-3 weeks |
| 5. Revolutionary War Period          | 4-5 weeks |
| a. Forms of government               |           |
| b. Declaration of Independence       |           |
| 6. Constitution                      | 4-6 weeks |
| 7. Early Presidencies                | 7-9 weeks |
| a. A new nation                      |           |

- b. Growth: land and citizens
  - c. Wars
  - d. Monroe Doctrine
- 8. Sectionalism 7-9 weeks
  - a. Factors leading to the Civil War
  - b. Civil War
  - c. Reconstruction
- 9. Industrial Revolution 6-8 weeks
- 10. Oral History Project ongoing

**SAMPLE INSTRUCTIONAL STRATEGIES:**

1. Audio visual
2. Writing
3. Individual, small, large group activities
4. Cooperative learning
5. Debating
6. Connections
7. Research
8. Independent reading
9. Computer use in maps, graphing, writing, and research
10. Differentiated assignments
11. Compacting
12. Simulations/role playing
13. Field trips
14. Student choice/voice
15. Guest speakers

**MATERIALS:**

1. Pearson/Prentice Hall, 2005, The American Nation Beginnings Through 1877
2. Houghton Mifflin, 1999, A More Perfect Union
3. Library resources
4. Internet resources
5. Audio/visual
6. Guest speakers
7. Newspapers
8. Maps/charts/ graphs
9. Primary sources

**METHODS OF ASSISTANCE AND ENRICHMENT:**

1. Cooperative learning groups
2. Study buddy
3. Peer editing
4. Opportunities for retesting/reworking projects/presentations
5. Guest speakers
6. Field trips

7. Self evaluation
8. Teacher conferencing

#### PORTFOLIO DEVELOPMENT:

Students will maintain a portfolio of class work, notebooks, and projects that are completed during the school year. This collection of work will allow students to choose work to be included in a middle school portfolio.

#### METHODS OF EVALUATION:

1. Class participation, class work, homework, quizzes, and tests
2. Complete assignments/tasks promptly
3. Maintain notebooks, according to rubrics, for each of the units studied throughout the year (from class work and individual work).
4. Rubrics for oral and visual presentations.
5. Teacher-made and textbook quizzes/tests.
6. Rubrics and standards for projects.
7. Rubrics and standards for homework/written assignments.
8. Rubrics and standards for notebooks.
9. Rubrics and standards for problem solving and group work.

#### INTEGRATED ACTIVITIES:

1. Concepts
  - demonstrate map, chart and graph use
  - discuss articulately current events
  - demonstrate understanding of the important U.S. historical documents
  - understand points of view
2. Communication
  - listening skills
  - reading skills
  - writing skills
  - discussion skills
  - presentation skills
3. Thinking/Problem Solving
  - compare/contrast
  - synthesize
  - analyze
  - evaluate
  - predict
4. Application of Knowledge
  - use map skills and global knowledge
  - demonstrate connections

5. Interpersonal Skills

- demonstrate communication skills (listening, speaking, and writing)
- work cooperatively (in small and large groups)
- develop leadership skills
- demonstrate ability to respond (orally and in writing)