

Mansfield Public Schools *Grade 8 - Social Studies Curriculum*

Introduction

During the eighth grade year, students will examine seven topics from the late 18th century and the 19th century and participate in a decade study of the 20th century. The American Revolution Unit includes colonial unrest which led to the Revolution and the Revolution. The American Government Unit is a study of the governments (Articles of Confederation and the Constitution) which developed after independence. The Westward Movement Unit includes the territorial growth of the United States from 1776-1848 as well as the exploration and settlement of the west by whites and the effects of this settlement on Native Americans. The Industrial Revolution Unit includes the development of the factory system in America, the farm to factory movement and its effects on society, and the contrast between the working and living conditions of factory workers and the captains of industry. The Reform Movement Unit focuses on the efforts to reform society in the 19th century, especially the abolitionist movement and the women's rights movement. The Civil War and Reconstruction Unit includes the causes of the Civil War, the war itself, and Reconstruction. The Immigration Unit includes an examination of the push and pull factors which encouraged large numbers of immigrants to come to the country, the immigration process and the experiences of immigrants, and the growth of American cities as a result of immigration. The Decades of the 20th Century Unit provides an overview of the century and in-depth study of one decade. Throughout the year, students will participate in class activities and discussions to help them understand both the interrelationships between people and events and the overlapping chronology of the topical units. In addition, the study of current events is ongoing throughout the year.

General Student Performance Goals and Expectations

Students will demonstrate through written work, oral expression, portfolios, peer teaching, drawings, diagrams, creative projects, or collaborative work, their ability to:

- Demonstrate knowledge of the structure of United States history to understand life and events in the past and how they relate to one's own life experiences.
- Analyze the historical roots and the current complexity of relations among nations in an increasingly interdependent world.
- Apply geographic knowledge, skills and concepts to understand human behavior in relation to the physical and cultural environment.
- Describe the relationships among the individual, the groups and the institutions which exist in American society and culture.
- Demonstrate knowledge of how people create rules and laws to regulate the dynamic relationships of individual rights and societal needs.

- Apply concepts from the study of history, culture, economics and government to the understanding of the relationships among science, technology and society.
- Demonstrate an understanding of how ideals, principles and practices of citizenship have emerged over time in American life.
- Analyze and interpret primary source documents.
- Analyze historical events from a specific point of view.
- Work cooperatively in groups to accomplish an assigned task.

Essential Questions to Guide Each Unit

*Each essential question is followed by a notation of its relationship to the
State of Connecticut Social Studies Curriculum Framework (1998)*

How did the everyday life of Americans during this era compare with modern life? (1, 2, 3, 4)

How did the physical geography and natural resources affect the growth of our country and how have we altered this geography and used these resources? (9, 10, 11, 12)

What people held power during this time period and how did they treat those who did not hold power? (1, 2, 3, 4, 5, 6, 14)

How did our government react to the many problems and challenges it faced from within our country and from foreign events? (1, 2, 3, 4, 5, 6, 7, 8)

Throughout our history, how has immigration changed American culture? (1, 2, 3, 4, 6, 8, 11, 12, 13)

What is the connection between daily current events and the past? (1, 2, 3, 4, 5, 6, 7, 8, 9, 15)

UNIT 1 - AMERICAN REVOLUTION

This unit deals with the transition from American colonies to the United States of America. This unit focuses on colonial dissatisfaction and unrest and the resulting American Revolution. Students will study and discuss the relationship between the American colonies and England and examine the grievances listed in the Declaration of Independence. Students will study the American Revolution and discuss the conflict between colonists who favored revolution and those who preferred to remain loyal to the king. A highlight of the unit is a field trip to Boston where students will walk the Freedom Trail.

CONTENT STANDARDS AND PERFORMANCE EXPECTATIONS:

Content Standard 1: Historical Thinking

- Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts
- Distinguish between primary and secondary sources
- Examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion
- Analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time
- Develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source material

Content Standard 2: Local, United States, and World History

- Demonstrate an in-depth understanding of major events and trends of United States history (e.g., the American Revolution, the Civil War, industrialization, the Great Depression, the cold war)
- Locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location
- Explain the relationships among the events and trends studied in local, state, national and world history.

Content Standard 3: Historical Themes

- Explain the reasons for conflict and the ways conflicts have been resolved
- Explain how economic factors influenced historical events in the United States and other regions of the world

Content Standard 4: Applying History

- Initiate questions and hypotheses about historic events being studied
- Be active learners at cultural institutions such as museums and exhibitions
- Display empathy for people who have lived in the past
- Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns

Content Standard 5: United States Constitution and Government

- Demonstrate an understanding of the historical background of the Declaration of Independence

Content Standard 6: Rights and Responsibilities of Citizens

- Explain the meaning of political rights (e.g., right to vote, right to assemble) as distinguished from personal rights (e.g., freedom of speech, freedom of movement)

Content Standard 8: International Relations

- Evaluate the impact of significant international events

Content Standard 14: Economic Systems

- Analyze the impact of government taxing and spending decisions on specific individuals, businesses, organizations and groups

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
Unit 1 - American Revolution	<ul style="list-style-type: none"> • Students will analyze the causes of and the events leading to the American Revolution from both the British and colonist perspectives, then decide whether they would have supported revolution or remained loyal to England. • Students will analyze the Revolution both chronologically and geographically, then discuss reasons the colonists were successful. • Students will analyze the Declaration of Independence and write colonists' grievances in their own words. • Students will practice reading, writing, and public speaking skills. • Students will use historical fiction to study the Revolution. 	<ul style="list-style-type: none"> • Using the Library Media Center, students research an assigned event, person, or battle related to the revolution and present a brief oral presentation to the class. • Primary source analysis - Declaration of Independence. • Point of view analysis - What happened at the battle of Lexington? • Creation of T chart categorizing terms for British and American sides. • Taking notes on oral presentations on individual papers then in pairs organizing notes three ways: chronologically, geographically, and in order of importance. • Viewing film <i>1776</i> • Viewing film <i>Johnny Tremain</i> • Boston field trip - Freedom Trail 	<ul style="list-style-type: none"> • Reading and answering questions from <i>American Nation</i>. • Writing an editorial to the <i>Connecticut Courant</i> dated July 1776 favoring or opposing revolution. • Peer review and editing of editorials. • Research and present 1-2 minute oral presentation. • Read Chapters 1 & 2 of <i>My Brother Sam Is Dead</i>. • Presentation at historic landmark on Freedom Trail. • Unit test. • On task behavior, contribution to the group and cooperation are assessed throughout the unit • Selected questions 	<ul style="list-style-type: none"> • The American Nation Read p. 149-155) answer page 149 #4-6, page 155 #4-6, and page 156 Applying Your Skills #2) • <i>My Brother Sam Is Dead</i>. • Declaration of Independence • Packet - 5 views of battle of Lexington • Library Media Center resources. • Film <i>1776</i> • Film <i>Johnny Tremain</i> • National Park Service Website for Freedom Trail sites.

		<ul style="list-style-type: none">Selected enrichment activities utilizing related trade books	from American Revolution unit on Mid-Year exam	
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UNIT 2 - AMERICAN GOVERNMENT

During this unit students study the new governments which were developed as the United States won independence from England. Students will learn about a variety of forms of government and will participate in a simulation in which they decide on a form of government for a fictional country. Students will examine the Articles of Confederation and determine why that government was not effective. They will also study the United States Constitution and participate in a Model Congress during which they will write and attempt to pass bills which affect their everyday lives in school.

CONTENT STANDARDS AND PERFORMANCE EXPECTATIONS:

Content Standard 1: Historical Thinking

- Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts
- Distinguish between primary and secondary sources
- Analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time

Content Standard 2: Local, United States, and World History

- Demonstrate an in-depth understanding of major events and trends of United States history (e.g., the American Revolution, the Civil War, industrialization, the Great Depression, the cold war)
- Locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location

Content Standard 3: Historical Themes

- Describe the emergence of select governmental systems, principles and institutions
- Describe some of the more common forms of government found in the past, giving examples of societies that have practiced them (e.g., monarchy, oligarchy, clan/tribal, autocracy, dynasty, theocracy, republic, democracy)
- Explain the reasons for conflict and the ways conflicts have been resolved
- Describe, explain and analyze the impact of the exchange of ideas on societies, politics, religion, etc.

Content Standard 4: Applying History

- Initiate questions and hypotheses about historic events being studied
- Display empathy for people who have lived in the past
- Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns

Content Standard 5: United States Constitution and Government

- Explain how the Constitution divides the power of government among the executive, legislative, and judicial branches, and how each branch can check the power of another
- Explain how and why powers are distributed among the national, state, and local governments

- Identify their representatives in national and state legislatures, and heads of the executive branch at the national, state, and local levels
- Understand the process of how a bill becomes a law
- Explain how an individual's rights to life, liberty and property are protected by the Constitution and criminal and civil laws

Content Standard 6: Rights and Responsibilities of Citizens

- Explain the meaning of political rights (e.g., right to vote, right to assemble) as distinguished from personal rights (e.g., freedom of speech, freedom of movement)
- Identify significant characteristics of an effective citizen and know how to influence public policy by participation in the government of their school
- Research an issue of interest and be able to take and defend a position on that issue

Content Standard 7: Political Systems

- Compare and evaluate forms of government found outside the United States
- Describe the role of the U. S. Constitution in the limitation of government powers

Content Standard 8: International Relations

- Evaluate the impact of significant international events
- Describe the role of the three branches of U.S. government in developing and conducting foreign policy.

Content Standard 14: Economic Systems

- Analyze the impact of government taxing and spending decisions on specific individuals, businesses, organizations and groups

nit	Learning Objectives	Activities	Assessment Strategies	Resources
Unit 2 - American Government	<ul style="list-style-type: none"> • Students will discuss a variety of governmental systems, determine advantages and disadvantages of each, and then apply this information in a decision-making simulation • Students will analyze the weaknesses of the Articles of Confederation and why change was necessary • Students will analyze the three branches of American government, their interrelationship, and their roles in the lawmaking process • Students will understand how a bill becomes a law • Students will practice reading, writing, and public speaking skills • Students will identify an important issue and write a letter expressing their opinion to an appropriate government official 	<ul style="list-style-type: none"> • Borka simulation (adapted from <i>Promise of America</i>, Book 1) • Powerpoint presentation of how a bill becomes a law • Model Congress • Primary source analysis - Articles of Confederation • Rewriting Preamble of Constitution in own words and showing <i>Schoolhouse Rock</i> video on Preamble • Lecture/discussion and student note taking on three branches of government • Selected enrichment activities utilizing related trade books 	<ul style="list-style-type: none"> • Borka simulation • Borka simulation questions • Students categorize selected newspaper articles into appropriate branches • Letter to government official • Model Congress • Unit test • On task behavior, contribution to the group and cooperation are assessed throughout the unit • Selected questions from American Government unit on Mid-Year exam 	<ul style="list-style-type: none"> • <i>United States Constitution</i> • Powerpoint presentation "How a Bill Becomes a Law" • <i>Promise of America</i> (Borka) • <i>Schoolhouse Rock</i> video. • <i>Articles of Confederation</i>

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UNIT 3 - WESTWARD MOVEMENT

This unit deals with the growth of the United States as a country, the westward movement of European settlers, and the effect of that movement on Native Americans. Students will examine and map the territorial expansion of the United States from 1776-1853 and learn about early explorations (e.g., Lewis and Clark) of these newly acquired territories. Students will examine the factors which encouraged settlement of the expanding nation including Manifest Destiny, the gold rush, available land for farming, and railroads, and study the experiences of citizens moving and settling the west. An important component of this unit will be an examination of this expansion from the Native American perspective. A highlight of the unit will be a westward movement simulation.

CONTENT STANDARDS AND PERFORMANCE EXPECTATIONS:

Content Standard 1: Historical Thinking

- Gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives
- Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts
- Distinguish between primary and secondary sources
- Examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion
- Analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time
- Develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source material

Content Standard 2: Local, United States, and World History

- Demonstrate an in-depth understanding of major events and trends of United States history (e.g., the American Revolution, the Civil War, industrialization, the Great Depression, the cold war)
- Locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location
- Explain the relationships among the events and trends studied in local, state, national and world history.

Content Standard 3: Historical Themes

- Explain the origins of American religious diversity, showing knowledge of some of the beliefs of Native Americans and migrants to the new world and give examples of ways those beliefs have changed over time
- Explain the reasons for conflict and the ways conflicts have been resolved
- Identify and analyze the various causes and effects of movements of groups of people
- Explain how economic factors influenced historical events in the United States and other regions of the world

Content Standard 4: Applying History

- Initiate questions and hypotheses about historic events being studied
- Display empathy for people who have lived in the past
- Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns

Content Standard 8: International Relations

- Evaluate the impact of significant international events
- Describe the influence of U.S. political, economic, and cultural ideas on other nations and the influence of other nations' ideas on the United States
- Describe how foreign policy decisions may affect domestic groups and institutions

Content Standard 9: Places and Regions

- Describe the process and impact of regional change
- Identify and evaluate various perspectives associated with places and regions
- Explain and assess how culture affects perception of places and regions

Content Standard 10: Physical Systems

- Understand and apply how natural processes influence the formation and location of resources

Content Standard 11: Human Systems

- Explain the patterns and characteristics of human migrations at various levels

Content Standard 12: Human and Environment Interaction

- Make maps, globes, models, charts and geographic databases
- Use maps, globes, models, graphs, charts, and databases to analyze distributions and patterns
- Demonstrate and explain ways that humans depend on, adapt to, and alter the physical environment

Content Standard 13: Limited Resources

- Present current and historical controversies about the use of resources

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
Unit 3 - Westward Movement	<ul style="list-style-type: none"> • Students will understand and appreciate the challenges explorers and early settlers faced as they moved west • Students will analyze the Lewis and Clark expedition from the point of view of the explorers and that of the Native Americans • Students will review the physical features of the United States. • Students will examine the competing political forces involved in each territorial acquisition of the United States • Students will examine the pull factors which drew easterners to the west • Students will understand and appreciate the conditions of Native Americans as the European settlers explored, settled, and controlled their land 	<ul style="list-style-type: none"> • Viewing and discussing Lewis and Clark video which quotes diaries of the explorers • Westward movement simulation • Arguments for and against purchasing the Louisiana Territory • Territorial Expansion of the U.S. activity. • Reading <i>Emigrants Guide to Oregon and California</i> and answering questions • Selected enrichment activities utilizing related trade books 	<ul style="list-style-type: none"> • Three maps - physical features, territorial acquisitions, westward trails • Westward Movement simulation. • Four quizzes on assigned readings • On task behavior, contribution to the group and cooperation are assessed throughout the unit • Selected questions from Westward Movement unit on Mid-Year exam 	<ul style="list-style-type: none"> • <i>American Nation</i> read pages 271-278, 282-285, 338-341, 348-363, 364-372 • <i>The Emigrants Guide to Oregon and California</i> • Westward movement simulation packet • Outline maps • Lewis and Clark video

UNIT 4 - INDUSTRIAL REVOLUTION

The Industrial Revolution unit covers the span of time between the development of the factory system in the early 19th century and the rapid industrialization of the United States at the start of the 20th century. Students will study the farm to factory movement in New England through the examination of primary source material relating to the life of a young factory worker in Lowell, Massachusetts. During the unit, students will compare the living and working conditions of factory workers and the wealthy industrialists who owned the factories. The reasons for and the development of early labor unions will be studied.

CONTENT STANDARDS AND PERFORMANCE EXPECTATIONS:

Content Standard 1: Historical Thinking

- Gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives
- Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts
- Distinguish between primary and secondary sources
- Examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion
- Analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time
- Develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source material

Content Standard 2: Local, United States, and World History

- Demonstrate an in-depth understanding of major events and trends of United States history (e.g., the American Revolution, the Civil War, industrialization, the Great Depression, the cold war)
- Locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location
- Explain the relationships among the events and trends studied in local, state, national and world history.

Content Standard 3: Historical Themes

- Explain how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position
- Identify and analyze the various causes and effects of movements of groups of people
- Explain how economic factors influenced historical events in the United States and other regions of the world

Content Standard 4: Applying History

- Initiate questions and hypotheses about historic events being studied
- Display empathy for people who have lived in the past
- Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns

Content Standard 5: United States Constitution and Government

- Describe means of conflict management including negotiation, mediation, arbitration, and litigation

Content Standard 8: International Relations

- Describe the influence of U.S. political, economic, and cultural ideas on other nations and the influence of other nations' ideas on the United States

Content Standard 9: Places and Regions

- Describe the process and impact of regional change
- Identify and evaluate various perspectives associated with places and regions
- Explain and assess how culture affects perception of places and regions

Content Standard 10: Physical Systems

- Understand and apply how natural processes influence the formation and location of resources

Content Standard 11: Human Systems

- Explain the patterns and characteristics of human migrations at various levels
- Analyze the formation, characteristics, and functions of urban, suburban, and rural settlements

Content Standard 12: Human and Environment Interaction

- Use maps, globes, models, graphs, charts, and databases to analyze distributions and patterns
- Demonstrate and explain ways that humans depend on, adapt to, and alter the physical environment

Content Standard 13: Limited Resources

- Present current and historical controversies about the use of resources
- Explain how technological change and innovation improves a society's productivity and economic growth

Content Standard 14: Economic Systems

- Describe the relationships among demand, supply, and price and their roles in a market system

Content Standard 15: Economic Interdependence

- Explain how specialization leads to more efficient use of economic resources and economic growth

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
Unit 4 - Industrial Revolution	<ul style="list-style-type: none"> • Students will understand and appreciate the changing roles of American workers caused by the Industrial Revolution, working conditions in factories, and the beginnings of the labor movement • Students will compare 19th century farm life and factory life. • Students will investigate a variety of primary sources related to the life of one young factory worker during the early 19th century. • Students will write an essay from the point of view of a young person of the early 19th century. 	<ul style="list-style-type: none"> • Analyzing two sources which describe 19th century farm life for boys and girls • Primary source analysis - Barilla Taylor material • Viewing video on growth of American Industries • Writing skits using vocabulary words and important names • Selected enrichment activities utilizing related trade books 	<ul style="list-style-type: none"> • Reading assigned pages from text and answering questions • T chart comparing farm life for boys and girls • Writing an essay on topic "If I were living in a rural New England town in the 1830s, would I stay on the farm or move to Lowell to work in a factory?" • Unit test • On task behavior, contribution to the group and cooperation are assessed throughout the unit • Selected questions from Industrial Revolution unit on Mid-Year exam 	<ul style="list-style-type: none"> • <i>American Nation</i> pages 294-299, 299-302, 377-381. • Video "The American Industrial Revolution" • Barilla Taylor materials from Tsongas Historical National Park, Lowell, MA. • Readings on farm life of girls and boys in the early 19th century.

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UNIT 5 - AGE OF REFORMS

The early 19th century was a time in American history when a variety of reform movements swept the country in the hope of improving the lives of all Americans. This unit examines some of these attempts to reform society. Of these movements, the effort to abolish slavery was the largest and the one with the greatest immediate result culminating in the Civil War and emancipation of slaves. Although women did not gain the right to vote until 1920, the women's rights movement grew out of the abolitionist movement. The Seneca Falls Conference in 1848 resulted in the writing of the Declaration of Sentiments and public awareness of the movement. This period also saw efforts to improve the treatment of the poor, the mentally ill, and those in prisons, to improve education, and to end the drinking of alcohol.

Many of the problems of the early 19th century have not been completely solved as we enter the 21st century. During this unit, students will be asked to connect the early efforts to make reforms with the problems that exist today.

CONTENT STANDARDS AND PERFORMANCE EXPECTATIONS:

Content Standard 1: Historical Thinking

- Gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives
- Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts
- Distinguish between primary and secondary sources
- Examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion
- Analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time
- Examine current concepts, issues, events, and themes from historical perspectives and identify principle conflicting ideas between competing narratives or interpretations of historical events
- Develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source material

Content Standard 2: Local, United States, and World History

- Demonstrate an in-depth understanding of major events and trends of United States history (e.g., the American Revolution, the Civil War, industrialization, the Great Depression, the cold war)
- Locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location
- Explain the relationships among the events and trends studied in local, state, national and world history.

Content Standard 3: Historical Themes

- Explain how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position

- Explain how economic factors influenced historical events in the United States and other regions of the world
- Describe, explain, and analyze the impact of the exchange of ideas on societies, politics, religion, etc.

Content Standard 4: Applying History

- Initiate questions and hypotheses about historic events being studied
- Display empathy for people who have lived in the past
- Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns

Content Standard 5: United States Constitution and Government

- Describe means of conflict management including negotiation, mediation, arbitration, and litigation
- Describe how the public agenda is shaped by political leaders and parties, interest groups, the media, public opinion, state and federal courts, and individual citizens

Content Standard 8: International Relations

- Evaluate the impact of significant international events on the United States and on other nations

Content Standard 11: Human Systems

- Explain the patterns and characteristics of human migrations at various levels.

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
Unit 5 - Age of Reforms	<ul style="list-style-type: none"> • Students will become aware of the reform movements of the early 19th century • Students will examine primary source documents relating to treatment of the poor, abolition, women's rights, temperance, and the Shaker movement • Students will connect the problems of society during the early 19th century with the related problems of today 	<ul style="list-style-type: none"> • Primary source analysis - documents relating to abolition of slavery • Town meeting on Hartford Resolution • Viewing video "All We Want Is Make Us Free" • Amistad decision making activity • Viewing video segment on background of Dec. of Sentiments • Primary source analysis - Dec. of Sentiments • Viewing "One Fine Day" video • View powerpoint presentation on Temperance • Class reading of play "Sir Richard Rum" • Primary source analysis -Treatment of the poor in group jigsaw activity • Town meeting simulation on vendue system v. poor farm • Primary source analysis - pairs analyze packet of primary sources 	<ul style="list-style-type: none"> • Three quizzes on assigned reading • Letter writing on either abolition of slavery or women's rights. • Articles from newspapers and magazines connecting a 19th century reform movement with a reform effort today. • Exit tickets with personal reactions to role playing and/or class activities. • On task behavior, contribution to the group and cooperation are assessed throughout the unit • Selected questions from Reform unit on Mid-Year exam 	<ul style="list-style-type: none"> • <i>American Nation</i> pages 400 - 415. • Newspaper or magazine articles relating to reform movements of today. • Primary sources: Documents relating to temperance, poverty, women's rights, abolition of slavery, Amistad, and the Shakers • Videos: "All We Want Is Make Us Free", "One Fine Day", and (Stanton and Mott) • Video – Women's Rights

		relating to Shakers and create chart listing characteristics of group, peer editing of charts		
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UNIT 6 THE CIVIL WAR AND RECONSTRUCTION

The Civil War was one of the most significant events in American history. Americans fought against Americans over issues of slavery, the rights of states to make their own decisions, and important economic differences between the Northern and Southern states. The effects of this war were enormous. Hundreds of thousands of Americans were killed and much of the South was in ruins, but three amendments which ended slavery and gave rights to blacks were added to the Constitution. The period of Reconstruction following the war was an attempt to rebuild and reunite the nation. The lingering effects of this schism can still be felt in modern politics.

CONTENT STANDARDS AND PERFORMANCE EXPECTATIONS

Content Standard 1: Historical Thinking

- Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts
- Gather information from multiple sources, including archives or electronic data bases, to have experience with historical sources and to appreciate the need for multiple perspectives
- Distinguish between primary and secondary sources
- Interpret data in historical maps, photographs, art works and other artifacts
- Analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time
- Examine current concepts, issues, events and themes from historical perspectives and identify principle conflicting ideas between competing narratives or interpretations of historical events
- Develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source materials

Content Standard 2: Local, United States and World History

- Demonstrate an in-depth understanding of major events and trends of United States history (e.g., the American Revolution, the Civil War, industrialization, the Great Depression, the cold war)
- Locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location
- Explain the relationships among the events and trends in local, state, national and world history

Content Standard 3: Historical Themes

- Explain reasons for conflict and the ways conflicts have been resolved
- Explain how economic factors influenced historical events in the United States and other regions of the world
- Describe, explain and analyze the impact of the exchange of ideas on societies, politics, religion, etc.

Content Standard 4: Applying History

- Initiate questions and hypotheses about historic events they are studying
- Display empathy for people who have lived in the past

- Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns

Content Standard 5: United States Constitution and Government

- Explain how an individual's rights to life, liberty and property are protected by the Constitution and criminal and civil laws
- Describe how the public agenda is shaped by political leaders and parties, interest groups, the media, public opinion, state and federal courts, and individual citizens

Content Standard 6: Rights and Responsibilities of Citizens

- Evaluate situations involving conflicts between rights and propose solutions to these conflicts

Conflict Standard 9: Places and Regions

- Describe human and natural characteristics of places and how they shape or place identity
- Examine ways in which regions are interconnected
- Identify and evaluate various perspectives associated with places and regions
- Explain and assess how culture affects perception of places and regions
- Demonstrate how personal knowledge and experiences influence an individual's perception of places

Content Standard 12: Human and Environment Interaction

- Use maps, charts and databases to analyze distributions and patterns
- Describe human and natural characteristics of places and how they shape or place identity

Content Standard 14: Economic Systems

- Describe the relationships among demand, supply and price and their roles in a market system
- Identify governmental activities that affect the local, state, national and international economy
- Analyze the impact of government taxing and spending decisions on specific individuals, businesses, organizations and groups

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
Unit 6 - Civil War and Reconstruction	<ul style="list-style-type: none"> • Students will understand the causes of the war, the important people involved, the major battles, and the effects of the war. • Students will read and interpret primary source documents related to the war • Students will improve their oral presentation skills by researching , organizing , and presenting a newscast of the war. 	<ul style="list-style-type: none"> • Viewing PBS video "The Civil War - Part 1, The Causes" • Text book scavenger hunt • Map activity - using specific text map questions and outline maps of U.S. • Primary source analysis - "Diary of Alfred P. Hanks" - illustrate assigned scene • Primary source analysis - Matthew Brady photographs • Group analysis, poster making and presentations to teacher on women's roles in the Civil War • Viewing video "Women in the Civil War" • Working in groups, define identified terms related to reconstruction, make flash cards, study definitions for quiz • Selected enrichment activities utilizing related trade books 	<ul style="list-style-type: none"> • Newscast (live, audio tape, or video tape) of the war • Newscast check-in sheet • Quiz on Reconstruction • Primary source analysis of photos and diary • Group poster making and presentation on women's roles • Civil War and Reconstruction unit test • Selected questions from Civil War and Reconstruction unit on Final Exam 	<ul style="list-style-type: none"> • <i>American Nation</i> pages • Documentary Photo Aids - Mathew Brady photographs of the Civil War • Video - "Women in the Civil War" • Video - "The Civil War - Part 1 - The Causes" (PBS). • Teacher edited packets on women in the Civil War • "Diary of Alfred P. Hanks" from Mansfield Historical Society • Selected writings from contemporary authors

UNIT 7 - IMMIGRATION

During this unit, students study the many groups of immigrants, some of them our ancestors, who entered the United States. Students learn how this diverse population affected and contributed to the American experience. Two highlights of this unit are an Ellis Island simulation and a field trip to New York to visit Ellis Island. Students will also examine a variety of primary source material relevant to the history of immigration in Mansfield. In addition, students will study modern day immigration trends and develop their own suggested United States immigration policy.

CONTENT STANDARDS AND PERFORMANCE EXPECTATIONS:

Content Standard 1: Historical Thinking

- Gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives
- Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts
- Distinguish between primary and secondary sources
- Examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion
- Analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time
- Examine current concepts, issues, events, and themes from historical perspectives and identify principle conflicting ideas between competing narratives or interpretations of historical events

Content Standard 2: Local, United States, and World History

- Demonstrate an in-depth understanding of major events and trends of United States history (e.g., the American Revolution, the Civil War, industrialization, the Great Depression, the cold war)
- Demonstrate an in-depth understanding of major events and trends in local history
- Locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location
- Explain the relationships among the events and trends studied in local, state, national and world history.

Content Standard 3: Historical Themes

- Explain how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position
- Identify and analyze the various causes and effects of movements of groups of people
- Explain how economic factors influenced historical events in the United States and other regions of the world

Content Standard 4: Applying History

- Initiate questions and hypotheses about historic events being studied
- Be active learners at cultural institutions such as museums and historical exhibitions
- Display empathy for people who have lived in the past
- Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns

Content Standard 5: United States Constitution and Government

- Explain how an individual's rights to life, liberty, and property are protected by the Constitution and criminal and civil laws
- Describe means of conflict management including negotiation, mediation, arbitration, and litigation

Content Standard 6: Rights and Responsibilities of Citizens

- Describe how one becomes a citizen of the United States

Content Standard 8: International Relations

- Describe the influence political, economic, and cultural ideas on other nations and the influence of other nations' ideas on the United States
- Describe how foreign policy decisions may affect domestic groups and organizations
- Describe how domestic groups and/or organizations seek to influence foreign policy decisions

Content Standard 9: Places and Regions

- Describe the process and impact of regional change
- Identify and evaluate various perspectives associated with places and regions
- Explain and assess how culture affects perception of places and regions
- Locate natural and cultural features in their own and nearby communities, in the United States and in other regions of the world, as needed, to answer geographic questions

Content Standard 11: Human Systems

- Explain the patterns and characteristics of human migrations at various levels
- Analyze the formation, characteristics, and functions of urban, suburban, and rural settlements

Content Standard 12: Human and Environment Interaction

- Use maps, globes, model, graphs, charts, and databases to analyze distributions and patterns
- Describe human and natural characteristics of places and how they shape or place identity

Content Standard 13: Limited Resources

- Present current and historical controversies about the use of resources

Content Standard 14: Economic Systems

- Describe the relationships among demand, supply, and price and their roles in a market system

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
Unit 7 - Immigration	<ul style="list-style-type: none"> • Students will understand the "push factors" which drove people to leave their homelands and the "pull factors" which attracted them to America • Students will be able to distinguish between the dreams and reality of the immigrant experience • Students will appreciate the contributions immigrants have made to American culture • Students will become aware of their family's immigrant history • Students will examine a variety of primary sources related to local history • Students will examine the impact of immigration on Mansfield's history • Students will analyze patterns of immigration throughout American history • Students will develop an immigration policy for the United States today 	<ul style="list-style-type: none"> • Ellis Island simulation • Ellis Island field trip • Primary source analysis - Immigration photographs • Primary source analysis - 1900 census for the town of Mansfield and create two charts to illustrate findings • Primary source analysis - Items from Jackdaw kit on Immigration • Read and discuss "What Every Emigrant Should Know" • Read "A Crossing Dark and Dangerous" and illustrate conditions described • Discussion of class immigrant history with individual students reporting • Reading "Shwaitzberg (Elem) Farm" and either illustrate four scenes or create family tree • Viewing and discussing Brokaw Report video. 	<ul style="list-style-type: none"> • Reading assigned pages from text and answering questions • Reading and answering questions about "The History of the Jewish Farmer in Eastern Conn." • Simulation preparation letter from point of view of immigrant character • Essay writing on Ellis Island simulation experience • Create a "farm advertisement" for a Mansfield farm renting rooms to vacationers • Illustrations or family trees from Shwaitzberg (Elem) Farm reading • Selected questions from Immigration unit on Final Exam 	<ul style="list-style-type: none"> • <i>American Nation</i> pages 560-573, 699-700, 873-875 • "The History of the Jewish Farmer in Eastern Conn." • Excerpt - "By the Numbers: U. S. Immigration", <i>Scientific American</i>, Sept. 1999 • "Annual Report - Legal Immigration, Fiscal Report 1998", INS • Immigration roles for simulation from Gateway simulation. • Reading - "A Crossing Dark and Dangerous", Jean Maxwell-Worthington • "Shwaitzberg (Elem) Farm", Paul J. Schwartzberg Sutton • "Brokaw Report - Immigration..." • "An American Tale", Stephen Spielberg animated video • 1900 census for town of Mansfield

		<ul style="list-style-type: none">• Viewing and discussing "An American Tale" video• Viewing video "Island of Hope, Island of Tears". Then in groups, listing reasons for immigration, conditions of the voyage, and experience at Ellis Island• Selected enrichment activities utilizing related trade books		<ul style="list-style-type: none">• "What Every Emigrant Should Know", Cecelia Razovsky• Video "Island of Hope, Island of Tears".
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UNIT 8 - DECADES OF THE 20TH CENTURY

Since most of the 10th grade American History curriculum is devoted to a study of the 20th century, this unit is designed to familiarize students with the major events, people, and issues of that time period and to allow each student the opportunity to explore one decade in depth. After thoroughly researching their decade, students will create a decade box of student made artifacts representative the era. One highlight of this unit is a simulated 1950s sock hop.

CONTENT STANDARDS AND PERFORMANCE EXPECTATIONS:

Content Standard 1: Historical Thinking

- Gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives
- Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts
- Distinguish between primary and secondary sources
- Examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion
- Analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time
- Examine current concepts, issues, events, and themes from historical perspectives and identify principle conflicting ideas between competing narratives or interpretations of historical events

Content Standard 2: Local, United States, and World History

- Demonstrate an in-depth understanding of major events and trends of United States history (e.g., the American Revolution, the Civil War, industrialization, the Great Depression, the cold war)
- Demonstrate an in-depth understanding of selected events representing major trends of world history
- Locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location
- Explain the relationships among the events and trends studied in local, state, national and world history.

Content Standard 3: Historical Themes

- Explain how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position
- Identify and analyze the various causes and effects of movements of groups of people
- Explain how economic factors influenced historical events in the United States and other regions of the world
- Describe, explain, and analyze the impact of the exchange of ideas on societies, politics, religion, etc.

Content Standard 4: Applying History

- Initiate questions and hypotheses about historic events being studied

- Display empathy for people who have lived in the past
- Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns

Content Standard 5: United States Constitution and Government

- Explain how an individual's rights to life, liberty, and property are protected by the Constitution and criminal and civil laws

Content Standard 8: International Relations

- Describe the influence of U. S. political, economic, and cultural ideas on other nations and the influence of other nations' ideas on the United States
- Describe how foreign policy decisions may affect domestic groups and organizations
- Describe how domestic groups and/or organizations seek to influence foreign policy decisions

Content Standard 9: Places and Regions

- Describe the process and impact of regional change

Content Standard 11: Human Systems

- Explain the patterns and characteristics of human migrations at various levels
- Analyze the formation, characteristics, and functions of urban, suburban, and rural settlements

Content Standard 12: Human and Environment Interaction

- Use maps, globes, models, graphs, charts, and databases to analyze distributions and patterns

Content Standard 13: Limited Resources

- Present current and historical controversies about the use of resources

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
Unit 8 - Decades of the 20th Century	<ul style="list-style-type: none"> • Students will become aware of the major events, important people, technological developments, social issues, the arts, fads, and styles of the 20th century • Students will study one decade in depth, create a project on this decade, and present the project to the class 	<ul style="list-style-type: none"> • Researching a world event from decade and presenting to class (in chronological order) • Viewing video relating to decade being studied • Research using wide variety of material and creating artifacts for Decade Box assignment • 1950s Sock Hop • 1950s situation comedy and discussion of male/female roles and television shows of the time • 1960s protest music • Dust Bowl ballads • Selected radio shows from 1940s • Selected enrichment activities utilizing related trade books 	<ul style="list-style-type: none"> • Decade Packet • Decade Box • Questions from Decade Unit on final exam 	<ul style="list-style-type: none"> • <i>American Nation</i> pages 556 - 881 • Teacher created collections of material by decade • Video collection by decade • Electronic encyclopedias on computer • Audio recordings of radio shows and music from various decades • Internet sites for events and people of the century • Videos of selected TV shows from the decades

CURRENT ISSUES

(Ongoing throughout the year)

Students will study current issues throughout the year. Important world, national, state, and local issues will be presented and discussed at the beginning of each social studies block class. Students are responsible for taking notes during the discussion in their current events journals. On Monday of each week, students will show their understanding by taking a current issues quiz on the material discussed during the previous week. In addition, on most Mondays, students will play a current issues game which draws information from five major news magazines. During the first week of the calendar new year, students will review important events and people from the previous year.

CONTENT STANDARDS AND PERFORMANCE EXPECTATIONS:

Content Standard 1: Historical Thinking

- Examine current concepts, issues, events, and themes from historical perspectives and identify principle conflicting ideas between competing narratives or interpretations of historical events

Content Standard 2: Local, United States, and World History

- Explain the relationships among the events and trends studied in local, state, national and world history.

Content Standard 3: Historical Themes

- Explain how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position
- Identify and analyze the various causes and effects of movements of groups of people
- Describe, explain, and analyze the impact of the exchange of ideas on societies, politics, religion, etc.

Content Standard 4: Applying History

- Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns

Content Standard 5: United States Constitution and Government

- Explain how an individual's rights to life, liberty, and property are protected by the Constitution and criminal and civil laws
- Describe how the public agenda is shaped by political leaders and parties, interest groups, the media, public opinion, state and federal courts, and individual citizens

Content Standard 6: Rights and Responsibilities of Citizens

- Evaluate situations involving conflicts between rights and proposed solutions to these conflicts

Content Standard 7: Political Systems

- Explain the meaning of civic life, politics, and government

Content Standard 8: International Relations

- Describe the influence of U. S. political, economic, and cultural ideas on other nations and the influence of other nations' ideas on the United States
- Describe how foreign policy decisions may affect domestic groups and organizations
- Describe how domestic groups and/or organizations seek to influence foreign policy decisions

Content Standard 9: Places and Regions

- Examine the ways in which regions are interconnected

Content Standard 11: Human Systems

- Explain the patterns and characteristics of human migrations at various levels
- Analyze the formation, characteristics, and functions of urban, suburban, and rural settlements

Content Standard 12: Human and Environment Interaction

- Use maps, globes, models, graphs, charts, and databases to analyze distributions and patterns

Content Standard 13: Limited Resources

- Present current and historical controversies about the use of resources

Content Standard 14: Economic Systems

- Describe the relationships among demand, supply and price and their roles in a market system
- Identify governmental activities that affect the local, state, national, and international economy

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
Unit 9 - Current Issues - Ongoing throughout the year	<ul style="list-style-type: none"> • Students will become aware of important events, people, and issues in Connecticut, the nation, and the world today • Students will relate the current events to their historical antecedents • Students will be able to locate important events on a world map • Students will appreciate the importance of becoming an informed citizen 	<ul style="list-style-type: none"> • Guided discussion and note taking in current issues journal of selected news stories each day at the start of class • Current events game in groups • Selected enrichment activities utilizing related sources 	<ul style="list-style-type: none"> • Weekly current issues quiz 	<ul style="list-style-type: none"> • <i>The Hartford Courant</i> • <i>The Weekly News Quiz</i>