Roswell Independent School District

Curriculum Map

Subject: U.S. History July 2007 Grade Level: 8

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| --- | --- | --- | --- | --- |
| 9 weeks | Standards/Essential Questions | Concepts/Skills | Activities/Assessments | Resources |
| 1st 9  Weeks | **New Mexico Standards and**  **Benchmarks**  **Strand: Geography**  Content Standard II: Students understand how physical, natural, and cultural processes  influence where people live, the ways in which people live, and how societies interact with one another and their environments.  **5-8 Benchmark II-D**  Explain how physical processes shape the  Earth’s surface patterns and bio-systems.  **PS 8.1**  1. How did early Americans arrive from Asia?  2. Where were American Indians located in  North America, prior to the arrival of  Europeans?  3. In which areas did the American Indians  (First Americans) live? | 1. Explain how human activities and physical processes influence change in ecosystems. | Create a Cause and Effect Chart analyzing how human development has changed the ecosystem of the US including the appearance of native Americans arriving from Asia. **Assessment**/completed chart  Create an outline mini-notebook using notes from lecture.  **Assessment:** teacher observation of completed outline.  Create a map showing the regions first  Americans lived.  **Assessment** completed map.  Mini note taking (foldable with 4 pages) Instructions: Using a 8 by 11 ½ paper fold in half from top to bottom, fold a second time from left  to right, and make a third fold folding top to bottom. Open the folded paper to the first fold and tear carefully from the top on the folded  edge half way down following the crease already in the paper. Open the paper all the way and  fold the paper left to right. Holding the paper with the crease toward you, push the two ends together forming a diamond in the middle of the  fold. Push the paper until the diamond is closed  forming a cross or X. Pull the four pages together forming a four page book. May have to press the folds for the book to lay flat. **Assessment**/ Completed foldable/Writing Rubric  Determine Cause and Effect using a Web Diagram identify three reasons Europeans increased overseas exploration. **Assessment/**Web**/**Rubric | [www.rubistar.4teacher.org](http://www.rubistar.4teacher.org)  Glencoe Textbook  [www.nps.gov/bela/](http://www.nps.gov/bela/)  <http://en.wikipedia.org/wiki/Bering_S>  trait  powerpoint presentations  [www.beringia.com/](http://www.beringia.com/)  Glencoe-McGraw Hill textbook  brainpop.com |

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| 1st 9  Weeks | **Strand: Geography**  **5-8 Benchmark II-F**  Understand the effects of interactions between human and natural systems in terms of  changes in meaning, use, distribution, and relative importance of resources.  **PS 8.1**  What factors led to the rise and decline of great civilizations? | 1. Describe the differing viewpoints that individuals and groups have with respect to the use of resources. | Use a table diagram to identify explorers and Spanish Conquistadors, dates traveled, and regions where they went. **Assessment/**Diagram**/**Rubric  Working in groups, students are to build a colony in likeness of one of the first original colonies from sources off of the internet. Colony on a piece of cardboard (1.5 foot square) Students are to answer five questions at the end of their activity – 1. Why build in this particular location? 2. As a child, what would your jobs be for a day? 3. Write a letter to your friend encouraging them to join you. (Paragraph), 4. What are the reasons for establishing your colony? 5. What are the  laws and type of government of your colony?  **Assessment/**Completed project/Rubric  Create a Venn Diagram comparing and contrasting education, life style, economy, religion, and political view points of each region. **Assessment**/Completed Venn.  Write a paragraph on each category as to the reason of similarity or dissimilarity of the categories in each region. Number the categories and have students place the number(not the name of the category) in the area of circles of region of being different from each other, the same in all three regions, or only similar in two regions.  **Assessment/** Competed paragraph/Rubric | powerpoint presentations  Glencoe-McGraw Hill textbook  brainpop.com |

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| 9 weeks | Standards/Essential Questions | Concepts/Skills | Activities/Assessments | Resources |
| 1st 9  Weeks | **Strand: History**  Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships,  themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.  **5-8 Benchmark I-C**  Compare and contrast major historical eras, events, and figures from ancient civilizations to  the Age of Exploration.  **PS 8.1**  **PS 8.2**  Exploration to Revolution  EXPLORATION  1. Why were major European countries in competition to extend their power into North America and claim the land as their own?  2. Why did European countries compete for  power in North America?  3. What were the obstacles faced by the explorers?  4. What were the accomplishments of the  explorations?  5. What regions of North America were explored and settled by France, England, and Spain?  6. What regions were explored by Portugal? | 1. Describe and explain the significance of the Line of Demarcation on the colonization of the New World.  2. Compare and contrast the influence of European countries (e.g., England, France, and Holland) on the  development of colonies in the New  World. | Create a map or poster map, of major European country explorers and their routes to North America. Include map keys, compass rose, and title. **Assessment**/completed map.  Research European Explorers to North America. Create a report book explaining their lives and their contributions to the new world. Include maps of their routes and list of  supplies needed to make their trip successful. **Assessment**/writing rubric for completed project.  Create want ads, looking for sailors to join you on an excursion to the new world. Include job description, pay, and skills needed for the trip. **Assessment**/writing rubric.  Participate in a classroom play covering early explorers in North America. **Assessment**/participation in play. | Readers Theatre book [www.badwolfpress.com/13.htm](http://www.badwolfpress.com/13.htm)  powerpoint presentations  Glencoe-McGraw Hill textbook  brainpop.com |

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Stamp Act, Intolerable Act, and Quartering Act.

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| 9 weeks | Standards/Essential Questions | Concepts/Skills | Activities/Assessments | Resources |
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| 1st 9  Weeks | **Strand: History**  **5-8 Benchmark I-D**  Research historical events and people from a variety of perspectives.  **PS 8-1**  1. What were the events leading to the French and Indian War?  2. What was the outcome of the French and  Indian War? | 1. Understand and apply the problem- solving skills for historical research, to include:  • use of primary and secondary sources  • sequencing  • posing questions to be answered by historical inquiry  • collecting, interpreting, and applying information  • gathering and validating materials that present a variety of perspectives. | Create a Chain of Events using a Web Diagram showing the events leading to the French and Indian War  **Assessment:** Web diagram/Rubric and  Written  Create, color, and label, a map illustrating the battle sites of the French and Indian War. Include a map key and compass rose. **Assessment**/ map. |  |
| 2nd 9  Weeks | **Strand: History**  **5-8 Benchmark I-B**  United States: Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history. | 1. Describe, evaluate, and interpret the economic and political reasons for the American Revolution, to include:  • attempts to regulate colonial trade through passage of Tea Act, Stamp Act, and Intolerable Acts  • colonists’ reaction to British policy (e.g., boycotts, the Sons of Liberty, petitions, appeals to Parliament)  • The ideas expressed in the Declaration of Independence, including the Preamble. | Complete a t-chart show cause and effect leading to dissatisfaction of the colonies with England. **Assessment:** Rubric  Create a series of posters illustrating the Tea Act,  **Assessment**/completed poster/Rubric.  Create a newspaper article about the way people protest or support causes. Students choose a cause and state their reasons for or against the cause. **Assessment**/writing rubric.  Create a comic book/strip telling the story of the American Revolution. **Assessment**/completed comic/Rubric. | powerpoint presentations  [www.ushistory.org/March/timeline.ht](http://www.ushistory.org/March/timeline.ht) m  [www.historyplace.com/index.html](http://www.historyplace.com/index.html)  Glencoe-McGraw Hill textbook |

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| 9 weeks | Standards/Essential Questions | Concepts/Skills | Activities/Assessments | Resources |
|  | **PS 8.1**  **PS 8.2**  **PS 8.3**  Road to Independence and the forming of a  New Nation  1. As England expanded control over the American colonies, why did many colonists became dissatisfied and rebellious?  2. What steps did England take to increase control over the colonies?  3. Why did many colonists become dissatisfied with England’s control over the colonies?  4. What forms of protests took place in  Colonial America?  5. Many individuals played important roles in shaping events of the American Revolution.  6. Who were some of the key individuals in the  Revolutionary War?  7. What role did key individuals play in the  Revolutionary War?  8. What were some of the key events that occurred during the Revolutionary War?  9. Defense of the colonists’ own land, strong beliefs, and capable leadership contributed of the American victory in the Revolutionary War.  10. What advantages helped the American  colonists win the Revolutionary War?  11. What disadvantages hindered the  American colonists in the Revolutionary War? | 2. Describe the aspirations, ideals, and events that served as the foundation for  the creation of a new national government, to include:  • Articles of Confederation, the Constitution, and the success of each in implementing the ideals of the Declaration of Independence  • major debates of the Constitutional Convention and their resolution (e.g., *The Federalist Papers)*  • contributions and roles of major individuals in the writing and ratification of the Constitution (e.g., George Washington, James Madison, Alexander Hamilton, Thomas Jefferson, James Monroe, John Jay)  • struggles over ratification of the Constitution and the creation of the Bill of Rights.  3. Describe and explain the actions taken to build one nation from thirteen states, to include:  • precedents established by George Washington (e.g., Cabinet, two-term presidency)  • Alexander Hamilton’s financial plan (e.g., the National Bank, payment of debts)  • creation of political parties (Democratic Republicans and the Federalists). | Create a timeline chronologically listing events leading to the Revolutionary War. **Assessment**/completed timeline.  Solve a Revolutionary War Scavenger Hunt. (Click on Road to Revolution Game on website.) **Assessment**/teacher observation.  Sequence events leading to Revolutionary War on a time line.  **Assessment**: Rubric  Create a chart of the key individuals in the Revolutionary War and the contributions they made.  **Assessment:** Rubric  Write a letter home, as if you were a key character (George Washington, Lord Cornwallis) in the American Revolution.  **Assessment:** Rubric  Chart advantages and disadvantages of colonists in the American Revolution.  **Assessment:** Rubric  Using a Mini notebook outline the merits of the United States Constitution over the Articles of Confederation.  **Assessment:** Rubric  Use a t-chart to show differences in the views of Alexander Hamilton and Thomas Jefferson./Work in Groups  **Assessment:** Rubric T-chart. | [www.educationworld.com](http://www.educationworld.com)  (Revolutionary War)  www.pbs.org/liberty |

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| 9 weeks | Standards/Essential Questions | Concepts/Skills | Activities/Assessments | Resources |
| 2nd 9  Weeks | **Strand: Civics and Government.**  **Content Standard III**: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.  **5-8 Benchmark III-A:** Understand the structure, functions, and powers of government (local, state, tribal and national).  **PS 8.1** | 1. Explain the structure and functions of the national government as expressed in the United States Constitution, and explain the powers granted to the three branches of government and those reserved to the people, states, and  tribes. | Create an illustrated flip book describing each of the amendments found in the Bill of Rights. **Assessment**/ completed book/Rubric. | [www.billofrights.com](http://www.billofrights.com) |
| 2nd 9  Weeks | **Strand: Civics and Government.**  **5-8 Benchmark III-C**: Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government.  **PS 8.1** | 1. Describe political philosophies and concepts of government that became the foundation for the American Revolution and the United States government, to include:  • ideas of the nature of government and rights of the individuals expressed in the Declaration of Independence with its roots in English philosophers (e.g., John Locke) | Use a t-chart to compare John Locke’s natural rights of man to the Declaration of Independence.  **Assessment**: Rubric/T-chart |  |

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|  |  | • concept of limited government and the rule of law established in the Magna Carta and the English Bill of Rights  • social covenant established in the  Mayflower Compact  • characteristics of representative governments  • anti-Federalist and Federalist arguments towards the new Constitution, including those expressed in *The Federalist Papers*  • concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances. | Have the students evaluate and debate the question “Does the Constitution still apply to us today as it did over 200 years ago?” Use  categories – Strongly Agree, Agree, Not Sure,  Disagree, and Strongly Disagree for the students to form a Human Graph.  Have Students graph the results as a pretest.  **Assessment:** Rubric and Written  Use a Venn Diagram to compare the Articles of Confederation to the Constitution of the United States of America.  **Assessment**: Venn Diagram. | Glencoe “Teaching Strategies for the American History Classroom” resource book. |
| 2nd 9  Weeks | **Strand: Civics and Government.**  **5-8 Benchmark III-D**  Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries .  **PS 8-1**  1. How did new political ideas lead to a desire for independence and democratic government  in the American colonies?  2. In what ways, did the Declaration of Independence proclaim independence from England? (It stated that people have natural  (inherent) rights to life, liberty, and the pursuit of happiness.)  3. What ideas or philosophies about  government were expressed in the Declaration of Independence? | 1. Explain basic law-making processes and how the design of the United States Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., elections, political parties, interest groups).  2. Understand the multiplicity and complexity of human rights issues. | In small groups, develop questions that a newspaper reporter would ask when interviewing Alexander Hamilton. Have students present their questions to the class. **Assessment**/ teacher observation/writing rubric.  Design a flow chart showing the evolution of the National Bank from Hamilton’s Financial Plan to its destruction by Andrew Jackson. **Assessment**/Chart.  Divide students into five groups. Provide party hats with a number 1 – 5 on it. The number on their party hat determines to which group they belong. Each group will form a political party. The group is responsible for identifying their group with a name, an animal symbol,  slogans, a site for their convention, campaign | [www.illinoiscivilwar.org/debates.html](http://www.illinoiscivilwar.org/debates.html) |

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| 9 weeks | Standards/Essential Questions | Concepts/Skills | Activities/Assessments | Resources |
|  | **PS 8.2**  1. Why were the Articles of Confederation written during the American Revolution and how did they establish the powers of the new national government?  2. What were the basic weaknesses of the  Articles of Confederation?  3. How did the constitution of the United States of America establish a federal system of government based on power shared between the national and state governments?  4. In which ways did the Bill of Rights provide a written guarantee of individual rights?  5. What are the basic principles of  governments stated in the Constitution of the  United States of America and Bill of Rights? | 3. Describe and explain the actions taken to build one nation from thirteen  states, to include:  Precedents established by George  Washington (e.g., Cabinet, two-term presidency)  Alexander Hamilton’s financial plan  (e.g. National Bank, payment of debts) Creation of political parties (Democratic  Republicans and the Federalists) | hats, buttons, pennants, etc., an issues platform and an opening speech for their  convention.  **Assessment**/teacher observation/participation/speech rubric.  Create a chart outlining the differences between the Federalist and Democratic Republican Parties.  **Assessment**/ chart.  Compare and Contrast the differences between the Federalist and Democratic Republican Parties.  **Assessment**/ chart. |  |
| 3rd 9  Weeks | **Strand: History**  Content Standard I: Students are able to  identify important people and events in order to analyze significant patterns, relationships,  themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.  **5-8 Benchmark I-B—United States:** Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history | Describe, explain, and analyze the aims and impact of Western Expansion and | Students will work in groups to make a Pop-up  Book of at least 7 pages answering the | [www.education-](http://www.education-) world.com/a\_lesson/00-  2/lp2047.shtml  Glencoe-McGraw Hill textbook  http://ecedweb.unomaha.edu/lessons/feus1.htm  <http://pbskids.org/democracy/educat> ors/donkeys.html |
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|  | **PS 8.5**  Westward Expansion  1. What new territories became part of the  United States between 1801 and 1861?  2. How did Manifest Destiny influence the western movement?  3. Which United States Presidents were  involved and their contributions to the Western  Movement?  4. What factors influenced westward migration?  5. How did inventions affect the lives of  Americans?  6. What were the main ideas expressed by the abolitionists?  7. What were the main ideas expressed during  the suffrage movement? | the settlement of the United States, to include:  • American belief in Manifest Destiny and how it led to the Mexican War and its consequences  • compare African American and Native American slavery  • westward migration of peoples (e.g., Oregon, California, Mormons, and Southwest)  • origins and early history of the  Women’s Movement. | questions who, what, when, where, why, how, and each groups topic on the impact on  today’s’ world. Choose from a list of Indian Removal Act, California Gold Rush, Oregon Trail, Mormon Trail, Texas Independence,  War with Mexico, Industrial Revolution, Sectionalism, Communications, Immigration Reform, Education Reform, Abolitionists, Women’s Movement.  **Assessment:** Rubric/ Pop Up Book/Written  Each group will present their Pop-up Book findings in a presentation to the class through a power point presentation of at least five minutes covering their topic. Only one group can have a particular topic per class period. **Assessment:** Rubric and Observation |  |
| 4th 9  Weeks | **Strand: History**  **5-8 Benchmark I-B United States:** Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.  **PS 8.7 and 8.8**  **CIVIL WAR**  1. How did cultural, economical, and constitutional issues create bitter divisions  between the North and the South?  2. Why did the South fear that the North would take control of Congress, and they began to | Explain the course and consequences of the Civil War and how it divided people  in the United States, to include:  • contributions and significance of key figures (e.g., Abraham Lincoln, Jefferson  Davis, Robert E. Lee, William Tecumseh  Sherman, Ulysses S. Grant)  • major turning points in the Civil War, including Gettysburg  • unique nature of the Civil War (e.g.,  impact of Americans fighting Americans, high casualties caused by disease and  type of warfare, widespread destruction of American property)  • role of African Americans  • Purpose and effect of the | Using photos from the Civil War, compare and contrast Civil War military scenes with the modern military scenes through the  completion of a Venn Diagram.  **Assessment/**Venn Diagram.  Write a series of journal entries using the voice of one of the major characters in the Civil War. What experiences has the character had? How do you think he or she might feel about these experiences? What hopes or dreams might the character have? **Assessment/** Writing Rubric.  Compose a speech in which you express the views of an abolitionist or of someone who | Video- American Civil War: Causes and Consequences  Glencoe-McGraw Hill textbook  [www.smplanet.com/civilwar/civilwar.](http://www.smplanet.com/civilwar/civilwar) html |

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|  | proclaim states’ rights as a means of self- protection?  3. What started the Civil War – the abolishment  of slavery or states’ rights?  4. How did the National Political Parties help divide the United States?  5. How did the issue of states' rights and  slavery increase sectional tension between the  North and South?  **RECONSTRUCTION**  6. Which states seceded from the Union?  7. Which four states stayed in the Union?  8. Where were the other states that remained in the United States located?  9. Who were considered the leaders of the  Civil War?  10. How did Lincoln's view of the nature of the  Union differ from Lee's?  11. Where did critical events of the Civil War take place?  12. Where were the major battles fought?  13. What is the ways location and topography influenced important developments in the war,  including major battles?  14. What hardships were experienced during the Civil War?  15. How did the Civil War change the lives of  soldiers, women, and slaves?  16. What were the provisions of the 13th, 14th,  15th Amendments?  17. What were the three different  Reconstruction policies for the South?  18. What were the pros and cons of the  Reconstruction plans and how did they help | Emancipation Proclamation.  8. Analyze the character and lasting consequences of Reconstruction, to include:  • Reconstruction plans  • impact of Lincoln’s assassination and the impeachment of Andrew Johnson  • attempts to protect the rights and  enhance the opportunities for freemen  by the 13th, 14th, and 15th Amendments to the United States Constitution  • Post-Civil War segregation policies and  their resulting impact on racial issues in the United States. | wants to preserve the institution of slavery. Make the speech powerful and persuasive.  **Assessment**/ Writing Rubric and Speech  Rubric.  Participate in Lincoln- Douglas debate. Audience will ask questions of 2 participants. Students will research Dred Scott Decision, Abraham Lincoln, and Stephen A Douglas prior to the debate.  **Assessment**/ Speech Rubric.  Create a timeline of events leading up to the Civil War. **Assessment**/ teacher observation of timeline.  Research slang from the Civil War Period. Construct a Civil War Dictionary using language from the time period.  **Assessment**/ dictionary rubric.  Compare and contrast the Gettysburg Address to September 11. Write an essay explaining why the Gettysburg Address is appropriate now?  **Assessment**/ writing rubric.  Memorize the Gettysburg Address and present it to the class.  **Assessment/**presentation rubric. | [www.illinoiscivilwar.org/debates.html](http://www.illinoiscivilwar.org/debates.html)  Video- American’s Story: Abe  Lincoln  <http://sunsite.utk.edu/civil-> war/warweb.html#crisis  [www.smplanet.com/civilwar/civilwar.](http://www.smplanet.com/civilwar/civilwar) html  [www.americanwriters.org/classroom](http://www.americanwriters.org/classroom)  /resources/tr\_lincoln.asp  [www.norvig.com/Gettysburg/](http://www.norvig.com/Gettysburg/) Video Resources-RISD Material  Center:  Fighting for Independence The Revolutionary War Background of the US Constitution The Constitution: An American Adventure  Bloody Senate |

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|  | improve the South? |  |  | The Background of the Civil War  Westward Movement I  Shh! We’re writing the Constitution We the People: The Growth of Constitution  Lewis and Clark: Great Journey  West |

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