

Grade 8 Social Studies, Quarter 1, Unit 1

Students Act as Historians

Overview

Number of instructional days: 15 (1 day = 45-50 minutes)

Rationale for placement

Students need to understand that the history is an account of human activity that is interpretive nature. We want to emphasize basic historical skills that will be used throughout the year.

Concepts to be learned and skills to be used:

Grade-Span Expectations for Social Studies

- ACT as **historians** by using a variety of tools, including **primary and secondary sources**.
- ASK and ANSWER historical questions
- ORGANIZE AND EVALUATE information in terms of **relevance and thoroughness**
- UNDERSTAND how the past frames the present by EVALUATING alternative courses of action, ethics of decisions, and effects
- MAKE **personal connections** by COMPARING and CONTRASTING cultural influences that shape **events and individuals**

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- SUPPORT analysis of sources
 - CITE specific **textual evidence**
- DETERMINE the **central ideas** or **information**
- PROVIDE accurate **summaries**
- ANALYZE the **relationship** between a **primary source** and a **secondary source** on the same **topic**
- WRITE **informative/explanatory texts**
 - INTRODUCE a **topic** clearly
 - ORGANIZE **ideas, concepts, and information** into broader categories
 - DEVELOP the **topic**
 - DRAW **evidence** from informational texts to support analysis, reflection, and research.
 - USE appropriate and varied **transitions**
 - USE **precise language** and **domain-specific vocabulary** to INFORM or EXPLAIN the **topic**.
 - ESTABLISH and MAINTAIN a **formal style** and **objective tone**.

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Essential questions

- What is history?
- What tools do historians use to create a historical narrative?
- How does history connect past, the present, and future events? (How does history tell us about our world?)
- Where is my place in history or the historical narrative?

Written Curriculum

Grade-Span Expectations for Social Studies**HP 1: History is an account of human activities that is interpretive in nature.**

- (7-8) – 1 Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
- c. asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness

HP 3: The study of history helps us understand the present and shape the future.

- (7-8) – 1 Students demonstrate an understanding of how the past frames the present by...
- b. evaluating alternative courses of action, (keeping in mind the context of the time), ethical considerations, and the interest of those affected by the decision, and determining the long- and short-term consequences (e.g., Post WWII use of Narragansett Bay - tourism vs. oil refinery)
- (7-8) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
- c. comparing and contrasting the cultural influences that shape individuals and historical events (e.g., Conversion of Quakers from slave holders to abolitionists, emergence of mill villages, Gordon Trial)

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***Reading Standards*****Key Ideas and Details**

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Integration of Knowledge and Ideas

RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10 By the end of Grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards**Text Types and Purposes**

- WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.

Research to Build and Present Knowledge

WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning*HP*

In Grade 7, student began their course of study, “Students as Historians,” in which they use a variety of tools, such as primary and secondary sources. Students have analyzed and interpreted historical activity by identifying key people and events, and they have made personal connections by recognizing the similarities of human issues and interactions across time.

RI

By the end of the seventh grade, students had cited evidence from primary and secondary sources to support their claims.

W

By the end of the seventh grade, students had composed a variety of responses, ranging from argumentative to explanatory, using primary and secondary sources.

Current learningHP

Students act as historians by using a variety of tools, including primary and secondary sources. Students demonstrate understanding of the past by evaluating alternative courses of actions and exploring multiple perspectives on a historical issue and/or event.

Students make personal connections by comparing and contrasting cultural influences that shape individuals and historical events.

RI

Students are able to cite evidence to support claims by determining the main idea of a source and producing a written response. In addition, students draw connections between primary and secondary sources on the same topic while will reading grade-level material with proficiency.

W

Students create a written response that establishes a claim, is properly organized, includes facts and details, uses content-rich vocabulary, and ends with a strong conclusion.

Future learningHP

Students will identify and analyze multiple perspectives on the same topic. They will also take a position on a topic and defend their claim using primary and secondary sources.

RI

Students will cite evidence, attending to dates and the origin of the source. They will also summarize how key events are develop in the text by comparing and contrasting treatment of the same topic using primary and secondary sources.

W

Students will choose audience-specific details in their writing, using varied sentence structure and domain-specific vocabulary to suit the audience. Writing will be formally organized and will contain a claim and a conclusion.

Resources

Suggested primary and secondary sources

History documents: speeches, treaties, laws, enduring documents such as the Constitution

Personal documents: letters, photographs, maps, etc.

Official records: census, marriage licenses, passports, laws

Political cartoons and editorials

Trade books and informational texts

Document-based questions such as Mini-Qs from the DBQ Project

Professional resources in print for teachers

Lesh, Bruce A. *Why Won't You Just Tell US the Answer? Teaching Historical Thinking in Grades 7–12*. N.p.: Stenhouse Publishers, 2011. Print.

- The book is written by a high school teacher who provides a common-sense approach to changing your classroom to teach historical thinking. The book's chapters each cover a different method of teaching historical thinking with a lesson plan on a specific topic. Some of the chapter topics include Nat Turner, the Rail Strike of 1877, the Battle of Little Big Horn, the Korean War, and the Civil Rights Movement.

Loewen, James W. *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited about Doing History*. Columbia University: Teacher College Press, 2010. Print.

- In this book, Professor Loewen builds off his bestseller “Lies that My Teacher Told Me” with the premise that a history classroom should be set up for students to “do” history rather than memorize evidence. The book offers many suggestions on how to change teaching practices, and it includes content that discusses the bias found in current textbooks.

Schur, Joan B. *Eyewitness to the Past: Strategies for Teaching American History in Grades 5–12*. Portland, ME: Stenhouse Publishing, 2007. Print.

- In this book, the Schur examines six types of primary sources—diaries, travelogues, letters, news articles, election speeches, and scrapbooks. The book also includes interactive strategies for analyzing the unique properties of each type of primary source so that students can create their own written and oral arguments.

Williams, Yohuru. *U.S. History Beyond the Textbooks*. Thousand Oaks, CA: Corwin, 2008. Print.

- Professor Williams is a very engaging professor at Fairfield University who offers six strategies for teaching history that engage students in the classroom. The strategies require students to analyze or research topics in a “fun” investigative approach. One strategy, called the HOST Files, has students investigate local history; another, the “ESP,” asks students to look at a major historical event and investigate its economic, social, and political impact; and the “intersection” strategy ask students to analyze the viewpoints and motives of historical figures who meet at a major historical event or intersection in time.

Wineburg, Sam. *Historical Thinking and Other Unnatural Acts—Charting the Future of Teaching the Past*. Philadelphia: Temple UP. 2012. Print.

- A series of different topics are covered in this scholarly work on the current status of teaching history in America. The author highlights the difficulties of teaching historical thinking and offers suggestions on how to improve the current delivery of instruction. Wineburg is one of the major scholars in this area of history education.

Wineburg, Sam; Martin, Daisy; and Monte-Sano, Chauncey. *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms*. Columbia University. NY: Teacher College. 2013. Print.

- This book provides several detailed lesson plans on content-specific events; each plan includes multiple primary sources. A key feature of the book is that it offers several alternative ways to teach the lesson depending on the amount of time you have and the level at which your students are learning.

Suggested online resources primarily for teachers

Gilder Lehrman (multiple topics with secondary and primary resources): www.gilderlehrman.org/collections

- The organization has one of the largest private collections, with over 60,000 primary sources on various topics in American history. Gilder Lehrman has worked closely with Teach American History programs throughout the United States.

National Archives (multiple topics with secondary and primary resources): www.archives.gov/education/ and <http://docsteach.org/>

- The government’s repository or “warehouse” of major documents in American history, including the Declaration of Independence and the Constitution. The website also provides thousands of primary sources relating to Americans’ experiences. A mobile app can be used to get the document of the day with supporting information.

Library of Congress (multiple topics and resources): www.loc.gov/library/libarch-digital.html

- The Library of Congress was founded in 1800 and is the largest library in the world, containing over 155 million items. The library also has one of the greatest digital collections in the world, and many of its collections emphasize American history. The Library’s mission is to give Americans access to knowledge and to inspire creativity from such knowledge to improve the nation and themselves. This site provides learning modules for teachers on using the site as well as ready-made lesson plans featuring documents from the collections.

Stanford History Education Group (lesson plans based on using primary sources): <http://sheg.stanford.edu/>

- This website is maintained by Stanford’s History Department, which includes acclaimed historian Sam Wineburg. The site is intended to promote better historical education among American students. It provides lesson plans on U.S. and world history using primary sources. The website also has excellent lesson plans to help teach historical thinking and provides posters to help emphasize key concepts for the classroom.

ABC–CLIO (primary and secondary sources): www.abc-clio.com/

- This site provides award-winning collections of digital and print resources. ABC–CLIO collaborates with librarians and scholars to bring high-quality resources to classroom teachers and students.

PBS (video and primary sources): <http://www.pbs.org> and <http://www.pbs.org/wgbh/americanexperience/>

- The publicly supported network provides lesson plans, readings, and videos on a range of American topics including the American Revolution, slavery, the Civil War, Reconstruction, civil rights, and current events.

Smithsonian (National museum with extensive digital collection): www.smithsonianeducation.org/educators/lesson_plans/lesson_plans.html

- Smithsonian lesson plans emphasize inquiry-based learning using primary sources and museum collections. Each plan is print-friendly and provides you with all the materials you need—photographs, reproductions, handouts, activities, suggested strategies, standards information, and additional online resources.

Suggested online resources primarily for students

National Geographic Website (maps and geography): <http://maps.nationalgeographic.com/maps>

- The classic publication has an interactive map to use in the classroom to help strengthen knowledge of physical geography. The website has videos, photographs, and other sources to help bring the world to life for students. The site also includes lesson plans that are easily adaptable for specific classroom use.

Discovery Education (video, resources, lesson plans) www.discoveryeducation.com/teachers/free-6-8-teacher-resources/index.cfm?campaign=flyout_teachers_68

- The website provides teachers and students with many different resources for learning about a topic, including videos. The “puzzle-maker” feature helps teachers generate many different relearning activity worksheets, including crossword puzzles. If the school subscribes to the website, teachers can create a virtual classroom and generate assignments that can be submitted by students using a computer.

Sheppard Software (learning activities and games): <http://www.sheppardsoftware.com/>

- A website geared for younger students; students can play games to emphasize learning concepts, including a range of math, writing, and social studies skills. For middle school students, the U.S. Geography games provide a fun way for students to study the 50 states, the capitals, and the physical geography of the United States.

iCivics (Lessons and games related to civics): <https://www.icivics.org/>

- iCivics is a nonprofit organization created by retired Supreme Court Justice Sandra Day O’Connor that is dedicated to reinvigorating civics learning through interactive and engaging learning resources. The teacher resources include lesson plans, texts, and worksheets that teach difficult government concepts in a meaningful way to students. Often the lesson is supported with a fun computer game that reinforces the lesson. The goal of the organization is to prepare the next generation of students to become knowledgeable and engaged citizens

Rhode Island Historical Society: <http://www.rihs.org/lesson-plans/>

- The RIHS website provides lesson plans for teachers and documents for students and teachers to use. This site is an excellent resource for providing students and educators with information related to Rhode Island’s place in national and world history. Lesson plans are updated and added frequently. The online library of documents is also quite helpful.

Rhode Island Department of Education: <https://www.ride.ri.gov/> and <https://www.ride.ri.gov/InstructionAssessment/Overview.aspx>

- This website that contains the social studies GSEs, which are the state standards for the content areas in civics, historical perspective, geography and economics. The website also contains some supporting materials for the Common Core.

National Curriculum Standards for Social Studies: <http://www.socialstudies.org/standards>

- This organization provides a basic framework for social studies standards that can be referenced to teach a variety of social studies skills and processes.

Common Core: <http://www.corestandards.org/>

- The website provides the Common Core State Standards documents and related materials. The site is designed to teach teachers about the standards and provide basic resources to assist them in designing lessons and assessments.

Core Knowledge: www.coreknowledge.org/teachers

- When teachers use the Core Knowledge Sequence, they can be confident that careful attention and research has already been devoted to identifying age-appropriate content that builds from one grade level to the next. Instead of spending hours trying to identify and plan what to teach, teachers are freed to think more creatively about how to teach. Thanks to the specific grade-by-grade outline of topics in the Sequence, Core Knowledge teachers know what children have learned in previous years and what they will encounter in succeeding grades. They can make efficient use of instructional time by eliminating the likelihood of inadvertently repeating topics that teachers in other grades have already addressed while ensuring that large gaps do not occur because important topics are overlooked. The site contains links to lesson plans, resources, and professional development.

Websites with common core information, strategies, or lessons

Achieve the Core: <http://www.achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12>

- One of the most important websites to help learn about the Common Core. As the website states, it “is full of free content designed to help educators understand and implement the Common Core State Standards. It includes practical tools designed to help students and teachers see their hard work deliver results.”

Engage New York: <http://www.engageny.org/>

- New York state has become one of the leaders in the Common Core curriculum. This website provides teachers with many valuable resources, and they are free!

Teachers Pay Teachers: <http://www.teacherspayteachers.com/>

- The website hosts an array of teacher-created lesson plans for all types of courses. To get a lesson plan, a teacher must pay a nominal fee that is given to the teacher who created the lesson.

Vocabulary

interpretive

primary and secondary sources

summary

integration

text complexity

procedures

technical processes.

formatting

definitions

quotations

appropriate and varied transitions

precise language

maintain a formal style

draw evidence

support analysis

research

Grade 8 Social Studies, Quarter 1, Unit 2

Government

Overview

Number of instructional days: 17 (1 day = 45–50 minutes)

Rationale for placement

Students need to understand their role as a citizen in the nation; this will be a common theme throughout the course of study. Students need to understand that power is the basic element of governance and that various forms of governments exist in the world today.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- UNDERSTAND **sources** of power and authority and how they can be changed
- DETERMINE why the **rule of law** is necessary
- EXPLAIN a citizen's **rights, duties, and responsibilities**
- COMPARE and CONTRAST various **forms of government**
- RECOGNIZE and EVALUATE their **actions** as a citizen and the **impact** these actions have

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- IDENTIFY **key steps** in a text's description of a **process**
- DETERMINE the **meaning** of words and phrases as they are used in a text
- DISTINGUISH among **fact, opinion, and reasoned judgment** in a text
- WRITE **informative/explanatory texts**
 - INTRODUCE a **topic** clearly
 - ORGANIZE **ideas, concepts, and information** into broader categories
 - DEVELOP the **topic**
 - DRAW **evidence** from informational texts to support analysis, reflection, and research
 - USE appropriate and varied **transitions**
 - USE **precise language** and **domain-specific vocabulary** to INFORM or EXPLAIN the **topic**
 - ESTABLISH and MAINTAIN a **formal style** and **objective tone**

Essential questions

- What is a citizen? What are the responsibilities and duties of a citizen?
- What is power? What is government?
- What are difficult political systems that use power?
- What is the rule of law?

Written Curriculum

Grade-Span Expectations for Social Studies**C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.**

- (7-8)–2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
- explaining why the rule of law is necessary to the role of government (e.g., debate/ Robert’s Rules of Order, classroom procedures)
 - defining and identifying the nature of authority and sources of power

C&G 3: In a democratic society all people have certain rights and responsibilities.

- (7-8)–1 Students demonstrate an understanding of citizens’ rights and responsibilities by...
- defining and applying the concepts: “civic”(adj.), “civics”(n), “civil,” “citizen,” and “rights”
 - providing examples that reflect conflicts between individual rights and the common good, within the context of civic responsibility

C&G 4: People engage in political processes in a variety of ways.

- (7-8)–1 Students demonstrate an understanding of political systems and political processes by...
- evaluating the strengths and weaknesses of various political systems (e.g., dictatorship, oligarchy, monarchy, democracy, theocracy)
- (7-8)-2 Students demonstrate their participation in political processes by...
- engaging in the political process (e.g., mock elections)

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (7-8)– 1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...
- identifying, describing, and explaining how people are politically, economically, environmentally, militarily, and (or) diplomatically connected (e.g., World Bank, UN, NATO, European Union)

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Key Ideas and Details

RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Integration of Knowledge and Ideas

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Writing Standards

Text Types and Purposes

- WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.

Clarifying the Standards

Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning

C&G

In Grade 7, students identified the origins and basic functions of government. They analyzed and interpreted individual rights by defending a position on civic responsibilities. They studied the

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election process, identifying themselves politically. Seventh grade students also traced and explained social, technological, geographical, economical, and cultural connections for a given society and people.

Current learning

C&G

In this unit, students define and apply the terms *civic*, *civics*, *civil*, *citizen*, and *rights*. They understand political systems and evaluate their strengths and weaknesses. As members of an interconnected world, students identify, describe, and explain how people are politically, economically, environmentally, militarily, and/or diplomatically connected.

Future learning

C&G

Students will continue their studies of how political authority is attained and legitimized. They will explore the origins of power and how that power has been exercised over time.

Students will continue their studies on rights and responsibilities by analyzing the scope and limits of personal, cultural, economic, or political rights. They will continue their studies of the political processes by analyzing and interpreting sources that distinguish fact from opinion. Students will also evaluate possible bias/propaganda or conflicting information within or across sources.

Students will continue their studies of the interconnected world by organizing information to show relationships between and among various individuals, systems, and structures.

RI

Students will determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. They will assess the extent to which the reasoning and evidence in a text support the author's claim.

W

Students will write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

They will introduce a topic and organize ideas, concepts, and information to make important connections and distinctions. They will include formatting, graphics, and multimedia when useful to aiding comprehension

They will develop the topic with well-chosen and sufficient facts; relevant, extended definitions; and concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Students will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

Students will use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. They will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Resources

Suggested primary and secondary sources

History documents: speeches, treaties, laws, enduring documents such as the Constitution

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Official records: census, marriage licenses, passports, laws

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- In this book, Professor Loewen builds off his bestseller “Lies that My Teacher Told Me” with the premise that a history classroom should be set up for students to “do” history rather than memorize evidence. The book offers many suggestions on how to change teaching practices, and it includes content that discusses the bias found in current textbooks.

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- This book provides several detailed lesson plans on content-specific events; each plan includes multiple primary sources. A key feature of the book is that it offers several alternative ways to teach the lesson depending on the amount of time you have and the level at which your students are learning.

Suggested online resources primarily for teachers

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- The government’s repository or “warehouse” of major documents in American history, including the Declaration of Independence and the Constitution. The website also provides thousands of primary sources relating to Americans’ experiences. A mobile app can be used to get the document of the day with supporting information.

Library of Congress (multiple topics and resources): www.loc.gov/library/libarch-digital.html

- The Library of Congress was founded in 1800 and is the largest library in the world, containing over 155 million items. The library also has one of the greatest digital collections in the world, and many of its collections emphasize American history. The Library’s mission is to give Americans access to knowledge and to inspire creativity from such knowledge to improve the nation and themselves. This site provides learning modules for teachers on using the site as well as ready-made lesson plans featuring documents from the collections.

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PBS (video and primary sources): <http://www.pbs.org> and <http://www.pbs.org/wgbh/americanexperience/>

- The publicly supported network provides lesson plans, readings, and videos on a range of American topics including the American Revolution, slavery, the Civil War, Reconstruction, civil rights, and current events.

Smithsonian (National museum with extensive digital collection):

www.smithsonianeducation.org/educators/lesson_plans/lesson_plans.html

- Smithsonian lesson plans emphasize inquiry-based learning using primary sources and museum collections. Each plan is print-friendly and provides you with all the materials you need—photographs, reproductions, handouts, activities, suggested strategies, standards information, and additional online resources.

Suggested online resources primarily for students

National Geographic Website (maps and geography): <http://maps.nationalgeographic.com/maps>

- The classic publication has an interactive map to use in the classroom to help strengthen knowledge of physical geography. The website has videos, photographs, and other sources to help bring the world to life for students. The site also includes lesson plans that are easily adaptable for specific classroom use.

Discovery Education (video, resources, lesson plans) www.discoveryeducation.com/teachers/free-6-8-teacher-resources/index.cfm?campaign=flyout_teachers_68

- The website provides teachers and students with many different resources for learning about a topic, including videos. The “puzzle-maker” feature helps teachers generate many different relearning activity worksheets, including crossword puzzles. If the school subscribes to the website, teachers can create a virtual classroom and generate assignments that can be submitted by students using a computer.

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- A website geared for younger students; students can play games to emphasize learning concepts, including a range of math, writing, and social studies skills. For middle school students, the U.S. Geography games provide a fun way for students to study the 50 states, the capitals, and the physical geography of the United States.

iCivics (Lessons and games related to civics): <https://www.icivics.org/>

- iCivics is a nonprofit organization created by retired Supreme Court Justice Sandra Day O’Connor that is dedicated to reinvigorating civics learning through interactive and engaging learning resources. The teacher resources include lesson plans, texts, and worksheets that teach difficult government concepts in a meaningful way to students. Often the lesson is supported with a fun computer game that reinforces the lesson. The goal of the organization is to prepare the next generation of students to become knowledgeable and engaged citizens

Rhode Island Historical Society: <http://www.rihs.org/lesson-plans/>

- The RIHS website provides lesson plans for teachers and documents for students and teachers to use. This site is an excellent resource for providing students and educators with information related to Rhode Island’s place in national and world history. Lesson plans are updated and added frequently. The online library of documents is also quite helpful.

Rhode Island Department of Education: <https://www.ride.ri.gov/> and <https://www.ride.ri.gov/InstructionAssessment/Overview.aspx>

- This website that contains the social studies GSEs, which are the state standards for the content areas in civics, historical perspective, geography and economics. The website also contains some supporting materials for the Common Core.

National Curriculum Standards for Social Studies: <http://www.socialstudies.org/standards>

- This organization provides a basic framework for social studies standards that can be referenced to teach a variety of social studies skills and processes.

Common Core: <http://www.corestandards.org/>

- The website provides the Common Core State Standards documents and related materials. The site is designed to teach teachers about the standards and provide basic resources to assist them in designing lessons and assessments.

Core Knowledge: www.coreknowledge.org/teachers

- When teachers use the Core Knowledge Sequence, they can be confident that careful attention and research has already been devoted to identifying age-appropriate content that builds from one grade level to the next. Instead of spending hours trying to identify and plan what to teach, teachers are freed to think more creatively about how to teach. Thanks to the specific grade-by-grade outline of topics in the Sequence, Core Knowledge teachers know what children have learned in previous years and what they will encounter in succeeding grades. They can make efficient use of instructional time by eliminating the likelihood of inadvertently repeating topics that teachers in other grades have already addressed while ensuring that large gaps do not occur because important topics are overlooked. The site contains links to lesson plans, resources, and professional development.

Websites with common core information, strategies, or lessons

Achieve the Core:

<http://www.achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12>

- One of the most important websites to help learn about the Common Core. As the website states, it “is full of free content designed to help educators understand and implement the Common Core State Standards. It includes practical tools designed to help students and teachers see their hard work deliver results.”

Engage New York: <http://www.engageny.org/>

- New York state has become one of the leaders in the Common Core curriculum. This website provides teachers with many valuable resources, and they are free!

Burrillville and Lincoln Public Schools, with process support from The Charles A. Dana Center at the University of Texas at Austin

Teachers Pay Teachers: <http://www.teacherspayteachers.com/>

- The website hosts an array of teacher-created lesson plans for all types of courses. To get a lesson plan, a teacher must pay a nominal fee that is given to the teacher who created the lesson.

Vocabulary

achieving	core	justifying
charts	demonstrate	integration
context	texts	community
demonstrate	primary and secondary sources	authority
goals	economic	domain
clarifying	abundance	categories
precise	scarcity	conflicts
processes	identifying	debate
structure		globally
civil		

Grade 8 Social Studies, Quarter 1, Unit 3

Economic and Geographic Skills

Overview

Number of instructional days: 7 (1 day = 45–50 minutes)

Rationale for placement

Students need to understand the connections among geography, economics, and the political process.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- REINFORCE basic geographic skills using maps, globes, and geographic tools.
- DRAW inferences about geography’s impact on economics and political actions using geographic tools.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- INTEGRATE **visual information** (e.g., in charts, graphs, photographs, videos, or maps) with **other information** in print and **digital texts**.

Essential questions

- What is geography?
- How does geography affect people, places, and the spread of ideas?

Written Curriculum

Grade-Span Expectations for Social Studies

G 1: Understanding and interpreting the organization of people, places, and environments on Earth’s surface provides an understanding of the world in spatial terms

- (7-8)–1 Students understand maps, globes, and other geographic tools and technologies by...
- c. analyzing charts and graphs to interpret geographical information.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Integration of Knowledge and Ideas

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. Common Core State Standards for English Language Arts or Literacy

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

G

In Grade 7, students identified and utilized maps for different purposes. They also used technology to access and use geography databases.

RI

In Grade 7, students had practice integrating visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Current learning

G

Students further develop geographic skills to be able to draw inferences about geography's impact on economics and political actions.

RI

Students continue to practice integrating visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Future learning

G

Students will continue to analyze how place has shaped and changed events.

RI

Students will translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words.

Resources

Suggested primary and secondary sources

History documents: speeches, treaties, laws, enduring documents such as the Constitution

Personal documents: letters, photographs, maps, etc.

Official records: census, marriage licenses, passports, laws

Political cartoons and editorials

Trade books and informational texts

Document-based questions such as Mini-Qs from the DBQ Project

Professional resources in print for teachers

Lesh, Bruce A. *Why Won't You Just Tell US the Answer? Teaching Historical Thinking in Grades 7–12*. N.p.: Stenhouse Publishers, 2011. Print.

- The book is written by a high school teacher who provides a common-sense approach to changing your classroom to teach historical thinking. The book's chapters each cover a different method of teaching historical thinking with a lesson plan on a specific topic. Some of the chapter topics include Nat Turner, the Rail Strike of 1877, the Battle of Little Big Horn, the Korean War, and the Civil Rights Movement.

Loewen, James W. *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited about Doing History*. Columbia University: Teacher College Press, 2010. Print.

- In this book, Professor Loewen builds off his bestseller “Lies that My Teacher Told Me” with the premise that a history classroom should be set up for students to “do” history rather than memorize evidence. The book offers many suggestions on how to change teaching practices, and it includes content that discusses the bias found in current textbooks.

Schur, Joan B. *Eyewitness to the Past: Strategies for Teaching American History in Grades 5–12*. Portland, ME: Stenhouse Publishing, 2007. Print.

- In this book, the Schur examines six types of primary sources—diaries, travelogues, letters, news articles, election speeches, and scrapbooks. The book also includes interactive strategies for analyzing the unique properties of each type of primary source so that students can create their own written and oral arguments.

Williams, Yohuru. *U.S. History Beyond the Textbooks*. Thousand Oaks, CA: Corwin, 2008. Print.

- Professor Williams is a very engaging professor at Fairfield University who offers six strategies for teaching history that engage students in the classroom. The strategies require students to analyze or research topics in a “fun” investigative approach. One strategy, called the HOST Files, has students investigate local history; another, the “ESP,” asks students to look at a major historical event and investigate its economic, social, and political impact; and the “intersection” strategy ask students to analyze the viewpoints and motives of historical figures who meet at a major historical event or intersection in time.

Burrillville and Lincoln Public Schools, with process support from The Charles A. Dana Center at the University of Texas at Austin

Wineburg, Sam. *Historical Thinking and Other Unnatural Acts—Charting the Future of Teaching the Past*. Philadelphia: Temple UP. 2012. Print.

- A series of different topics are covered in this scholarly work on the current status of teaching history in America. The author highlights the difficulties of teaching historical thinking and offers suggestions on how to improve the current delivery of instruction. Wineburg is one of the major scholars in this area of history education.

Wineburg, Sam; Martin, Daisy; and Monte-Sano, Chauncey. *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms*. Columbia University. NY: Teacher College. 2013. Print.

- This book provides several detailed lesson plans on content-specific events; each plan includes multiple primary sources. A key feature of the book is that it offers several alternative ways to teach the lesson depending on the amount of time you have and the level at which your students are learning.

Suggested online resources primarily for teachers

Gilder Lehrman (multiple topics with secondary and primary resources):

www.gilderlehrman.org/collections

- The organization has one of the largest private collections, with over 60,000 primary sources on various topics in American history. Gilder Lehrman has worked closely with Teach American History programs throughout the United States.

National Archives (multiple topics with secondary and primary resources):

www.archives.gov/education/ and <http://docsteach.org/>

- The government’s repository or “warehouse” of major documents in American history, including the Declaration of Independence and the Constitution. The website also provides thousands of primary sources relating to Americans’ experiences. A mobile app can be used to get the document of the day with supporting information.

Library of Congress (multiple topics and resources): www.loc.gov/library/libarch-digital.html

- The Library of Congress was founded in 1800 and is the largest library in the world, containing over 155 million items. The library also has one of the greatest digital collections in the world, and many of its collections emphasize American history. The Library’s mission is to give Americans access to knowledge and to inspire creativity from such knowledge to improve the nation and themselves. This site provides learning modules for teachers on using the site as well as ready-made lesson plans featuring documents from the collections.

Stanford History Education Group (lesson plans based on using primary sources):

<http://sheg.stanford.edu/>

- This website is maintained by Stanford’s History Department, which includes acclaimed historian Sam Wineburg. The site is intended to promote better historical education among American students. It provides lesson plans on U.S. and world history using primary sources. The website also has excellent lesson plans to help teach historical thinking and provides posters to help emphasize key concepts for the classroom.

ABC–CLIO (primary and secondary sources): www.abc-clio.com/

- This site provides award-winning collections of digital and print resources. ABC–CLIO collaborates with librarians and scholars to bring high-quality resources to classroom teachers and students.

PBS (video and primary sources): <http://www.pbs.org> and <http://www.pbs.org/wgbh/americanexperience/>

- The publicly supported network provides lesson plans, readings, and videos on a range of American topics including the American Revolution, slavery, the Civil War, Reconstruction, civil rights, and current events.

Smithsonian (National museum with extensive digital collection):

www.smithsonianeducation.org/educators/lesson_plans/lesson_plans.html

- Smithsonian lesson plans emphasize inquiry-based learning using primary sources and museum collections. Each plan is print-friendly and provides you with all the materials you need—photographs, reproductions, handouts, activities, suggested strategies, standards information, and additional online resources.

Suggested online resources primarily for students

National Geographic Website (maps and geography): <http://maps.nationalgeographic.com/maps>

- The classic publication has an interactive map to use in the classroom to help strengthen knowledge of physical geography. The website has videos, photographs, and other sources to help bring the world to life for students. The site also includes lesson plans that are easily adaptable for specific classroom use.

Discovery Education (video, resources, lesson plans) www.discoveryeducation.com/teachers/free-6-8-teacher-resources/index.cfm?campaign=flyout_teachers_68

- The website provides teachers and students with many different resources for learning about a topic, including videos. The “puzzle-maker” feature helps teachers generate many different relearning activity worksheets, including crossword puzzles. If the school subscribes to the website, teachers can create a virtual classroom and generate assignments that can be submitted by students using a computer.

Sheppard Software (learning activities and games): <http://www.sheppardsoftware.com/>

- A website geared for younger students; students can play games to emphasize learning concepts, including a range of math, writing, and social studies skills. For middle school students, the U.S. Geography games provide a fun way for students to study the 50 states, the capitals, and the physical geography of the United States.

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Vocabulary

visual

text

interpret

integrate

Grade 8 Social Studies, Quarter 2, Unit 1

Students Act as Historians II

Overview

Number of instructional days: 15 (1 day = 45-50 minutes)

Rationale for placement

Students need to continue to develop their understanding of history as being interpretive in nature. Student need to understand that groups are connected by a shared past and/or events. Students need to understand how groups change over time as a reaction to the events of the past.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- **Interpret** history as a series of connected events with **multiple** cause-and-effect relationships by developing a historical **thesis** based on a series of events
- **Chronicle** events and conditions by **correlating** key events, and develop an understanding of the **historical perspective** of the time period in which they occurred
- **Cite specific evidence** to explain how individuals and societies adapt and change
- **Explain and analyze** how changing perspectives impact history using **primary sources** as evidence

Essential questions

- How is history interpretive in nature? (multiple perspectives)
- How do historians link events?
- How does history connect past, present, and future events? (How does history tell us about our world?)
- Where is my place in history or the historical narrative?

Written Curriculum

Grade-Span Expectations for Social Studies

HP 1: History is an account of human activities that is interpretive in nature.

- (7-8) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...
- b. developing, expanding, and supporting an historical thesis, based on a series of events

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- (7-8) – 2 Students chronicle events and conditions by...
- b. correlating key events to develop an understanding of the historical perspective of the time period in which they occurred (e.g., Jacksonian Democracy and Dorr’s Rebellion, water power and steam power, WWII and women at work)

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (7-8) – 1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
- b. citing specific evidence from a society/civilization to explain how shared events affect how individuals and societies adapt and change (e.g., language, religion, or customs).

HP 5: Human societies and cultures develop and change in response to human needs and wants.

- (7-8) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...
- b. explaining and analyzing how changing perspectives impact history using primary documents as evidence.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***Reading Standards*****Key Ideas and Details**

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Craft and Structure

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

Writing Standards**Text Types and Purposes**

- WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W= Writing Informational Texts

Prior learning

HP

In Quarter 1, students were able to:

- ACT as historians by using a variety of tools including primary and secondary sources.
- ASK and ANSWER historical questions.
- ORGANIZE AND EVALUATE information in terms of relevance and thoroughness.
- UNDERSTAND how the past frames the present by EVALUATING alternative courses of action, ethics of decisions, and effects
- MAKE personal connections by COMPARING and CONTRASTING cultural influences that shape events and individuals.

RI

By the end of the 7th grade, students were able to cite evidence. This standard will continue during this unit.

W

By the end of the 7th grade, students have written several essays ranging in style from argumentative to explanatory. This standard is continued within this unit.

Current learning

HP

Students interpret history as a series of connected events with multiple cause-and-effect relationships by developing a historical thesis based on a series of events.

Students chronicle events and conditions by correlating key events to develop an understanding of the historical perspective of the time period in which they occurred.

Students cite specific evidence to explain how individuals and societies adapt and change, and they explain and analyze how changing perspectives impact history using primary sources.

RI

Students continue to cite evidence to support analysis of primary and secondary sources.

They describe how a text uses different organizational methods—such as sequential, comparative, and causal, to present information.

Students continue read grade-level material proficiently.

W

Students write explanatory texts that

- require the clear introduction of a topic
- develop a topic with relevant facts and details, including quotations and examples
- use appropriate transitions to create cohesion and clarify relationships
- use precise language and domain-specific vocabulary
- establish and maintain a formal style and objective tone.

Future learningHP

Students will interpret and construct visual data, synthesize information from multiple sources to formulate historical interpretation, analyze conflict based on unresolved historical–geographical differences, and describe how historical perspectives of leaders serve to shape and influence public policy, using primary sources as evidence.

RI

Students will cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. Additionally, students will analyze how a text uses structure to emphasize key points or to advance an explanation or analysis.

W

Students will write informative/explanatory texts, including the narration of historical events, by making important connections and distinctions and developing a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. Additionally, students will use varied transitions and sentence structures linking major sections of the text, conveying a style appropriate to the discipline and context, and attend to the norms and conventions of the discipline in which they are writing.

Resources

Suggested primary and secondary documents

History Documents: speeches, treaties, laws, enduring documents such as the Constitution

Personal documents: letters, photographs, maps, etc.

Official records: census, marriage licenses, passports, laws

Political cartoons and editorials

Trade books and informative/explanatory texts, including the narration of historical events informational texts

Document Based Questions such as Mini-Qs from the DBQ Project

Suggested online resources

Gilder Lehrman (Multiple topics with secondary and primary resources)

National Archives (Multiple topics with secondary and primary resources)

Library of Congress and American (Multiple topics and resources)

ABC_CLIO (Primary and Secondary Sources)

National Geographic online (Maps and Geography)

PBS (Video and Primary Sources)

Discovery Education (Video)

Key information from the grade-span expectations and common core state standards documents

Rhode Island Department of Education website (curriculum tab)

Websites with common core information, strategies, or lessons

Engage New York

Achieve the Core

Common Core.org

Teachers pay Teachers

Rhode Island Department of Education website (curriculum tab)

Grade 8 Social Studies, Quarter 2, Unit 2
Government II

Overview

Number of instructional days: 5 (1 day = 40–50 minutes)

Rationale for placement

Students need to understand how the U.S. government is structured through the concepts of federalism and republicanism. They also need to understand how Congress creates laws that affect citizens, including themselves.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- Students will understand the concepts of republican government, constitutional government, and federalism.
- Students will understand the process required to make a law.
- Students will read primary and secondary sources on the topics of the Constitution and the Bill of Rights.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- Students will focus on introducing topics while writing information/explanatory texts.

Essential questions

- What is a constitutional government?
- What is a republic?
- How is federalism established through the United States Constitution?
- According to the United States Constitution, how does a bill become a law?

Written Curriculum

Grade-Span Expectations for Social Studies

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (7-8)–1 Students demonstrate an understanding of United States government (local, state, national) by...
- b. explaining how and why power is divided and shared among the levels of government (federalism)
 - c. tracing the process of how an idea transforms into a bill and then becomes a law.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Key Ideas and Details

- RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Writing Standards

Text Types and Purposes

- WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

C&G

In Quarter 1, students learned how power is derived and maintained. They also learned different types of power structures. In this unit, the focus is on the U.S system: specifically, republicanism and federalism. An example of one governmental power, lawmaking, will be explored.

RI

In Quarter 1, students practiced identifying steps in a process.

W

In Quarter 1, students practiced writing the steps of a process as well as informative/explanatory texts.

Current learning

C&G

Students demonstrate an understanding of constitutional government and explain how and why power is divided in the United States federal system. Students will also trace the process of how to make a law.

RI

Students identify the key steps in a text's description of a process relating to how an idea becomes a law. Students will also be reading primary sources such as the Constitution and the Bill of Rights as well as secondary sources about these important documents.

W

Students continue writing informative/explanatory texts, but with a focus on developing a topic clearly and organizing ideas, concepts, and information into broader categories according to the prompt.

Future learning

C&G

Students will analyze the basic structures of government through research; they will also identify and describe ways in which people gain or fail to gain access to the institutions of the U.S. government or other areas of politics.

RI

Students will analyze in detail a series of events described in a text and determine whether earlier events caused later ones or simply preceded them.

W

Students will write informative/explanatory texts, including the narration of historical events, by making important connections and distinctions and developing a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information, and examples. Additionally, students will use varied transitions and sentence structures to link major sections of a text, conveying a style appropriate to the discipline and context, and attend to the norms and conventions of the discipline in which they are writing.

Resources

Suggested primary and secondary documents

History Documents: speeches, treaties, laws, enduring documents such as the Constitution

Personal documents: letters, photographs, maps, etc.

Official records: census, marriage licenses, passports, laws

Political cartoons and editorials

Trade books and informational texts

Document Based Questions such as Mini-Qs from the DBQ Project

Suggested online resources

Gilder Lehrman (Multiple topics with secondary and primary resources)

National Archives (Multiple topics with secondary and primary resources)

Library of Congress and American (Multiple topics and resources)

ABC_CLIO (Primary and Secondary Sources)

National Geographic online (Maps and Geography)

PBS (Video and Primary Sources)

Discovery Education (Video)

Key information from the grade-span expectations and common core state standards documents

Rhode Island Department of Education website (curriculum tab)

Websites with common core information, strategies, or lessons

Engage New York

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Teachers Pay Teachers

Rhode Island Department of Education website (curriculum tab)

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Grade 8 Social Studies, Quarter 2, Unit 3

Interconnected World

Overview

Number of instructional days: 5 (1 day = 40-45 minutes)

Rationale for placement

Students continue their studies of government and citizenship by learning how government power is limited and how citizens learn to develop a position on a political issue that has an impact on their rights. Additionally, students will develop an understanding that they are citizens of the world and will consider how their decisions affect others. They will also develop a working knowledge of how the terms *citizen* and *rights* are defined across the globe and at different moments in time.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- Students will learn the methods used to limit power in a republic and constitutional government.
- Students will further develop democratic values by identifying a position on an issue and defending it.
- Students will gain further understanding of their rights and responsibilities as citizens by evaluating and defending a position involving their rights.
- Students will analyze and cite primary and secondary sources.
- Students will conduct research using multiple print and digital sources and citing them properly.
- Students will be able to see themselves as citizens of the world.

Essential questions

- What are democratic principles and values?
- What are individual rights?
- How can a democratic principle/value be defended?
- How are individuals citizens of the world?

Written Curriculum

Grade-Span Expectations for Social Studies

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (7-8) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...
- b. using a variety of sources to identify and defend a position on a democratic principle (e.g., self-government in *Declaration of Independence*, women’s rights in Seneca Falls Declaration, Habeas Corpus in Laws of 12 Tables, freedom of religion in Washington’s letter to the Touro Synagogue)

C&G 3: In a democratic society, all people have certain rights and responsibilities.

- (7-8) –1 Students demonstrate an understanding of citizens’ rights and responsibilities by...
- b. evaluating and defending a position on issues involving individual rights (personal, economic, legal, or political rights reflected in the *Bill of Rights*)

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Key Ideas and Details

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Integration of Knowledge and Ideas

- RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Research to Build and Present Knowledge

- WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

G

In Grade 7 and in the first quarter of Grade 8, students learned about democratic principles, federalism, republicanism, and the rights and responsibilities of citizens. This unit builds upon that knowledge by expanding the term *citizen* to a global concept.

RI

In previous grades and units, students have had multiple opportunities to practice citing informational texts and analyzing the relationships between primary and secondary sources.

WH

Students have had multiple opportunities to practice gathering information from multiple sources. This unit further develops those skills.

Current learning

C&G

Students continue learning about government and the methods devised to limit power. The focus of this unit is on developing democratic values by identifying a position (claim) on an issue and defending it. Students also develop a better understanding of their rights and responsibilities by evaluating and defending a position involving their rights.

RI

Students analyze primary and secondary sources and cite specific textual evidence to support a position on an issue.

W

Students research multiple print and digital sources and quote or paraphrase accurately to support their claim. Students use appropriate citation formatting according to district standards.

Future learning

C&G

Students will analyze the inherent challenges involved in balancing majority rule and minority rights. Additionally, students will compare and contrast human rights defined in various seminal documents, materials, and time periods.

RI

Students will continue to cite textual evidence to support analysis of primary and secondary sources, attending to date and origin of the information; they will also compare/contrast treatments of the same topic.

W

Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. In addition, they will assess the usefulness of each source in answering the research question, integrate information into the text selectively to maintain the flow of ideas, and avoid plagiarism while following a standard format for citation.

Resources

Suggested primary and secondary documents

History Documents: speeches, treaties, laws, enduring documents such as the Constitution

Personal documents: letters, photographs, maps, etc.

Official records: census, marriage licenses, passports, laws

Political cartoons and editorials

Trade books and informational texts

Document-based questions such as Mini-Qs from the DBQ Project

Suggested online resources

Gilder Lehrman (Multiple topics with secondary and primary resources)

National Archives (Multiple topics with secondary and primary resources)

Library of Congress and American (Multiple topics and resources)

ABC_CLIO (Primary and Secondary Sources)

National Geographic online (Maps and Geography)

PBS (Video and Primary Sources)

Discovery Education (Video)

Key information from the grade-span expectations and common core state standards documents

Rhode Island Department of Education website (curriculum tab)

Websites with common core information, strategies, or lessons

Engage New York

Achieve the Core

Common Core.org

Teachers pay Teachers

Rhode Island Department of Education website (curriculum tab)

Grade 8 Social Studies, Quarter 2, Unit 4
Economic and Geographic Skills II

Overview

Number of instructional days: 10 (1 day = 45–50 minutes)

Rationale for placement

Students will understand the connections among geography, economics, and the political process.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- REINFORCE their basic geographic skills using maps, globes and geographic tools.
- UTILIZE geographic tools (maps, atlas etc.), students will draw inferences about geography’s impact on economics and political actions.
- APPLY the concepts of scarcity and abundance in relation to geography and society.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- INTEGRATE visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- WRITE arguments focused on *discipline-specific content*.
 - SUPPORT claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Essential questions

- How does geography impact people, places, and the spread of ideas?
- How do scarcity and abundance affect migration?

Written Curriculum

Grade-Span Expectations for Social Studies

G 1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth’s surface provides an understanding of the world in spatial terms

- (7-8)–2 Students interpret the characteristics and features of maps by...
- a. analyzing multiple maps (e.g., physical, political, historical) to draw inferences about the development of societies.

G 3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of population and resources, relationships (cooperation and conflict), and culture.

- (7-8) –1 Students understand why people do/do not migrate by...
- a. analyzing how migration affects a population.

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

- (7-8) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...
- a. explaining the relationship between availability, distribution, and allocation of goods and services.
 - b. explaining how scarcity impacts the organization of society and development of civilization.

Common Core State Standards for English Language Arts or Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Integration of Knowledge and Ideas

- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing Standards

Text Types and Purposes

- WHST.6-8.1 Write arguments focused on *discipline-specific content*.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Clarifying the Standards

Key

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Prior learning

G

In Grade 7, students identified and used maps for different purposes. They also used technology to access geography databases.

E

In Grade 7, students described the distribution of goods and services and identified how scarcity and abundance affect the movement of people and goods.

RI

In Grade 7, students integrated visual information such as charts, graphs, photographs, and more with other information in print and digital texts.

W

In Grade 7, students wrote arguments that established a claim and supported it with logical reasoning on social studies concepts.

Current learning

G

Students further develop geographic skills by analyzing multiple maps to draw inferences about societies in order to gain a better understanding of the world. In addition, students analyze how migration affects a population, including its impact on resources, conflict, and culture.

E

Students begin to investigate economic concepts, including scarcity and abundance, and the ways in which they impact society. Additionally, students will explain how scarcity and abundance impact the organization of society.

RI

Students integrate visual information such as charts and graphs that relate geographic and economic concepts.

W

Students write arguments that establish a claim on concepts relating to migration or scarcity and support it with logical reasoning.

Future learningG

Students will evaluate the impact of topographical features and investigate the causes of major migrations by evaluating their impact on affected populations.

E

Students will differentiate between subsistence, traditional, mixed, command (communism), and market economies by evaluating how societies differ in their management of production.

RI

Students will integrate quantitative or technical analysis using print or digital text.

W

Students will write arguments focused on discipline-specific content. They will develop claims and counterclaims fairly and supply data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims, in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

Resources

Suggested primary and secondary documents

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Burrillville and Lincoln Public Schools, with process support from The Charles A. Dana Center at the University of Texas at Austin

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- This book provides several detailed lesson plans on content-specific events; each plan includes multiple primary sources. A key feature of the book is that it offers several alternative ways to teach the lesson depending on the amount of time you have and the level at which your students are learning.

Suggested online resources for teachers

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<http://docsteach.org/>

- The government’s repository, or “warehouse,” of major documents in American history including the Declaration of Independence and the Constitution. The website also provides thousands of primary sources relating to common Americans experience through history. A mobile app can be used to get the “document” of the day with supporting information.

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Library of Congress (Multiple topics and resources)

<http://www.loc.gov/library/libarch-digital.html>

- The Library of Congress was founded in 1800 and is the largest library in the world that contains over 155 million items. The library also has one of the greatest digital collections in the world and has a great degree emphasis on American history. The mission of the library is to allow Americans to gain knowledge and inspire creativity from such knowledge to improve the nation and themselves. The site provides learning modules for teachers about how to use their site as well as readymade lesson plans featuring documents from their collections.

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PBS - (Video and Primary Sources)

<http://www.pbs.org>

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- The publicly supported network provides lesson plans, readings and videos on an array of American topics including the American Revolution, slavery, the Civil War, Reconstruction, Civil Rights, and current event issues.

Smithsonian (National Museum with extensive digital collection)

http://www.smithsonianeducation.org/educators/lesson_plans/lesson_plans.html

- Smithsonian lesson plans emphasize inquiry-based learning using primary sources and museum collections. Each plan is print-friendly and provides you with all the materials you need—photographs, reproductions, handouts, activities, suggested strategies, standards information, and additional online resources.

Suggested online resources primarily for students

National Geographic Website (Maps and Geography)

<http://maps.nationalgeographic.com/maps>

- The classic publication has an interactive map to use in the classroom to help strengthen knowledge of physical geography. The website has videos, photographs and other sources to help bring the world to life for students. The site also includes lesson plans that are easily adaptable for specific classroom use.

Discovery Education (Video, Resources, Lesson Plans)

http://www.discoveryeducation.com/teachers/free-6-8-teacher-resources/index.cfm?campaign=flyout_teachers_68

- The website provides teachers and students with many different resources to learn about a topic including videos. The “puzzle-maker” feature helps teachers generate many different relearning activity worksheets including crossword puzzles. If the school subscribes to the website, teachers can create a virtual classroom, and generate assignments that can be submitted by students using a computer.

Sheppard Software (Learning Activities and Games)

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- A website that is geared for young students to play games to emphasize learning concepts including a range of math, writing and social studies skills. For older middle school students, the U.S. Geography games have a fun way for students to study the 50 states, the capitals, and physical geography of the United States.

iCivics (Lessons and games on Civics)

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- iCivics is a non-profit organization dedicated to reinvigorating civic learning through interactive and engaging learning resources. Retired Supreme Court Justice Sandra Day O’Connor created the organization. The teacher resources include lesson plans, texts, and worksheets that teach difficult government concepts in a meaningful way to students. Often the lesson is supported with a fun computer game that reinforces the lesson. The goal of the organization is to prepare the next generation of students to become knowledgeable and engaged citizens.

Rhode Island Historical Society

<http://www.rihs.org/lesson-plans/>

- The RIHS website provides lesson plans for teachers and documents for student, and teacher, use. This is an excellent resource for providing students and educators with information related to Rhode Island’s place in national and world history. Lesson plans are updated and added frequently. The online library of documents is also quite helpful.

Rhode Island Department of Education

<https://www.ride.ri.gov/>

<https://www.ride.ri.gov/InstructionAssessment/Overview.aspx>

- The state’s website that contains the Social Studies GSEs, which are the state standards for the content area in Civics, Historical Perspective, Geography and Economics. The website also contains some supporting materials for the Common Core.

National Curriculum Standards for Social Studies

<http://www.socialstudies.org/standards>

- The organization provides a basic framework for Social Standards that can be referenced to teach a variety of social studies skills and processes.

Common Core

<http://www.corestandards.org/>

- The website provides the Common Core State Standards documents and related materials. The website is designed to teach teachers about the standards and provide basic resources to them to assist them in designing lessons and assessments.

Core Knowledge

www.coreknowledge.org/teachers

- When teachers use the *Core Knowledge Sequence*, they can be confident that careful attention and research has already been devoted to identifying age-appropriate content that builds from one grade level to the next. Instead of spending hours trying to identify and plan what to teach, they are freed to think more creatively about how to teach. Thanks to the specific grade-by-grade outline of topics in the *Sequence*, Core Knowledge teachers know what children have learned in previous years and what they will encounter in succeeding grades. They can make efficient use of instructional time by eliminating the likelihood of inadvertently repeating topics that teachers in other grades have already, or will address, while ensuring that large gaps do not occur because important topics are overlooked. Site contains links to lesson plans, resources, and professional development.

Websites with common core information, strategies, or lessons

Achieve the Core

<http://www.achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12>

- One of the most important websites to help learn about the Common Core. As the website states, “the website is full of free content designed to help educators understand and implement the Common Core State Standards. It includes practical tools designed to help students and teachers see their hard work deliver results.”

Engage New York

<http://www.engageny.org/>

- New York state has become one of the leaders in the Common Core Curriculum. The website provides teachers with many valuable resources and they are free!

Teachers Pay Teachers

<http://www.teacherspayteachers.com/>

- The website hosts an array of teacher-created lesson plans for all types of courses. To get the lesson plan a teacher must pay a nominal fee that is given to the teacher who created the lesson.

Vocabulary

interpreting

environments

distribution

individuals

availability

data

evidence

credible sources

Grade 8 Social Studies, Quarter 3, Unit 1
Students Act as Historians III

Overview

Number of instructional days: **15** **(1 day = 45-50 minutes)**

Rationale for placement

Students need to continue to apply their critical thinking skills to analyze and interpret historical events and issues in a variety of ways.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- ACT as historians by using a variety of tools including primary and secondary sources.
- ASK and ANSWER historical questions.
- ORGANIZING and EVALUATING information in terms of relevance and thoroughness
- UNDERSTAND how the past frames the present by EVALUATING small alternative courses of actions, ethics of decisions, and effects
- MAKE personal connections by COMPARING and CONTRASTING cultural influences that shape events and individuals.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- SUPPORT analysis of sources
- CITE specific textual evidence
- DETERMINE the central ideas or information
- PROVIDE accurate summaries
- ANALYZE the relationship between a primary and secondary source on the same topic.
- WRITE informative/explanatory texts
 - INTRODUCE a topic clearly
 - ORGANIZE ideas, concepts, and information into broader categories
 - DEVELOP the topic
 - DRAW evidence from informational texts to support analysis reflection, and research.
 - USE appropriate and varied transitions
 - USE precise language and domain-specific vocabulary to INFORM or EXPLAIN the topic.
 - ESTABLISH and MAINTAIN a formal style and objective tone.

Burrillville and Lincoln Public Schools with process support from The Charles A. Dana Center at the University of Texas at Austin

Essential questions

- What tools do historians use to create a historical narrative?
- How has Rhode Island history impacted national and world events?
- How has Rhode Island ethnicity impacted local, state, and national history?
- How have inventions and technological improvements impacted the growth of civilizations locally, nationally, and globally?

Written Curriculum

Grade-Span Expectations for Social Studies**HP 2: History is a chronicle of human activities, diverse people, and the societies they form.**

- (7-8)–1 Students connect the past with the present by...
- analyzing the impact of RI’s ethnic development on local, state, and national history
 - analyzing and evaluating how national and world events have impacted RI and how RI has impacted world events

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (7-8)–2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
- explaining the impact of interactions.
 - describing how inventions and technological improvements (e.g., irrigation systems, road construction, science) relate to settlement, population growth, and success of a civilization/ country/ nation.

Common Core Standards for English Language Arts or Literacy in History/Social Studies, Science, and Technical Subjects*Reading Standards***Key Ideas and Details**

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Craft and Structure

- RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Writing Standards**Production and Distribution of Writing**

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Clarifying the Standards**Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
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Prior learningHP

In Grade 7, students connected the past with the present by determining the cause and effect of historical events that continue to have an impact on Rhode Island today. Students were also able to identify key events in a particular era and demonstrate an understanding of change over time.

Additionally, students were able to demonstrate an understanding of how geographic factors affect historical events and citizens, including innovations, interactions, and expansion.

Current learningHP

Students continue to connect the past with the present by analyzing the impact of Rhode Island's rich ethnic background and studying how this background influenced local, state, and national society.

Students continue to connect the past with the present by analyzing and evaluating how national and world events have impacted Rhode Island, as well as how Rhode Island has impacted those events.

Students continue to study how the impact of human ideas—including innovations, inventions, change, and expansion—cause and explain the impact of those interactions in regards to human settlement, population growth, and the success of a civilization/country/nation.

RI

Students continue to use proper formatting to cite specific textual evidence from a variety of sources, including primary and secondary.

Students describe how a text is structured and how it presents information sequentially, comparatively, or causally.

Students identify aspects of a text that reveal the author's point of view or purpose and cite strategies such as loaded language, inclusion, or avoidance of particular facts.

W

Students continue to use technology, including the Internet, to produce and publish writing. Additionally, they present the relationship between information and ideas clearly, effectively, and efficiently.

Future learning

HP

Students will be able to identify and link key ideas and concepts. Furthermore, they will explore the enduring implications of these ideas and concepts by analyzing and evaluating how national and world events have impacted Rhode Island—and how Rhode Island has impacted national and world events. Additionally, students will prove whether innovation and invention have been beneficial or detrimental to society.

RI

Students will be able to read closely to determine what a text says explicitly, making logical inferences and citing specific textual evidence when writing or speaking to support conclusions drawn from the text. In addition, students will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and to the whole. As a result, students will assess how point of view or purpose shapes the content and style of a text.

W

Students will be able to use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Resources

Suggested primary and secondary sources

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Suggested online resources primarily for students

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Rhode Island Historical Society

<http://www.rihs.org/lesson-plans/>

- The RIHS website provides lesson plans for teachers, documents for student and teacher use. This is an excellent resource for providing students and educators with information related to Rhode Island’s place in national and world history. Lesson plans are updated and added frequently. The online library of documents is also quite helpful.

Rhode Island Department of Education

<https://www.ride.ri.gov/>

<https://www.ride.ri.gov/InstructionAssessment/Overview.aspx>

- The state’s website that contains the Social Studies GSEs which are the state standards for the content area in Civics, Historical Perspective, Geography and Economics. The website also contains some supporting materials for the Common Core.

National Curriculum Standards for Social Studies

<http://www.socialstudies.org/standards>

- The organization provides a basic framework for Social Standards that can be referenced to teach a variety of social studies skills and processes.

Common Core

<http://www.corestandards.org/>

- The website provides the Common Core State Standards documents and related materials. The website is designed to teach teachers about the standards and provide basic resources to them to assist them in designing lessons and assessments.

Core Knowledge

www.coreknowledge.org/teachers

- When teachers use the *Core Knowledge Sequence*, they can be confident that careful attention and research has already been devoted to identifying age appropriate content that builds from one grade level to the next. Instead of spending hours trying to identify and plan what to teach, they are freed to think more creatively about how to teach. Thanks to the specific grade-by-grade outline of topics in the *Sequence*, Core Knowledge teachers know what children have learned in previous years and what they will encounter in succeeding grades. They can make efficient use of instructional time by eliminating the likelihood of inadvertently repeating topics that teachers in other grades have already or will address, while ensuring that large gaps do not occur because important topics are overlooked. Site contains links to lesson plans, resources and professional development.

Websites with common core information, strategies, or lessons

Achieve the Core

<http://www.achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12>

- One of the most important websites to help learn about the Common Core. As the website states, “the website is full of free content designed to help educators understand and implement the Common Core State Standards. It includes practical tools designed to help students and teachers see their hard work deliver results.”

Engage New York

<http://www.engageny.org/>

- New York state has become one of the leaders in the Common Core Curriculum. The website provides teachers with many valuable resources and they are FREE!

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Teachers Pay Teachers

<http://www.teacherspayteachers.com/>

- The website hosts an array of teacher created lesson plans for all types of courses. To get the lesson plan a teacher must pay a nominal fee that is given to the teacher who created the lesson.

Vocabulary

analysis	impact
aspects	innovations
authors	interactions
cite	phenomena
conflict	primary
construction	publish
cooperation	reveal
demonstrate	sequentially
distribution	sources
diverse	specific
ethnic	structure
evaluate	technical
evidence	text
expansion	textual
identify	

Grade 8 Social Studies, Quarter 3, Unit 2

Government III

Overview

Number of instructional days: 5 (1 day = 45–50 minutes)

Rationale for placement

Students will continue to develop an understanding of their role in the nation, of how the rule of law is developed, and of how compromise plays an important part in governance.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- UNDERSTAND **sources** of power and authority and how they can be changed.
- DETERMINE why the **rule of law** is necessary.
- DEMONSTRATE the ability to **compromise** in resolving issues

Common Core Standards for English Language Arts or Literacy in History/Social Studies, Science, and Technical Subjects

- Students write arguments focused on *discipline-specific content* by
 - INTRODUCING **claim(s)** about a topic or issue,
 - ACKNOWLEDGING and DISTINGUISHING the claim(s) from **alternate or opposing claims**,
 - ORGANIZING the reasons and evidence logically.
 - SUPPORTING **claim(s)** with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, USING **credible sources**.
 - USING words, phrases, and clauses to CREATE **cohesion and clarify the relationships** among claim(s), counterclaims, reasons, and evidence.
 - ESTABLISHING and maintain a **formal style**.
 - PROVIDING a **concluding statement** or section that follows from and supports the argument presented.
- PRODUCING **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience.
- DRAWING evidence from informational texts to SUPPORT analysis, reflection, and research.

Essential questions

- How is power executed in the development of law?
- Why are laws necessary in government?
- Why is the act of compromise essential in resolving issues?

Written Curriculum**Grade-Span Expectations for Social Studies****C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.**

- (7-8)–2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
- a. comparing and contrasting the key stages of development of the rule of law, as presented in various enduring/significant documents (e.g. *Magna Carta*, *Preamble of U.S. Constitution*, *U.N. Rights of the Child*, “I Have A Dream” speech)

C&G 4: People engage in political processes in a variety of ways.

- (7-8)-3 Students participate in a civil society by...
- b. demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues)

Common Core Standards for English Language Arts or Literacy in History/Social Studies, Science, and Technical Subjects***Reading Standards*****Craft and Structure**

- RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Text Types and Purposes

- WHST.6-8.1 Write arguments focused on *discipline-specific content*.
- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.

- e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

C&G

In Grades 5–7, students identified and summarized the rule of law using historical documents. They also compared and contrasted key stages of development in analyzing that rule of law. Additionally, students demonstrated the ability to compromise by offering solutions to resolve historical issues.

RI

Students began to identify aspects of a text that reveal the author’s point of view and/or purpose.

W

Students have been exposed to writing arguments focused on *discipline-specific content* by introducing a claim and supporting that claim with evidence. Students used words and phrases to clarify the irclaim by establishing a formal style of writing. Last, students provided a conclusion that supports their claim. The writing process focused on producing clear and coherent writing as well as drawing evidence from informational texts to support analysis, reflection, and research.

Current Learning

C&G

In this unit, students learn how government uses its power, as well as how government gains that power and authority. The emphasis in this unit is on comparing and contrasting the key stages in the development of the rule of law, as presented in various enduring/significant documents such as the Civil Rights Act of 1964. Students also learn how the ability to compromise is an important part of historical events and today’s society.

RI

While reading enduring/significant documents, students identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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W

In this unit, students use the writing process to develop an argument that introduces a claim and supports it with logical reasoning and accurate evidence. Students continue to practice developing argument-writing strategies that include the use a variety of evidence to support their claims and acknowledging counterclaims. Students develop their research skills by drawing evidence from informational texts to support analysis and reflection in their writing.

Future learningC&G

Students will be able to demonstrate an understanding of sources of authority and use of power and how these are/can be changed by identifying how actions of a government affect relationships involving the individual, society, and the government. In addition, students will identify and describe the role that various institutions play in meeting the needs of the community.

RI

Students will be able to assess how point of view or purpose shapes the content and style of a text.

W

Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. As a result, students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students will also be able to draw evidence from literary or informational texts to support analysis, reflection, and research.

Resources

Suggested primary and secondary sources

History documents: speeches, treaties, laws, enduring documents such as the Constitution

Personal documents: letters, photographs, maps, etc.

Official records: census, marriage licenses, passports, laws

Political cartoons and editorials

Trade books and informational texts

Document Based Questions such as Mini-Qs from the DBQ Project

Professional resources in print for teachers

Lesh, Bruce A. *Why Won't You Just Tell US the Answer? Teaching Historical Thinking in Grades 7–12*. N.p.: Stenhouse Publishers, 2011. Print.

- The book is written by a high school teacher who provides a common-sense approach to changing your classroom to teach historical thinking. The book's chapters each cover a different method of teaching historical thinking with a lesson plan on a specific topic. Some of the chapter topics include Nat Turner, the Rail Strike of 1877, the Battle of Little Big Horn, the Korean War, and the Civil Rights Movement.

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Loewen, James W. *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited about Doing History*. Columbia University: Teacher College Press, 2010. Print.

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- Professor Williams is a very engaging professor at Fairfield University who offers six strategies for teaching history that engage students in the classroom. The strategies require students to analyze or research topics in a “fun” investigative approach. One strategy, called the HOST Files, has students investigate local history; another, the “ESP,” asks students to look at a major historical event and investigate its economic, social, and political impact; and the “intersection” strategy ask students to analyze the viewpoints and motives of historical figures who meet at a major historical event or intersection in time.

Wineburg, Sam. *Historical Thinking and Other Unnatural Acts—Charting the Future of Teaching the Past*. Philadelphia: Temple UP. 2012. Print.

- A series of different topics are covered in this scholarly work on the current status of teaching history in America. The author highlights the difficulties of teaching historical thinking and offers suggestions on how to improve the current delivery of instruction. Wineburg is one of the major scholars in this area of history education.

Wineburg, Sam; Martin, Daisy; and Monte-Sano, Chauncey. *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms*. Columbia University. NY: Teacher College. 2013. Print.

- This book provides several detailed lesson plans on content-specific events; each plan includes multiple primary sources. A key feature of the book is that it offers several alternative ways to teach the lesson depending on the amount of time you have and the level at which your students are learning.

Suggested online resources for teachers

Gilder Lehrman (multiple topics with secondary and primary resources):

www.gilderlehrman.org/collections

- The organization has one of the largest private collections, with over 60,000 primary sources on various topics in American history. Gilder Lehrman has worked closely with Teach American History programs throughout the United States.

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National Archives (multiple topics with secondary and primary resources):

www.archives.gov/education/ and <http://docsteach.org/>

- The government’s repository or “warehouse” of major documents in American history, including the Declaration of Independence and the Constitution. The website also provides thousands of primary sources relating to Americans’ experiences. A mobile app can be used to get the document of the day with supporting information.

Library of Congress (multiple topics and resources): www.loc.gov/library/libarch-digital.html

- The Library of Congress was founded in 1800 and is the largest library in the world, containing over 155 million items. The library also has one of the greatest digital collections in the world, and many of its collections emphasize American history. The Library’s mission is to give Americans access to knowledge and to inspire creativity from such knowledge to improve the nation and themselves. This site provides learning modules for teachers on using the site as well as ready-made lesson plans featuring documents from the collections.

Stanford History Education Group (lesson plans based on using primary sources):

<http://sheg.stanford.edu/>

- This website is maintained by Stanford’s History Department, which includes acclaimed historian Sam Wineburg. The site is intended to promote better historical education among American students. It provides lesson plans on U.S. and world history using primary sources. The website also has excellent lesson plans to help teach historical thinking and provides posters to help emphasize key concepts for the classroom.

ABC–CLIO (primary and secondary sources): www.abc-clio.com/

- This site provides award-winning collections of digital and print resources. ABC–CLIO collaborates with librarians and scholars to bring high-quality resources to classroom teachers and students.

PBS (video and primary sources): <http://www.pbs.org> and

<http://www.pbs.org/wgbh/americanexperience/>

- The publicly supported network provides lesson plans, readings, and videos on a range of American topics including the American Revolution, slavery, the Civil War, Reconstruction, civil rights, and current events.

Smithsonian (National museum with extensive digital collection):

www.smithsonianeducation.org/educators/lesson_plans/lesson_plans.html

- Smithsonian lesson plans emphasize inquiry-based learning using primary sources and museum collections. Each plan is print-friendly and provides you with all the materials you need—photographs, reproductions, handouts, activities, suggested strategies, standards information, and additional online resources.

Suggested online resources primarily for students

National Geographic Website (maps and geography): <http://maps.nationalgeographic.com/maps>

- The classic publication has an interactive map to use in the classroom to help strengthen knowledge of physical geography. The website has videos, photographs, and other sources to help bring the world to life for students. The site also includes lesson plans that are easily adaptable for specific classroom use.

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Discovery Education (video, resources, lesson plans) www.discoveryeducation.com/teachers/free-6-8-teacher-resources/index.cfm?campaign=flyout_teachers_68

- The website provides teachers and students with many different resources for learning about a topic, including videos. The “puzzle-maker” feature helps teachers generate many different relearning activity worksheets, including crossword puzzles. If the school subscribes to the website, teachers can create a virtual classroom and generate assignments that can be submitted by students using a computer.

Sheppard Software (learning activities and games): <http://www.sheppardsoftware.com/>

- A website geared for younger students; students can play games to emphasize learning concepts, including a range of math, writing, and social studies skills. For middle school students, the U.S. Geography games provide a fun way for students to study the 50 states, the capitals, and the physical geography of the United States.

iCivics (Lessons and games related to civics): <https://www.icivics.org/>

- iCivics is a nonprofit organization created by retired Supreme Court Justice Sandra Day O’Connor that is dedicated to reinvigorating civics learning through interactive and engaging learning resources. The teacher resources include lesson plans, texts, and worksheets that teach difficult government concepts in a meaningful way to students. Often the lesson is supported with a fun computer game that reinforces the lesson. The goal of the organization is to prepare the next generation of students to become knowledgeable and engaged citizens

Rhode Island Historical Society: <http://www.rihs.org/lesson-plans/>

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- The website provides the Common Core State Standards documents and related materials. The site is designed to teach teachers about the standards and provide basic resources to assist them in designing lessons and assessments.

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- When teachers use the Core Knowledge Sequence, they can be confident that careful attention and research has already been devoted to identifying age-appropriate content that builds from one grade level to the next. Instead of spending hours trying to identify

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Websites with common core information, strategies, or lessons

Achieve the Core:

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Teachers Pay Teachers: <http://www.teacherspayteachers.com/>

- The website hosts an array of teacher-created lesson plans for all types of courses. To get a lesson plan, a teacher must pay a nominal fee that is given to the teacher who created the lesson.

Vocabulary

accurate	contrasting	processes
acknowledge	core create	relevant
alternate	data	research
analysis	demonstrate	resolve
appropriate	distribution	reveal
aspects	documents	section
authority	establish	sources
authors	evidence	structure
civil	focused goals	style
clarify	identify	task
clauses	issue	technical
coherent	logical	text
concluding	maintain	topic
constitution	persisting	

Grade 8 Social Studies, Quarter 3, Unit 3

Interconnected World II

Overview

Number of instructional days: 10 (1 day = 45-50 minutes)

Rationale for placement

Students continue their studies of how people and societies are connected in the world. Students will focus on the issues of diversity and choices that impact the interconnected world.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- USING an **historical context**, DESCRIBE how **diversity** contributes to cultural diffusion, acculturation, or assimilation.
- DESCRIBE how **environment** or **changes** in that environment affect a civilization/country/nation.
- MAKE PREDICTIONS as to the **effects** of personal consumer, environmental, communication, and eventual political choices.
- SUMMARIZE a **significant situation**; PROPOSE and DEFENDE **actions** to be taken or **not taken**.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- DETERMINE the **central ideas** or information of a **primary or secondary source**.
- PROVIDE an **accurate summary** of the source distinct from prior knowledge or opinions.
- DETERMINE the **meaning of words and phrases** as they are used in a text, including vocabulary specific to domains related to history/social studies.
- INTERGRATE **visual information** with other information in print and digital texts.
- WRITE arguments focused on *discipline-specific content* by
 - INTRODUCING **claim(s)** about a topic or issue,
 - ACKNOWLEDGING and DISTINGUISHING the claim(s) from **alternate or opposing claims**.
 - ORGANIZING the reasons and evidence logically.
 - SUPPORTING **claim(s)** with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, USING **credible sources**.

- USING words, phrases, and clauses to **CREATE cohesion and clarify the relationships** among claim(s), counterclaims, reasons, and evidence.
- ESTABLISHING and maintainING **a formal style**.
- PROVIDING a **concluding statement** or section that follows from and supports the argument presented.
- PRODUCE **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience.
- DRAW **evidence** from informational texts to **SUPPORT analysis, reflection, and research**.

Essential questions

- How does diversity contribute to conflict, cooperation, growth, and decline locally, nationally, and globally?
- How do personal choices affect the environment and society?

Written Curriculum

Grade-Span Expectations for Social Studies

HP 5: Human societies and cultures develop and change in response to human needs and wants.

- (7-8) –2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
- b. using an historical context, describe how diversity contributes to cultural diffusion, acculturation, or assimilation (e.g., “Melting Pot”).
 - c. describing how environment (e.g., physical, cultural, etc.) or changes in that environment affects a civilization/country/nation (e.g., settlement, conflicts, transportation, climate change, commerce).

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (7-8) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...
- a. making predictions as to the effects of personal consumer, environmental, communication, and eventual political choices (e.g., hybrid cars, local v. imported)
 - b. summarizing a significant situation; proposing and defending actions to be taken or not taken (e.g., pollution, consumption, conservation)

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Key Ideas and Details

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Integration of Knowledge and Ideas

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Text Types and Purposes

WHST.6-8.1 Write arguments focused on *discipline-specific content*.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

C&G

In Grades 5–7, students identified, analyzed, and predicted the effects of consumer choice (environmental, communication, and political). Students also defended actions and the impact of those actions on the environment and/or society.

HP

In Grades 5–7, students described how diversity contributes to conflict, cooperation, growth, and decline on local, national, and global levels. Concepts such as cultural diffusion, acculturation, and assimilation were discussed. Additionally, students were able to describe various challenges and/or obstacles that affect civilizations, countries, and/or nations.

RI

Students began to read primary and secondary sources, determining the central idea and providing an accurate summary using those sources. Students also determined how particular words and phrases, along with visual information, impacted the text.

W

Students began to develop an argument, introducing a claim and supporting that claim with logical reasoning and accurate evidence. Additionally, students were introduced to argument-writing strategies that included providing a variety of evidence to support claims and acknowledging counterclaims. Students develop their research skills by drawing evidence from informational texts to support analysis and reflection in their writing.

Current learning

HP

In this unit, students continue to learn how human societies and cultures develop and respond to human needs and wants. Students describe how people in a society behave in relation to groups and their environments by describing how diversity contributes to cultural diffusion, acculturation, or assimilation, such as the “Melting Pot.”

C&G

Students make predictions and summarize how a person’s personal decisions can affect the interconnected world.

RI

While reading primary or secondary sources, students determine the central idea and provide an accurate summary using those sources. Students determine how particular words and phrases, along with visual information, affect the text.

W

In this unit, students use the writing process to develop an argument that introduces a claim and is supported by logical reasoning and accurate evidence. Students continue to practice developing argument-writing strategies that include using of a variety of evidence to support their claims and acknowledging counterclaims. Students develop their research skills by drawing evidence from informational texts to support analysis and reflection in their writing.

Future learningC&G

Students will be able to demonstrate an understanding of how the choices we make affect and are affected by an interconnected world by predicting outcomes and possible consequences of a conflict, event, or course of action. Additionally, students will be able to identify and summarize the intended and unintended consequences of a conflict, event, or course of action.

HP

Students will be able to contrast how cultural groups have clashed over land use issues, as well as evaluate how societies have addressed environmental challenges in ways that have shaped their cultural practices.

RI

Students will be able to determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. Additionally, students will interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Furthermore, students will be able to integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.

W

Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Students will develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Resources

Suggested primary and secondary sources

History documents: speeches, treaties, laws, enduring documents such as the Constitution

Personal documents: letters, photographs, maps, etc.

Official records: census, marriage licenses, passports, laws

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Burrillville and Lincoln Public Schools with process support from The Charles A. Dana Center at the University of Texas at Austin

Suggested online resources for teachers

Gilder Lehrman (multiple topics with secondary and primary resources):

www.gilderlehrman.org/collections

- The organization has one of the largest private collections, with over 60,000 primary sources on various topics in American history. Gilder Lehrman has worked closely with Teach American History programs throughout the United States.

National Archives (multiple topics with secondary and primary resources):

www.archives.gov/education/ and <http://docsteach.org/>

- The government’s repository or “warehouse” of major documents in American history, including the Declaration of Independence and the Constitution. The website also provides thousands of primary sources relating to Americans’ experiences. A mobile app can be used to get the document of the day with supporting information.

Library of Congress (multiple topics and resources): www.loc.gov/library/libarch-digital.html

- The Library of Congress was founded in 1800 and is the largest library in the world, containing over 155 million items. The library also has one of the greatest digital collections in the world, and many of its collections emphasize American history. The Library’s mission is to give Americans access to knowledge and to inspire creativity from such knowledge to improve the nation and themselves. This site provides learning modules for teachers on using the site as well as ready-made lesson plans featuring documents from the collections.

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ABC–CLIO (primary and secondary sources): www.abc-clio.com/

- This site provides award-winning collections of digital and print resources. ABC–CLIO collaborates with librarians and scholars to bring high-quality resources to classroom teachers and students.

PBS (video and primary sources): <http://www.pbs.org> and

<http://www.pbs.org/wgbh/americanexperience/>

- The publicly supported network provides lesson plans, readings, and videos on a range of American topics including the American Revolution, slavery, the Civil War, Reconstruction, civil rights, and current events.

Smithsonian (National museum with extensive digital collection):

www.smithsonianeducation.org/educators/lesson_plans/lesson_plans.html

- Smithsonian lesson plans emphasize inquiry-based learning using primary sources and museum collections. Each plan is print-friendly and provides you with all the materials you need—photographs, reproductions, handouts, activities, suggested strategies, standards information, and additional online resources.

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Suggested online resources primarily for students

National Geographic Website (maps and geography): <http://maps.nationalgeographic.com/maps>

- The classic publication has an interactive map to use in the classroom to help strengthen knowledge of physical geography. The website has videos, photographs, and other sources to help bring the world to life for students. The site also includes lesson plans that are easily adaptable for specific classroom use.

Discovery Education (video, resources, lesson plans) www.discoveryeducation.com/teachers/free-6-8-teacher-resources/index.cfm?campaign=flyout_teachers_68

- The website provides teachers and students with many different resources for learning about a topic, including videos. The “puzzle-maker” feature helps teachers generate many different relearning activity worksheets, including crossword puzzles. If the school subscribes to the website, teachers can create a virtual classroom and generate assignments that can be submitted by students using a computer.

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Rhode Island Department of Education: <https://www.ride.ri.gov/> and <https://www.ride.ri.gov/InstructionAssessment/Overview.aspx>

- This website that contains the social studies GSEs, which are the state standards for the content areas in civics, historical perspective, geography and economics. The website also contains some supporting materials for the Common Core.

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- This organization provides a basic framework for social studies standards that can be referenced to teach a variety of social studies skills and processes.

Common Core: <http://www.corestandards.org/>

- The website provides the Common Core State Standards documents and related materials. The site is designed to teach teachers about the standards and provide basic resources to assist them in designing lessons and assessments.

Core Knowledge: www.coreknowledge.org/teachers

- When teachers use the Core Knowledge Sequence, they can be confident that careful attention and research has already been devoted to identifying age-appropriate content that builds from one grade level to the next. Instead of spending hours trying to identify and plan what to teach, teachers are freed to think more creatively about how to teach. Thanks to the specific grade-by-grade outline of topics in the Sequence, Core Knowledge teachers know what children have learned in previous years and what they will encounter in succeeding grades. They can make efficient use of instructional time by eliminating the likelihood of inadvertently repeating topics that teachers in other grades have already addressed while ensuring that large gaps do not occur because important topics are overlooked. The site contains links to lesson plans, resources, and professional development.

Websites with common core information, strategies, or lessons

Achieve the Core:

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- One of the most important websites to help learn about the Common Core. As the website states, it “is full of free content designed to help educators understand and implement the Common Core State Standards. It includes practical tools designed to help students and teachers see their hard work deliver results.”

Engage New York: <http://www.engageny.org/>

- New York state has become one of the leaders in the Common Core curriculum. This website provides teachers with many valuable resources, and they are free!

Teachers Pay Teachers: <http://www.teacherspayteachers.com/>

- The website hosts an array of teacher-created lesson plans for all types of courses. To get a lesson plan, a teacher must pay a nominal fee that is given to the teacher who created the lesson.

Vocabulary

accurate	establish
acknowledge	evidence
affects	focus
alternate	globally
approach	impact
charts	integrate
clarify	issue
clauses	logical
communication	physical
community	predictions
concluding	primary
conflicts	prior
consumer	relevant
context	significant
culture	source
cultural	text
demonstrate	transportation
distinct	visual
diversity	
domain	
editing	
environment	

Grade 8 Social Studies, Quarter 3, Unit 4
Economic and Geographic Skills III

Overview

Number of instructional days: **10** **(1 day = 45–50 minutes)**

Rationale for placement

Students will continue to develop their economic and geographic skills in this unit.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- ANALYZE and EXPLAIN how **geography influences** cultural perspectives and experiences and **shapes how people view and respond to problems differently** (e.g., urban vs. rural).
- CATEGORIZE and EVALUATE a **variety of factors** (e.g., culture, immigration) of a defined region.
- DEMONSTRATE an understanding that scarcity and abundance cause individuals to make economic choices by DESCRIBING how a society's definition or determination of value affects distribution of wealth and consumer choices.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- DETERMINE the **central ideas or information** of a **primary or secondary source**.
- PROVIDE an **accurate summary** of the source distinct from prior knowledge or opinions.
- DESCRIBE how a **text presents information**.
- READ and COMPREHEND **history/social studies texts** in the grade 6–8 text-complexity band independently and proficiently.

Essential questions

- How are regions defined and identified?
- How does geography influence cultural perspectives and experiences?
- In various geographical regions, how do societies view and respond to problems differently?
- How does society value the distribution of wealth and consumer choices?

Written Curriculum

Grade-Span Expectations for Social Studies

G 2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions.

- (7-8)–3 Students understand different perspectives that individuals/groups have by...
- a. analyzing and explaining how geography influences cultural perspectives and experiences and shapes how people view and respond to problems differently (e.g., urban vs. rural).
- (7-8)–4 Students understand how geography contributes to how regions are defined / identified by...
- b. categorizing and evaluating a variety of factors (e.g., culture, immigration) of a defined region.

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

- (7-8)–2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...
- b. describing how a society’s definition or determination of value affects distribution of wealth and consumer choices.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Key Ideas and Details

- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure

- RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

Range of Reading and Level of Text Complexity

- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

G

In Grade 7, students identified and utilized maps for different purposes. They also used technology to access geography databases.

RI

In Grade 7, students integrated visual information such as charts, graphs, photographs, and more with other information in print and digital text.

Current learning

G

Students analyze and explain how geography influences cultural perspectives and experiences and shapes how people view and respond to problems differently.

Students categorize and evaluate a variety of factors that help define a region, such as immigration or climate.

E

Students describe how a society's values affect the distribution of wealth and consumer choices.

RI

Students integrate visual information such as charts and graphs that relate geographic and economic concepts.

Future learning

G

Students will be able to evaluate the cultural and regional differences for potential bias from written or verbal sources. Additionally, students will analyze human and physical changes in regions, evaluating how the geographic context contributes to those changes.

E

Students will evaluate personal choices using a cost–benefit analysis.

RI

Students will continue to determine the central ideas of primary and secondary sources, making clear the relationships among the key details and ideas. In addition, students will analyze in detail how complex primary sources are structured. By the end of Grade 12, students will read and comprehend history/social studies texts independently and proficiently.

Resources

Suggested primary and secondary sources

History documents: speeches, treaties, laws, enduring documents such as the Constitution

Personal documents: letters, photographs, maps, etc.

Official records: census, marriage licenses, passports, laws

Political cartoons and editorials

Trade books and informational texts

Document-based questions such as Mini-Qs from the DBQ Project

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Vocabulary

accurate

immigration

affects

perspectives

challenges

physical

complexity

primary

consumer

prior

contributes

range

culture

region

defined

respond

demonstrate

sequentially

distinct

source

economic

structure

evaluate

summary

factor

text

grade

identified

Grade 8 Social Studies, Quarter 4, Unit 1
Students Act as Historians IV

Overview

Number of instructional days: 10 (1 day = 45-50 minutes)

Rationale for placement

Students will develop an understanding of how the past frames the present in terms of social movements and their lasting impact. Additionally, students need to develop an awareness of how culture affects the behavior of a society and, therefore, historical events.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- ACT as **historians** by using a variety of tools, including **primary and secondary sources**.
- ASK and ANSWER **historical questions**.
- ANALYZE and REPORT on a **social movement** from its **inception**, its **impacts** on us today, and its **implication** for the future in order to UNDERSTAND how the **past frames the present** and the future.
- COMPARE and CONTRAST how **cultural expectations** impact people’s behavior and roles in different communities/societies to UNDERSTAND that **culture** has affected how people behave in a society and how they interact with their environment.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- CITE specific **textual evidence** to support analysis of **primary and secondary sources**.
- READ and COMPREHEND **history/social studies texts** in the grades 6–8 text complexity band independently and proficiently.
- RESEARCH to **answer a question** (including a self-generated question), DRAWING on several sources and GENERATING additional, related, **focused questions** that allow for **multiple avenues** of exploration.
- GATHER **relevant information** from **multiple print and digital sources**, USING **search terms** effectively; ASSESS the **credibility and accuracy** of each source; and QUOTE or PARAPHRASE the **data and conclusions** of others while AVOIDING **plagiarism** and FOLLOWING a standard format for **citation**.

Essential questions

- How does learning about historical events help us understand how the past frames the present and future?
- How do social movements develop, progress, and impact contemporary society?

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- Why is citing evidence important when learning about past social movements in history?
- How does culture affect civic engagement on the local, regional, and national levels?

Written Curriculum

Grade-Span Expectations for Social Studies

HP 3: The study of history helps us understand the present and shape the future.

- (7-8) – 1 Students demonstrate an understanding of how the past frames the present by...
- a. analyzing and reporting on a social movement from its inception (including historical causes), its impacts on us today, and its implications for the future

HP 5: Human societies and cultures develop and change in response to human needs and wants.

- (7-8) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
- a. comparing and contrasting how cultural expectations impact people’s behavior and role in different communities/ societies (e.g., student protocols in 1800 vs. today).

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Key Ideas and Details

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Range of Reading and Level of Text Complexity

- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards

Research to Build and Present Knowledge

- WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Clarifying the Standards

Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning

HP

In previous grades and units, students identified historical events and conditions that relate to contemporary issues. Additionally, students were able to compare and contrast the diversity of different groups, places, and time periods or diversity within the same group over time.

RI

By the end of seventh grade, students are able to cite evidence. This skill continues to be developed in Grade 8.

W

By the end of seventh grade, students have written several essays ranging from argumentative to explanatory styles. These skills continue to be developed in Grade 8.

Current learning

HP

Students analyze and report on a social movement from its beginning to the present day in order to understand how the past shapes not only the present but the future.

Students compare and contrast how cultural expectations affect people's behaviors and roles in different communities and societies. This unit will build upon students' knowledge of how human societies and cultures respond to human needs and wants.

RI

In order to strengthen their ability to read and use the tools of a historian, students cite evidence to support their analysis of primary and secondary sources.

This unit is placed toward the end of the year, so it is expected that students will be able to read and comprehend history/social studies texts at the grade level.

W

In this unit, students conduct a research project to answer a question that requires the use of several sources that allow for multiple avenues of exploration. In their research, students will gather evidence from multiple print and digital sources and determine the credibility of each source. Students continue to develop their ability to cite sources and focus on properly using quotes in a formal manner. Students will be taught to avoid copying too much evidence and words from a text as well. Needless to say, students will learn not to plagiarize a text.

Future learning

HP

Students will be able to gather evidence of circumstances and factors contributing to contemporary problems. Additionally, they will be able to analyze how membership in particular cultural groups affects civic engagement on the local, regional, and national levels by citing evidence.

RI

Students will be able to connect insights gained from specific details to an understanding of the text as a whole both independently and proficiently.

W

Students will continue to conduct short as well as more sustained research projects to answer a question or solve a problem. In addition, students will gather relevant information from multiple authoritative print and digital sources, assessing such components as task, purpose, and audience. Students will be able to integrate this information selectively without plagiarizing.

Resources

Suggested primary and secondary documents

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Wineburg, Sam; Martin, Daisy; and Monte-Sano, Chauncey. *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms*. Columbia University. NY: Teacher College. 2013. Print.

- This book provides several detailed lesson plans on content-specific events; each plan includes multiple primary sources. A key feature of the book is that it offers several alternative ways to teach the lesson depending on the amount of time you have and the level at which your students are learning.

Suggested online resources for teachers

Gilder Lehrman (Multiple topics with secondary and primary resources):

<http://www.gilderlehrman.org/collections>

- The organization has one of the largest private collections, with over 60,000 primary sources on various topics on American history. Gilder Lehrman has worked closely with Teach American History programs throughout the United States.

National Archives (Multiple topics with secondary and primary resources):

<http://www.archives.gov/education/> and <http://docsteach.org/>

- The government’s repository of major documents in American history, including the Declaration of Independence and the Constitution. The website also provides thousands of primary sources relating to common Americans’ experiences through history. A mobile app can be used to get the document of the day with supporting information.

Library of Congress (Multiple topics and resources): <http://www.loc.gov/library/libarch-digital.html>

- The Library of Congress was founded in 1800 and is the largest library in the world with over 155 million items. The Library also has one of the greatest digital collections in the world and has a great emphasis on American history. The mission of the Library is to allow Americans to gain knowledge and inspire creativity from such knowledge to improve the nation and themselves. The site provides learning modules for teachers about how to use the site as well as ready-made lesson plans featuring documents from the collections.

Stanford History Education Group (SHEG) (Lesson plans based on using primary sources): <http://sheg.stanford.edu/>

- The website is maintained by Stanford's history department, where acclaimed historian Sam Wineburg teaches. The site aims to promote better historical education among American students. It provides lesson plans on U.S. and world history using primary sources. The site also has excellent lesson plans to help teach historical thinking and provides posters to help emphasize key concepts for the classroom.

ABC-CLIO (Primary and Secondary Sources): <http://www.abc-clio.com/>

- Provides award-winning collections of digital and print resources. ABC-CLIO collaborates with librarians and scholars to bring high-quality resources to classroom teachers and students.

PBS (Video and Primary Sources): <http://www.pbs.org> and <http://www.pbs.org/wgbh/americanexperience/>

- The publicly supported network provides lesson plans, readings, and videos on an array of American topics including the American Revolution, slavery, the Civil War, Reconstruction, Civil Rights, and current event issues.

Smithsonian (National Museum with extensive digital collection):

http://www.smithsonianeducation.org/educators/lesson_plans/lesson_plans.html

- Smithsonian lesson plans emphasize inquiry-based learning using primary sources and museum collections. Each plan is print friendly and provides you with all the materials you need—photographs, reproductions, handouts, activities, suggested strategies, standards information, and additional online resources.

Suggested online resources primarily for students

National Geographic Website (Maps and Geography): <http://maps.nationalgeographic.com/maps>

- The classic publication has an interactive map to use in the classroom to help strengthen knowledge of physical geography. The website has videos, photographs, and other sources to help bring the world to life for students. The site also includes lesson plans that are easily adaptable for specific classroom use.

Discovery Education (Video, Resources, Lesson Plans): http://www.discoveryeducation.com/teachers/free-6-8-teacher-resources/index.cfm?campaign=flyout_teachers_68

- The website provides teachers and students with many different resources to learn about a topic, including videos. The puzzle-maker feature helps teachers generate many different relearning activity worksheets including crossword puzzles. If the school subscribes to the website, teachers can create a virtual classroom and generate assignments that can be submitted by students using a computer.

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Rhode Island Department of Education: <https://www.ride.ri.gov/> and <https://www.ride.ri.gov/InstructionAssessment/Overview.aspx>

- The state's website contains the Social Studies GSEs, which are the state standards for the content area in Civics, Historical Perspective, Geography and Economics. The website also contains some supporting materials for the Common Core.

National Curriculum Standards for Social Studies: <http://www.socialstudies.org/standards>

- The organization provides a basic framework for social studies standards that can be referenced to teach a variety of social studies skills and processes.

Common Core: <http://www.corestandards.org/>

- The website provides the Common Core State Standards documents and related materials. The website is designed to teach teachers about the standards and provide basic resources to assist them in designing lessons and assessments.

Core Knowledge: www.coreknowledge.org/teachers

- When teachers use the Core Knowledge Sequence, they can be confident that careful attention and research has already been devoted to identifying age-appropriate content that builds from one grade level to the next. Instead of spending hours trying to identify and plan what to teach, they are freed to think more creatively about how to teach.

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Thanks to the specific grade-by-grade outline of topics in the Sequence, Core Knowledge teachers know what children have learned in previous years and what they will encounter in succeeding grades. They can make efficient use of instructional time by eliminating the likelihood of inadvertently repeating topics that teachers in other grades have already or will address, while ensuring that large gaps do not occur because important topics are overlooked. Site contains links to lesson plans, resources, and professional development.

Websites with common core information, strategies, or lessons

Achieve the Core: <http://www.achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12>

- One of the most important websites to help learn about the Common Core; “the website is full of free content designed to help educators understand and implement the Common Core State Standards.” It includes practical tools designed to help students and teachers see their hard work deliver results.”

Engage New York: <http://www.engageny.org/>

- New York State has become one of the leaders in the Common Core Curriculum. The website provides teachers with many valuable resources and they are free.

Teachers pay Teachers: <http://www.teacherspayteachers.com/>

- The website hosts an array of teacher-created lesson plans for all types of courses. To get the lesson plan, a teacher must pay a nominal fee that is given to the teacher who created the lesson.

Vocabulary

accuracy	environment	range
affected	evidence	relevant
analysis	focused	research
assess	format	response
citation	generating	role
communities	impact	source
complexity	implications	specific
conclusion	primary	technical
culture	project	text
data	protocols	textual
demonstrate	quote	

Grade 8 Social Studies, Quarter 4, Unit 2
Government IV

Overview

Number of instructional days: 8 (1 day = 45–50 minutes)

Rationale for placement

Students will understand multiple perspectives on a controversial issue, either past or present. Students need to use a variety of sources to develop an informed opinion and compose a well-thought-out and researched argumentative piece of writing, citing the sources correctly.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- RECOGNIZE **multiple perspectives** on historical or current controversial essays in order to better participate as a citizen who engages in the political process.
- UTILIZE a **variety of sources** to develop an informed opinion in order to be able to become a citizen who can participate in a civil society.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- IDENTIFY **aspects of a text** that reveal an author’s point of view or purpose.
- DISTINGUISH among **fact, opinion, and reasoned judgment** in a text.
- Students write arguments focused on *discipline-specific content* by
 - INTRODUCING **claim(s)** about a topic or issue;
 - ACKNOWLEDGING and DISTINGUISHING the claim(s) from **alternate or opposing claims**;
 - ORGANIZING the **reasons and evidence logically**;
 - SUPPORTING **claim(s)** with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, USING **credible sources**;
 - USING words, phrases, and clauses to CREATE **cohesion and clarify the relationships** among claim(s), counterclaims, reasons, and evidence;
 - ESTABLISH and maintain a **formal style**; and
 - PROVIDE a **concluding statement** or section that follows from and supports the argument presented.

Essential questions

- When analyzing historical and controversial issues, why are multiple perspectives considered?
- To develop an informed opinion, why are multiple sources considered?

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Written Curriculum

Grade-Span Expectations for Social Studies

C&G 4: People engage in political processes in a variety of ways.

- (7-8) –1 Students demonstrate an understanding of political systems and political processes by...
- e. recognizing multiple perspectives on historical or current controversial issues
- (7-8)-3 Students participate in a civil society by...
- d. utilizing a variety of reliable sources to develop an informed opinion

Common Core State Standards for English Language Arts or Literacy

Reading Standards

Craft and Structure

- RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Writing Standards

Text Types and Purposes

- WHST.6-8.1 Write arguments focused on *discipline-specific content*.
- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

Clarifying the Standards

Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning

C&G

In previous grades and units, students were able to explain how leaders are selected or elected. Students also identified labels associated with the political process and were able to compare and contrast varying political systems. Additionally, students began to recognize multiple perspectives on an historical event or issue. Students demonstrated their ability to identify and access reliable sources in order to answer questions about contemporary issues.

RI

In previous grades and units, students were able to identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). Students were also able to distinguish among fact, opinion, and reasoned judgment in a text.

W

In previous units and grade levels, student began to write arguments focused on *discipline-specific content*. In these arguments, students were able to . . .

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented

Current Learning

C&G

Students recognize multiple perspectives on historical or current controversial issues to continue their studies of political systems and political processes.

Students develop an informed opinion after reading a variety of reliable sources to continue their studies of the role of a citizen in a democratic society.

RI

Students identify a variety of aspects of a text and study how authors write using loaded language and the including or avoiding particular evidence in order to reveal an author's point of view or purpose.

Students distinguish among fact, opinion, and reasoned judgment in a text.

W

Students write arguments focused on *discipline-specific content* by

- INTRODUCING **claim(s)** about a topic or issue,
- ACKNOWLEDGING and DISTINGUISHING the claim(s) from **alternate** or **opposing claims**,
- ORGANIZING the **reasons** and **evidence logically**,
- SUPPORTING **claim(s)** with logical reasoning and relevant, accurate data and evidence that demonstrates an understanding of the topic or text, USING **credible sources**.
- USING words, phrases, and clauses to CREATE **cohesion and clarify the relationships** among claim(s), counterclaims, reasons, and evidence,
- ESTABLISHING and maintain a **formal style**,
- PROVIDING a **concluding statement** or section that follows from and supports the argument presented,
- PRODUCING **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience, and
- DRAWING **evidence** from informational texts to SUPPORT **analysis, reflection, and research**.

Future learningC&G

Students will be able to analyze multiple perspectives on an historical or current controversial issue. Developing an informed opinion by using multiple sources, a skill mastered, will be helpful in this analysis process.

RI

Students will be able to compare and evaluate differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Additionally, students will assess and evaluate the authors' reasoning, claims, and evidence to other sources of information.

W

Students will continue to write arguments focused on *discipline-specific content*. However, students will pay particular attention to the following components:

- Distinguish claim(s), develop clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of those claim(s)
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows from or supports the argument presented.

Resources

Suggested primary and secondary document:

- History documents: speeches, treaties, laws, enduring documents such as the Constitution
- Personal documents: letters, photographs, maps, etc
- Official records: census, marriage licenses, passports, laws
- Political cartoons and editorials
- Trade books and informational texts
- Document-based questions such as Mini-Qs from the DBQ Project

Professional resources in print for teachers

Lesh, Bruce A. *Why Won't You Just Tell US the Answer? Teaching Historical Thinking in Grades 7–12*. N.p.: Stenhouse Publishers, 2011. Print.

- The book is written by a high school teacher who provides a common-sense approach to changing your classroom to teach historical thinking. The book's chapters each cover a different method of teaching historical thinking with a lesson plan on a specific topic. Some of the chapter topics include Nat Turner, the Rail Strike of 1877, the Battle of Little Big Horn, the Korean War, and the Civil Rights Movement.

Loewen, James W. *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited about Doing History*. Columbia University: Teacher College Press, 2010. Print.

- In this book, Professor Loewen builds off his bestseller “Lies that My Teacher Told Me” with the premise that a history classroom should be set up for students to “do” history rather than memorize evidence. The book offers many suggestions on how to change teaching practices, and it includes content that discusses the bias found in current textbooks.

Schur, Joan B. *Eyewitness to the Past: Strategies for Teaching American History in Grades 5–12*. Portland, ME: Stenhouse Publishing, 2007. Print.

- In this book, the Schur examines six types of primary sources—diaries, travelogues, letters, news articles, election speeches, and scrapbooks. The book also includes interactive strategies for analyzing the unique properties of each type of primary source so that students can create their own written and oral arguments.

Williams, Yohuru. *U.S. History Beyond the Textbooks*. Thousand Oaks, CA: Corwin, 2008. Print.

- Professor Williams is a very engaging professor at Fairfield University who offers six strategies for teaching history that engage students in the classroom. The strategies require students to analyze or research topics in a “fun” investigative approach. One strategy, called the HOST Files, has students investigate local history; another, the “ESP,” asks students to look at a major historical event and investigate its economic, social, and political impact; and the “intersection” strategy ask students to analyze the viewpoints and motives of historical figures who meet at a major historical event or intersection in time.

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Wineburg, Sam. *Historical Thinking and Other Unnatural Acts—Charting the Future of Teaching the Past*. Philadelphia: Temple UP. 2012. Print.

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Core Knowledge: www.coreknowledge.org/teachers

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Vocabulary

accurate	data	relevant
acknowledge	evidence	reliable
alternate	focused	reveal
aspects	integration	section
authors	issue	sources
civil	logical	structure
clarify	maintain	style
clause	participate	technical
concluding	perspective	text
controversial	processes	topic

Grade 8 Social Studies, Quarter 4, Unit 3

Interconnected World III

Overview

Number of instructional days: 12 (1 day = 45-50 minutes)

Rationale for placement

Students will demonstrate an understanding of the rights and responsibilities of citizens by analyzing and defending a position related to civic responsibilities. Students will also identify the factors that lead to a breakdown in society. Students will understand the cyclical nature of economic systems, the impact of incentives, and the government's role in and impact on the economy.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- ANALYZE and DEFEND a **position** on an issue involving **civic responsibilities** (personal, economic, legal, or political rights)
- IDENTIFY and DISCUSS **factors** that lead to the **breakdown of order** among societies and result in **consequences** (e.g., the abolition of slavery)
- PREDICT the impact of **incentives**, like advertising, on the way producers and consumers **exchange goods**
- EXPLAIN the **cyclical relationship** of participants within an economy (e.g., barter, feudal, global economies)
- EXPLAIN how **government** succeeds or fails at providing support in a **market economy**
- IDENTIFY and EVALUATE the **benefits** and **costs** of alternative **public policies** and ASSESS who **enjoys the benefits** and **bears the cost**

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- DETERMINE the **central ideas** or information of a **primary or secondary source**
- PROVIDE an **accurate summary** of the source distinct from prior knowledge or opinions
- DETERMINE the **meaning of words and phrases** as they are used in a text, including vocabulary specific to domains related to history/social studies
- IDENTIFY **aspects of the text** that reveal an author's point of view or purpose
- WRITE **informative/explanatory texts**:
 - INTRODUCE a **topic** clearly
 - ORGANIZE **ideas, concepts, and information** into broader categories
 - DEVELOP the **topic**

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- DRAW **evidence** from informational texts to support analysis, reflection, and research.
- USE appropriate and varied **transitions**
- USE **precise language** and **domain-specific vocabulary** to INFORM or to EXPLAIN the **topic**
- ESTABLISH and MAINTAIN a formal style and objective tone

Essential questions

- What are the civic responsibilities of individuals?
- How do civic duties define the roles of citizens?
- What factors lead to the breakdown of order among societies?
- How do producers and consumers exchange goods and services?
- How does the government provide support in a market economy?
- How does public policy affect individuals in a market economy?

Written Curriculum

Grade-Span Expectations for Social Studies

C&G 3: In a democratic society, all people have certain rights and responsibilities.

- (7-8)–1 Students demonstrate an understanding of citizens’ rights and responsibilities by...
- c. analyzing and defending a position on an issue involving *civic responsibilities* (personal, economic, legal or political rights)

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (7-8)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
- a. identifying and discussing factors that lead to the breakdown of order among societies and the resulting consequences (e.g., abolition of slavery, terrorism, Fall of Roman Empire, civil war)

E 2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.

- (7-8)–1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
- c. predicting the impact of incentives, like advertising, on the way producers and consumers exchange goods.

E 3: Individuals, institutions, and governments have roles in economic systems.

- (7-8)–1 Students demonstrate an understanding of the interdependence created by economic decisions by...
- a. explaining the cyclical relationship of the participants within an economy (e.g., barter, feudal system, global economy).
- (7-8) – 2 Students demonstrate an understanding of the role of government in a global economy by...
- a. explaining how government succeeds or fails to provide support in a market economy.
 - b. identifying and evaluating the benefits and cost of alternative public policies and assess who enjoys the benefits and bears the cost.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***Reading Standards*****Key Ideas and Details**

- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure

- RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Text Types and Purposes

- WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.

Range of Writing

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learningC&G

In previous units and grades, students cited examples of major changes in government and identified and summarized the rule of law using enduring and significant documents. Students compared and contrasted incentives related to consumer spending. Additionally, students depicted the cyclical relationship of the participants in an economy, identified how government provides goods and services by taxing and borrowing, and cited examples of the affect of government policies on the economy.

W

In previous units and grade levels, students began to write informative/explanatory texts, including narrating historical events, scientific procedures/ experiments, or technical processes. In these texts, students learned to

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

This unit is an extension of these standards.

Current learning

C&G

In this unit, students analyze and defend a position on a civic issue in order to demonstrate an understanding of citizens' rights and responsibilities. The civic issue should be controversial so that students may be able to identify factors related to the issue that could lead to a breakdown of order among societies and discuss the resulting consequences. Examples could be the failure to properly solve the problem of slavery before the Civil War or the changes in and/or decay of Roman society that led to the downfall of the Roman Empire.

E

Students explain the cyclical relationships among participants in an economy to help develop an understanding of economic systems. Examples of cyclical relationships could be the barter system, the feudal system, or today's global economy.

Students also explain how government succeeds or fails at providing support in a market economy as they gain a better understanding of whether or not government should have a role in the economy.

Finally, students identify and evaluate the benefits of various economic policies and assess which members of society benefit and which bear the cost of those decisions.

RI

While reading primary or secondary sources, students determine the central idea and provide an accurate summary. Students determine how particular words and phrases, as well as visual information, affect the text. Students also identify key aspects of a text that reveal an author's point of view or purpose, such as the use of loaded language or omission of certain facts.

W

Students continue writing informative/explanatory texts, but with a focus on developing a topic clearly and organizing ideas, concepts, and information into broader categories according to the prompt.

Future learning

C&G

Students will be able to evaluate and defend positions regarding the personal and civic responsibilities of individuals. They will also describe the interconnected nature of contemporary and/or historical issues.

E

Students will be able to analyze local, regional, national, and global markets for goods and services. Also, students will identify and evaluate the benefits and costs of public policies and assess their impact on society. Students will interpret multiple sources to determine how policymakers encourage or discourage economic activity.

RI

Students will continue to determine the meaning of words and phrases as they are used in text. However, students will apply these skills when describing political, social, and economical aspects of history/social studies. Additionally, students will be able to compare how two or more authors treat the same or similar topics, including which details are included and emphasized.

W

Students will continue writing informative/explanatory texts, but with a focus on organizing complex ideas, developing those ideas thoroughly by selecting significant and relevant facts, clarifying relationships among complex ideas/concepts, and conveying a knowledgeable stance that supports the information or explanation provided. Students will complete this process routinely over extended time frames.

Resources

Suggested primary and secondary documents

- History documents: speeches, treaties, laws, enduring documents such as the Constitution
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- The government’s repository of major documents in American history, including the Declaration of Independence and the Constitution. The website also provides thousands of primary sources relating to common Americans’ experiences through history. A mobile app can be used to get the document of the day with supporting information.

Library of Congress (Multiple topics and resources): <http://www.loc.gov/library/libarch-digital.html>

- The Library of Congress was founded in 1800 and is the largest library in the world with over 155 million items. The Library also has one of the greatest digital collections in the world and has a great emphasis on American history. The mission of the Library is to allow Americans to gain knowledge and inspire creativity from such knowledge to improve the nation and themselves. The site provides learning modules for teachers about how to use the site as well as ready-made lesson plans featuring documents from the collections.

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- The publicly supported network provides lesson plans, readings, and videos on an array of American topics including the American Revolution, slavery, the Civil War, Reconstruction, Civil Rights, and current event issues.

Smithsonian (National Museum with extensive digital collection):

http://www.smithsonianeducation.org/educators/lesson_plans/lesson_plans.html

- Smithsonian lesson plans emphasize inquiry-based learning using primary sources and museum collections. Each plan is print friendly and provides you with all the materials you need—photographs, reproductions, handouts, activities, suggested strategies, standards information, and additional online resources.

Suggested online resources primarily for students

National Geographic Website (Maps and Geography): <http://maps.nationalgeographic.com/maps>

- The classic publication has an interactive map to use in the classroom to help strengthen knowledge of physical geography. The website has videos, photographs, and other sources to help bring the world to life for students. The site also includes lesson plans that are easily adaptable for specific classroom use.

Discovery Education (Video, Resources, Lesson Plans): http://www.discoveryeducation.com/teachers/free-6-8-teacher-resources/index.cfm?campaign=flyout_teachers_68

- The website provides teachers and students with many different resources to learn about a topic, including videos. The puzzle-maker feature helps teachers generate many different relearning activity worksheets including crossword puzzles. If the school subscribes to the website, teachers can create a virtual classroom and generate assignments that can be submitted by students using a computer.

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lesson. The goal of the organization is to prepare the next generation of students to become knowledgeable and engaged citizens.

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Rhode Island Department of Education: <https://www.ride.ri.gov/> and <https://www.ride.ri.gov/InstructionAssessment/Overview.aspx>

- The state’s website contains the Social Studies GSEs, which are the state standards for the content area in Civics, Historical Perspective, Geography and Economics. The website also contains some supporting materials for the Common Core.

National Curriculum Standards for Social Studies: <http://www.socialstudies.org/standards>

- The organization provides a basic framework for social studies standards that can be referenced to teach a variety of social studies skills and processes.

Common Core: <http://www.corestandards.org/>

- The website provides the Common Core State Standards documents and related materials. The website is designed to teach teachers about the standards and provide basic resources to assist them in designing lessons and assessments.

Core Knowledge: www.coreknowledge.org/teachers

- When teachers use the Core Knowledge Sequence, they can be confident that careful attention and research has already been devoted to identifying age-appropriate content that builds from one grade level to the next. Instead of spending hours trying to identify and plan what to teach, they are freed to think more creatively about how to teach. Thanks to the specific grade-by-grade outline of topics in the Sequence, Core Knowledge teachers know what children have learned in previous years and what they will encounter in succeeding grades. They can make efficient use of instructional time by eliminating the likelihood of inadvertently repeating topics that teachers in other grades have already or will address, while ensuring that large gaps do not occur because important topics are overlooked. Site contains links to lesson plans, resources, and professional development.

Websites with common core information, strategies, or lessons

Achieve the Core: <http://www.achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12>

- One of the most important websites to help learn about the Common Core; “the website is full of free content designed to help educators understand and implement the Common Core State Standards.” It includes practical tools designed to help students and teachers see their hard work deliver results.”

Engage New York: <http://www.engageny.org/>

- New York State has become one of the leaders in the Common Core Curriculum. The website provides teachers with many valuable resources and they are free.

Vocabulary

accurate	distinct	range
achieving	domain	relevant
alternative	economic	revision
appropriate	economy	role
aspects	factor	source
assess	global	structure
benefit	impact	style
categories	incentive	summary
challenges	institutions	tasks
clarify	issue	technical
concepts	legal	text
consequences	maintain	topic
consumers	primary	transitions
cyclical	procedures	varied
demonstrate	quotations	

Grade 8 Social Studies, Quarter 4, Unit 4
Economic and Geographic Skills IV

Overview

Number of instructional days: 10 (1 day = 45-50 minutes)

Rationale for placement

Students need to understand the connection between geography, economics, and the political process. Specifically student will be able to analyze the relationship between humans and their environment, both in their actions and the actions of the government.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- ANALYZE how the abundance, depletion, use, and distribution of **geographical resources affect the expansion and demise** of societies/ civilizations.
- ANALYZE the **impact of human reactions to environmental changes** and IDENTIFY and provide **alternate solutions**, with supporting evidence.
- MAKE **predictions** and DRAW **conclusions** about the **impact that human actions** have on the physical environment.
- COMPARE and CONTRAST different **market systems**
- EXPLAIN the **role of buyers and sellers** in different market systems

Common Core State Standards for English Language Arts or Literacy

- DETERMINE the **central ideas** or information of a **primary or secondary source**.
- PROVIDE an **accurate summary** of the source distinct from prior knowledge or opinions.
- INTEGRATE **visual information** with other information in print and digital texts.
- ANALYZE the **relationship** between a **primary** and a **secondary source** on the same **topic**.

Essential questions

- How have physical and human characteristics of places and regions changed over time?
- How have geographical resources affected the expansion and demise of societies/civilizations?
- How have human interactions shaped environmental changes?
- What are the different types of market systems?
- How do these market systems affect the economy?
- What are the roles and responsibilities of buyers and sellers in a market economy?

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Written Curriculum

Grade-Span Expectations for Social Studies

G 2: Place and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions.

- (7-8) –1 Students understand the physical and human characteristics of places by...
- b. analyzing and explaining how and why physical and human characteristics of places and regions change over time by citing specific example(s).

G 3: Human Systems: (Movement) Human systems, and human movement affect and are affected by distribution of population and resources, relationships (cooperation and conflict), and culture.

- (7-8) –2 Students understand the interrelationships of geography with resources by...
- a. analyzing how the abundance, depletion, use, and distribution of geographical resources impact the expansion and demise of societies/ civilizations.

G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth’s surface to limit or promote human activities.

- (7-8)-2 Students explain how humans react or adapt to an ever-changing physical environment by...
- a. analyzing the impact of human reactions to environmental changes and identifying and providing alternate solutions with supporting evidence.
- (7-8) –3 Students explain how human actions modify the physical environment by...
- a. making predictions and drawing conclusions about the impact that human actions have on the physical environment.

E 2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.

- (7-8) –1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
- b. comparing and contrasting different market systems by having students explain the role of the buyers and sellers in those systems.

Common Core State Standards for English Language Arts or Literacy

Reading Standards

Key Ideas and Details

- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Integration of Knowledge and Ideas

- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Writing Standards**Research to Build and Present Knowledge**

- WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Clarifying the Standards**Key**

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning*G*

In previous units and grades, student demonstrated the ability to compare and contrast patterns of population based on climate and physical features. Students used evidence to demonstrate how geography meets or does not meet the needs of the people. Students were able to identify and describe human reactions to changes in their physical environment and describe human actions that change the physical environment and the effects of that change. Additionally, students were able to identify and explain how supply, demand, and incentives affect both the consumer and producer.

RI

This unit is an extension of the standards addressed in earlier units and grades. These include the following:

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Analyze the relationship between a primary and a secondary source on the same topic.

W

This unit is an extension of the standards addressed in earlier units and grade levels. These include:

- Drawing evidence from informational texts to support analysis, reflection, and research.

Current learningG

Students continue to develop their geographic skills by analyzing and explaining how and why the physical and human characteristics of places and regions change over time.

Students also analyze how the abundance, depletion, use, and distribution of resources affect societies. They analyze the impact of human reactions to environmental changes and identify and provide alternative solutions to those changes.

Finally, students make predictions and draw conclusions about the impact that human actions have on the physical environment, including studying such problems as air or water pollution.

E

Students compare and contrast different market systems and explain the roles of buyers and sellers in those systems.

RI

Students determine the central ideas of or information in a primary or secondary source. Students also provide an accurate summary of the text that is distinct from prior knowledge. In addition, students draw connections between primary and secondary sources on the same topic while reading grade-level material with proficiency. Students also determine the impact that visual information has on a text.

Future learningG

Students have become proficient at analyzing and explaining how and why physical characteristics of places and regions have changed overtime. Students will now examine specific case studies of how societies have reacted/adapted to physical environmental changes and be able to evaluate the environmental consequences of resource consumption by arguing opposing approaches to resource consumption. Finally, students will analyze the relationship between human action and the environment over time, using researched evidence.

E

Students will be able to analyze the roles of supply and demand in an economy.

RI

Students will be able to provide an accurate summary of how key events or ideas develop over the course of a complex text, integrate and evaluate multiple sources of information presented in diverse formats, and compare and contrast relationships within the same topic into a coherent understanding of an idea, noting discrepancies among sources.

Students will continue to draw evidence from informational texts to support analysis, reflection, and research.

Resources

Suggested primary and secondary sources

- History documents: speeches, treaties, laws, enduring documents such as the Constitution
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- New York State has become one of the leaders in the Common Core Curriculum. The website provides teachers with many valuable resources and they are free.

Teachers Pay Teachers: <http://www.teacherspayteachers.com/>

- The website hosts an array of teacher-created lesson plans for all types of courses. To get the lesson plan, a teacher must pay a nominal fee that is given to the teacher who created the lesson.

Vocabulary

accurate	distribution	primary
adapt	economic	prior
affect	emerge	promote
alternate	environment	reaction
analysis	evidence	research
citing	expansion	resources
conclusions	identify	role
conflict	impact	source
consumers	integrate	specific
contrasting	interact	summary
cooperation	modify	technical
culture	physical	texts
demonstrate	predictions	visual
distinct		

