Grade 8 Social Studies / History  
Social Studies 8

Essential Skills

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others ideas and expressing their own clearly.

SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others questions and comments with relevant evidence, observations, and ideas.

SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.8.3. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 8 OH: Social Studies (2012)

History

Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction Historical Thinking and Skills

1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

Geography

Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction Spatial Thinking and Skills

13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH.6-8.3. Identify key steps in a texts 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 4. 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.

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.

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 the whole.

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

Assess how point of view or purpose shapes the content and style of a text.

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

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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 10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. multiple perspectives
2. presentation and defense of a position
3. modern and historical maps and other geographic tools
4. geography
5. relationship between a primary and secondary source
6. central ideas

Resources

Skills

1. Present and defend a position based upon primary and secondary sources.
2. Synthesize modern and historical maps and other geographic tools to analyze how historic events are shaped by geography.

Common Core/Literacy Standards

1. Integrate visual data to represent textual information.
2. Sequence data in order and convey through visual representation.
3. Determine meanings of unknown words utilizing context clues.
4. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others ideas and expressing their own clearly.
5. Pose questions that connect the ideas of several speakers and respond to others questions and comments with relevant evidence, observations, and ideas.
6. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
7. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
8. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Cite specific textual evidence to support analysis of primary and secondary sources.

1. 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.

Identify key steps in a texts description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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

Describe how a text presents information (e.g., sequentially, comparatively, causally).

Identify aspects of a text that reveal an authors point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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

Distinguish among fact, opinion, and reasoned judgment in a text.

Analyze the relationship between a primary and secondary source on the same topic.

By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Essential Questions

1. Why should we examine historical events from a variety of perspectives?
2. How does geography affect historical events?
3. How can central ideas be extracted from primary and secondary sources?
4. What is the relationship between a primary and secondary source?
5. How do I identify aspects of a text that reveal an author's point of view?

Standards Vocabulary

1. perspective
2. point of view
3. analyze
4. delineate
5. assess
6. integrate

Additional Vocabulary

1. location
2. region
3. movement
4. political map

Stage 2: Assessment Evidence

Source Scavenger Hunt

Formative: Performance

Student assessment will be based on the following: Did the student find at least three primary sources?Did the student find at least three secondary sources?Did the student label the items properly as primary or secondary?Was the student able to explain and defend the classifications?

Plotting Settlements

Formative: Graphic Organizer

Student assessment will be based on the following: Did the map have the settlements plotted in the right places?Were the settlements clearly labeled?Did the student make a prediction based on geographic data?Did the student use key terms and concepts in his or her description?Did the student support his or her opinion with factual evidence and reasoned judgment?

Timeline of Activities

Formative: Graphic Organizer

Students will be assessed on the following: Are the events in sequential order?Are the events clearly labeled?Did the student use key vocabulary (i.e.,: A.D., C.E., etc.).Was the student able to transfer the information from the timeline to the chart accurately?

Comparing Primary and Secondary Sources

Summative: Comparative Study

After reviewing the sources found in the scavenger hunt, students will choose one primary and one secondary source from their collection and write a brief essay explaining the differences between the two sources, taking into consideration the amount of detail, types of details, perspective, and treatment of the topic.

Stage 3: Learning Plan

Learning Experiences

1. Compare and Contrast. Students will conduct a primary and secondary source scavenger hunt on a topic they have studied in social studies or are about to study. They will find three primary sources and three secondary sources and describe to the class why they categorized the sources the way they did. After reviewing the sources, students will choose one primary and one secondary source from their collection and write a brief essay explaining the differences between the two sources, taking into consideration the amount of detail, types of details, perspective, and treatment of the topic.
2. Graphic Organizer. Students will draw a map of the 13 colonies plotting settlements. Students will have to predict why the people settled in the areas that they did.
3. Graphic Organizer. Students will create a timeline of their weekend activities then compare their data with the data of other students by creating a chart which shows the percentage of students who have completed the same activities.

Graphic Organizer. Students will read two to four accounts of the same narrative (i.e. New Testament story from the perspective of the four Gospel writers), and create a table or chart demonstrating similarities and differences in the four accounts.

Resources

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**

*Map Reading Skills, Grades 5 - 8* by Myrl Shireman

*Map Skills, United States: Grades 7, 8, 9* by R. Scott House and Patti M. House  
*Map Skills - The World* by R. Scott House and Patti M. House  
*Map Skills BASIC/Not Boring 6-8+: Inventive Exercises to Sharpen Skills and Raise Achievement* by Imogene Forte and Marjorie Frank  
*Maps, Charts, Graphs: United States, Past and Present, Level H* by Dale I. Foreman and Sally J. Allen

Resources

* National Archives ([www.archives.gov](http://www.archives.gov))

Grade 8 Social Studies / History  
Social Studies 8

American Beginnings

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Speaking & Listening

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 8 OH: Social Studies (2012)

History

Colonization to Independence

2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.

4. The practice of race-based slavery led to the forced migration of millions of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.

Geography

Human Systems

15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.

16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

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

WHST.6-8.1a. 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.

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

WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d. Establish and maintain a formal style.

WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. reasons for European explorations and colonization of North America
2. competition for control of territory and resources in North America
3. conflicts among colonizing powers
4. the causes and effects of the slave trade
5. the movement of people, products and ideas resulting in new patterns of settlement and land use that influenced the political and economic development of the United States
6. the consequences of biases, stereotypes and prejudices

Skills

1. Connect the motives with the outcomes of European exploration and colonization.
2. Analyze the causes for conflict among colonial powers in North America.
3. Evaluate the moral implications of the slave trade in terms of social justice.
4. Connect evidence of migration and the impact on the development of the United States.

Common Core/Literacy Standards

1. Apply concepts of persuasive writing to a controversial historic event.
2. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
3. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Write arguments focused on discipline-specific content.

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.

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

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.

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

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.

Essential Questions

1. To what degree did competition lead to conflict among colonial powers?
2. How did enslaved people contribute to the development of America?
3. How does movement of people, products, and ideas influence the development of the United States?
4. How do biases, stereotypes, and prejudices affect our world?
5. In what ways can others be influenced by written expression?

Standards Vocabulary

1. claim(s)
2. counterclaims
3. reasons
4. evidence
5. contexts

Additional Vocabulary

1. strait
2. circumnavigate
3. colonize
4. passage
5. inhabitant
6. conquistadores
7. charter
8. bias
9. prejudice
10. stereotype
11. settlement
12. indentured servant
13. sect
14. dissenter
15. covenant
16. town meeting
17. proprietors
18. tolerance
19. mercantilism
20. balance of trade
21. triangular trade
22. cash crops
23. staple crops
24. apprentices
25. slave codes
26. revivals

Stage 2: Assessment Evidence

Persuasive Letter

Summative: Writing Assignment

Students will be assessed on the following: The argument is specific to the area of content.The student introduced the claim about a topic or issue and acknowledged/distinguished the claim from alternate/opposing claims.The student organized the reasons and evidence logically.The student supported the claim with logical reasoning and relevant, accurate data, and evidence that demonstrated an understanding of the topic or text.The student used words, phrases, and clauses to create cohesion and clarity in the relationships among claim, counterclaims, reasons, and evidence.The student established and maintained a formal style.The student provided a concluding statement or section that follows from, and supports the argument presented.

Excel Spreadsheet of Colonization

Summative: Technology Project

Students should be assessed on the following: Did the student write supporting arguments for colonization in the spreadsheet?Did the student organize the information logically?Did the student support claims with evidence?Did the student list positive outcomes of colonization?Did the student list negative effects of colonization?

Slave Journal Entry

Summative: Reflective Writing

Students will be assessed on the following: Was the journal entry written in proper format?Did the entry contain key terms and phrases?Did the entry contain thoughts, feelings and emotions?Did the entry include geographic terms?Did the entry include description?

Art and Slavery

Summative: Research Project

In cooperative groups, students can choose an art topic related to slavery, such as spirituals, paintings, or quilts, and research that topic. They should then construct a visual presentation for the class on the purpose and significance of one of those art forms on slaves and slavery.

The Slave Experience

Formative: Class Discussion

After students read a primary source document about a slave's experiences and then a secondary source document about a slave's experiences, students can engage in a class discussion on the differences between the two accounts and the reasons that account for those differences. The class can also fill out a graphic organizer which summarizes those similarities and differences.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Graphic Organizer. Students will create an Excel spreadsheet interpreting the motives for colonization in each set of colonies: New England, Middle and Southern. They can also determine the outcomes in each colony.
2. Reflective Writing. After reviewing some actual accounts of slaves, students will write a journal entry from the perspective of a slave on a slave ship. The entry should be sure to include thoughts, feelings and descriptions. Additional journal entries can be written once the slave has reached America, once he or she has been sold, and once he or she reaches the plantation. The students can also write a journal entry from the perspective of the slave owner. The class can discuss the difference in perspectives between the slave's and slave owner's entries.
3. Persuasive Writing. Students will write a letter from the perspective of a Native American chief to his tribe persuading positive cooperation with the settlers or arguing against it. The letter should contain a claim as well as reasons with supporting evidence.
4. Research Project. In cooperative groups, students can choose an art topic related to slavery, such as spirituals, paintings, or quilts, and research that topic. They should then construct a visual presentation for the class on the purpose and significance of one of those art forms on slaves and slavery.
5. Compare and Contrast. After students read a primary source document about a slave's experiences and then a secondary source document about a slave's experiences, students can engage in a class discussion on the differences between the two accounts and the reasons that account for those differences. The class can also fill out a graphic organizer which summarizes those similarities and differences.

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**

*Copper Sun* by Sharon M. Draper  
*When I Was a Slave: Memoirs from the Slave Narrative Collection (Dover Thrift Editions)* by Norman R. Yetman (Editor)

*The Middle Passage: White Ships/ Black Cargo* by Tom Feelings  
*Sarny* by Gary Paulsen  
*Hang a Thousand Trees with Ribbons: The Story of Phillis Wheatley (Great Episodes)* by Ann Rinaldi  
*To Be a Slave* by Julius Lester  
*What Was the Underground Railroad?* by Yona Zeldis McDonough

Resources

* American Memory Project (<http://memory.loc.gov/ammem/index.html>)

Grade 8 Social Studies / History  
Social Studies 8

Foundations of National Identity

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others ideas and expressing their own clearly.

SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 8 OH: Social Studies (2012)

Economics

Markets

24. Governments can impact markets by means of spending, regulations, taxes and trade barriers.

History

Colonization to Independence

5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

Geography

Human Systems

17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2a. 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.

WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2e. Establish and maintain a formal style and objective tone.

WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Option for the Poor and Vulnerable

Solidarity

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. Enlightenment ideas
2. Britain's antagonism
3. roots of the Declaration of Independence
4. the parts of the Declaration of Independence
5. short and long term effects of the Declaration of Independence
6. the significance of the Declaration of Independence
7. national identity
8. government impact on markets by means of spending, regulations, taxes, and trade barriers

Skills

1. Connect the Enlightenment ideas to the Declaration of Independence.
2. Critique Britain and the colonies' interrelationship and evaluate whether or not the colonial actions were justified.
3. Interpret the meaning of the Declaration of Independence.
4. Analyze and cite evidence of the short and long term effects of the Declaration of Independence in America and internationally.
5. Investigate the causes of the Revolution with a focus on Britain's governmental policies and their impact on the colonial markets.
6. Understand that governments can impact markets by means of spending, regulations, taxes and trade barriers.

Common Core/Literacy Standards

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others ideas and expressing their own clearly.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.

Essential Questions

1. In what way did the Enlightenment and dissatisfaction with colonial rule influence the Declaration of Independence?
2. What are the similarities and differences among Americans today?
3. What is national identity?
4. How were democratic ideals used to form our national identity?
5. How do governments impact markets?

Standards Vocabulary

1. claim(s)
2. counterclaims
3. reasons
4. evidence
5. contexts

Additional Vocabulary

1. enlightenment
2. dissatisfaction
3. colonial rule
4. diverse
5. boycott
6. repeal
7. propaganda
8. writs of assistance
9. intolerable
10. siege
11. tyranny
12. impel
13. congress
14. petition
15. quartering
16. proclamation

Stage 2: Assessment Evidence

Enlightenment Thinker

Summative: Research Project

Each student will choose a different Enlightenment thinker from a provided list and write a brief essay about that person's influence on the Declaration of Independence. Essay will be assessed on: connection of thinker to the Declaration of Independenceaccuracy in summarizing the thinker's philosophyuse of a topic sentence, supporting sentences, and a concluding sentence

National Symbol

Summative: Cooperative Group Work

Students will form cooperative learning groups. Each group will be given a different American Symbol: The Liberty Bell, the flag of the United States, the bald eagle, the Statue of Liberty, "The Star-Spangled Banner," and Uncle Sam. Each group will research the symbol and determine its significance. Then the groups will come up with an original American Symbol (a song, object, image, etc.) and write a description of that symbol explaining its significance in American culture. The groups will prepare a brief presentation to the class in which they show and explain the significance of both the initial symbol and their own original symbol.

British/Colonial Increasing Tension Pictograph

Summative: Graphic Organizer

Students will create a pictograph depicting the events that led up to the American Revolution, illustrating increasing British/Colonial tensions. Students will choose their own events and come up with symbols that illustrate the events, such as a tea bag for the Boston Tea Party. They will then support their choices through oral arguments. The pictograph will be assessed by: Symbols are appropriate for the events (i.e., tea bag for Tea Party).There are at least five (teacher discretion) events depicted on the poster.The events are directly related to the rising tensions.Poster is neat, labeled, has a title, and student's name.Poster is size designated by the teacher. Presentation will be assessed by: The student speaks clearly, succinctly, and projects voice.The student makes eye contact with audience.The student does not have any distracting behaviors during the presentation.

Personal Declaration of Independence

Summative: Written Commentary

In cooperative learning groups, students will conduct a close reading of The Declaration of Independence using the questions provided in the Links document called "Investigating the Declaration of Independence." After examining the content of the document, students will write their own Declaration of Independence, in which they express their own beliefs and complaints in the same manner as in the original document.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Research Project. Each student will choose a different Enlightenment thinker from a provided list and write a brief essay about that person's influence on the Declaration of Independence. Students can share their findings with the class in a brief oral presentation.
2. Cooperative Learning Groups. Students will form cooperative learning groups. Each group will be given a different American Symbol: The Liberty Bell, the flag of the United States, the bald eagle, the Statue of Liberty, "The Star-Spangled Banner," and Uncle Sam. Each group will research the symbol and determine its significance. Then the groups will come up with an original American Symbol (a song, object, image, etc.) and write a description of that symbol explaining its significance in American culture. The groups will prepare a brief presentation to the class in which they show and explain the significance of both the initial symbol and their own original symbol.
3. Graphic Organizer. Students will create a pictograph depicting the events that led up to the American Revolution, illustrating increasing British/Colonial tensions. Students will choose their own events and come up with symbols that illustrate the events, such as a tea bag for the Boston Tea Party. They will then support their choices through oral arguments.
4. Reading for Meaning. In cooperative learning groups, students will conduct a close reading of The Declaration of Independence using the questions provided in the Links document called "Investigating the Declaration of Independence." After examining the content of the document, students will write their own "Declaration of Independence," in which they express their own beliefs and complaints in the same manner as in the original document.
5. Graphic Organizer. In cooperative groups, students will create a graphic organizer illustrating the short and long terms effect of The Declaration of Independence on both the United States and the world.

Resources

* Investigating the Declaration of Independence (<http://chnm.gmu.edu/loudountah//lessons/lesson9/StudentHandoutsPacket.pdf>)

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Born for Liberty: History of Women in America* by Sara M. Evans

*The Sons of Liberty, Book 1* by Alexander Lagos and Joseph Lagos (graphic novel)  
*The Sons of Liberty Book 2: Death and Taxes* by Alexander Lagos and Joseph Lagos (graphic novel)  
*Sons of Liberty (Turning Points)* by Marshall Poe  
*1776: Son of Liberty, Young Founders 3* by Elizabeth Massie  
*Fever 1793 (The Seeds of America Trilogy)* by Laurie Halse Anderson  
*The Fifth of March: A Story of the Boston Massacre (Great Episodes)* by Ann Rinaldi  
*The Secret of Sarah Revere (Great Episodes)* by Ann Rinaldi  
*Wolf by the Ears* by Ann Rinaldi  
*The Year of the Hangman* by Gary Blackwood

Resources

* National Archives ([www.archives.gov](http://www.archives.gov))

Grade 8 Social Studies / History  
Social Studies 8

American Revolution

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others ideas and expressing their own clearly.

SL.8.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others questions and comments with relevant evidence, observations, and ideas.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 8 OH: Social Studies (2012)

History

Colonization to Independence

5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

A New Nation

6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

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

WHST.6-8.1a. 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.

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

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2a. 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.

WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2e. Establish and maintain a formal style and objective tone.

WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. attempts at reconciliation with Britain
2. Patriot and Loyalist perspectives
3. international involvement
4. the outcome and impact of the Revolution
5. the shifting course of the Revolution

Skills

1. Critique the colonies' attempts to reconcile with Britain and create their own alternatives.
2. Compare and contrast the perspectives of a Loyalist and a Patriot.
3. Differentiate among the variety of international and domestic responses to the American Revolution.
4. Assess and cite evidence of the various outcomes and impacts of the American Revolution.
5. Develop a logical argument justifying why the colonists won the war, citing strategies and adaptations.

Common Core/Literacy Standards

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others ideas and expressing their own clearly.
2. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
3. Pose questions that connect the ideas of several speakers and respond to others questions and comments with relevant evidence, observations, and ideas.

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.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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.

Write arguments focused on discipline-specific content.

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.

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

1. In what ways did dissatisfaction with English rule launch the American Revolution?
2. What is the lasting legacy of the American Revolution?
3. How did English economic policy bring about the AmericanRevolution?

Standards Vocabulary

1. claim(s)
2. counterclaims
3. reasons
4. evidence
5. contexts

Additional Vocabulary

1. taxation
2. trade barriers
3. mercenaries
4. strategy
5. naval war
6. guerilla warfare
7. colonist
8. Loyalist
9. Patriot
10. Redcoat
11. blockade

Stage 2: Assessment Evidence

Perspective Shifting

Summative: Response Journal

Each student will write two journal entries, one from the perspective of a Loyalist and one from a Patriot depicting the same event (i.e.,: Boston Massacre, Boston Tea Party, etc.). Student assessments should include: clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audiencethe ideas of the Enlightenment and areas of dissatisfaction with colonial rule which led English colonists to write the Declaration of Independence and launch the American Revolutionintended outcomesdifferent perspectives in each entrykey terms and conceptsaccuracy in grammar and spelling

Peace with Britain Project

Summative: Class Discussion

In a collaborative group, students will record on a graphic organizer all colonial attempts at peace with Britain. Then students will create their own alternative to reconcile with Britain. When finished they will share with the class. Students should be assessed on the following: Did the student discuss multiple avenues that the colonists took to maintain peace with Britain?In the student responses, did they use their Catholic Identity as a guide for making the choices they did?In the student response, did they explore multiple alternatives for peace?Was the writing clear and coherent?Was the development, organization, and style of the written work appropriate to task, purpose, and audience?Were key concepts and terms used throughout the paper?Was the work free of grammatical errors and spelling mistakes?

Alternate Ending to the Revolution

Formative: Writing Assignment

Students will write an alternative ending to the Revolutionary War and compare the impacts in the new version to what actually happened. They should be sure to include political change, social change, and economic relationships in their alternative ending. Students will be assessed on the following: The alternative ending to the Revolutionary War compared the impacts in the new version to what actually happened.It included political change, social change, and economic relationships.The student produced clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.The writing included key terms and concepts.The writing was free of grammatical and spelling errors.

The Trial

Summative: Class Discussion

Students use primary and secondary sources to investigate an event in American history. For example, students could investigate the Boston Massacre by examining the perspectives of the British soldiers and the colonists. They can recreate the trial where students assume the roles of judge, attorneys, witnesses and jury members. The class will compare the outcome of their trial with the outcome of the original trial.

Stage 3: Learning Plan

Learning Experiences

1. Reflective Writing. Each student will write two journal entries, one from the perspective of a Loyalist and one from a Patriot depicting the same event (i.e.,: Boston Massacre, Boston Tea Party, etc.).
2. Cooperative Learning Groups. In a collaborative group, students will record on a graphic organizer all colonial attempts at peace with Britain. Then students will create their own alternative to reconcile with Britain. When finished they will share with the class.
3. Creative Writing. Students will write an alternative ending to the Revolutionary War and compare the impacts in the new version to what actually happened. They should be sure to include political change, social change, and economic relationships in their alternative ending.

Simulation. Students use primary and secondary sources to investigate an event in American history. For example, students could investigate the Boston Massacre by examining the perspectives of the British soldiers and the colonists. They can recreate the trial where students assume the roles of judge, attorneys, witnesses and jury members. The class will compare the outcome of their trial with the outcome of the original trial.

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Born for Liberty: History of Women in America* by Sara M. Evans  
   *The Sons of Liberty, Book 1* by Alexander Lagos and Joseph Lagos (graphic novel)  
   *The Sons of Liberty Book 2: Death and Taxes* by Alexander Lagos and Joseph Lagos (graphic novel)  
   *Sons of Liberty (Turning Points)* by Marshall Poe  
   *1776: Son of Liberty, Young Founders 3* by Elizabeth Massie  
   *Fever 1793 (The Seeds of America Trilogy)* by Laurie Halse Anderson  
   *The Fifth of March: A Story of the Boston Massacre (Great Episodes)* by Ann Rinaldi  
   *The Secret of Sarah Revere (Great Episodes)* by Ann Rinaldi  
   *Wolf by the Ears* by Ann Rinaldi  
   *The Year of the Hangman* by Gary Blackwood
3. Videos  
   *1776*  
   *The Patriot*

Resources

* American Revolution (<http://www.history.com/topics/american-revolution>)

Grade 8 Social Studies / History  
Social Studies 8

New Nation

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others ideas and expressing their own clearly.

SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others questions and comments with relevant evidence, observations, and ideas.

SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 8 OH: Social Studies (2012)

History

A New Nation

7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.

8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

Government

Roles and Systems of Government

20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.

21. The U.S. Constitution protects citizens rights by limiting the powers of government.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. limitations of the Articles of Confederation
2. changes in government under the Constitution
3. precedents set forth by early presidents
4. process of creating and amending the Constitution
5. principles on which the Constitution is founded
6. framework of our government
7. origins of our rights and responsibilities

Skills

1. Critique the Articles of Confederation, pointing out the weaknesses.
2. Draw conclusions about the Articles of Confederation and apply those concepts in terms of the Constitution.
3. Analyze the early presidencies and their lasting impacts on the United States.
4. Analyze and categorize the Bill of Rights in terms of its purpose.
5. Create a visual representation of our government structure.

Common Core Writing

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others ideas and expressing their own clearly.

Pose questions that connect the ideas of several speakers and respond to others questions and comments with relevant evidence, observations, and ideas.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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.

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.

Essential Questions

1. To what degree did the limitations of the Articles of Confederation lead to the adoption of the Constitution?
2. How did early presidents help to create your government of today?
3. In what way is the Constitution a living document?
4. To what degree does the U.S. Constitution limit the power of government and protect citizens' rights?
5. What is power?

Standards Vocabulary

1. claim(s)
2. counterclaims
3. reasons
4. evidence
5. contexts
6. integrate

Additional Vocabulary

1. transition
2. invasion
3. foreign
4. federal system
5. representative democracy
6. checks and balances
7. natural rights
8. constitution
9. republic
10. suffrage
11. ratification
12. statute
13. tariff
14. interstate commerce
15. creditors
16. debtors
17. depression
18. rebellion
19. federalism
20. legislative branch
21. executive branch
22. judicial branch
23. amendments
24. delegated powers
25. elastic clause
26. reserved powers
27. concurrent powers
28. apportionment
29. veto
30. executive orders
31. pardons
32. cabinet
33. petition
34. search warrant
35. due process
36. indict
37. double jeopardy
38. eminent domain
39. electoral college
40. precedent

Stage 2: Assessment Evidence

Stations of Nation Violations

Summative: Written Commentary

Using Parade Magazine's 10 Worst Dictators and our United States Bill of Rights, students in groups will rotate through stations describing the violations of the people's rights in those nations. Students should make sure the violations are in terms of our government, and they should use the Constitution as the guide. Students should then write a collaborative essay in which they explain their decisions. The following considerations will be used to assess the written commentary: The student used key concepts and terms derived from the Constitution.The student wrote a work that contained both facts and opinions.The work was written in a logical format.The student was able to write, edit and revise the final paper after putting together the information from each station.The final paper was free of grammatical and spelling errors.The concepts of democracy, republic and violations of human rights were clearly presented as themes throughout the paper.

The Social Media Page of a President

Summative: Technology Project

In groups students will create a fake social media page for an early president, including the birthplace, political stance, marital status, events, etc. Students can then create a blog debate between two candidates. Student social media pages should be assessed on the following: inclusion of the name and picture of the presidentinclusion of his political partyinclusion of a short bio of the presidentinclusion of president's beliefs and policies inclusion of accomplishments and achievements of the president

Articles of Confederation versus Constitution

Summative: Comparative Study

Using outside sources, students will write a comparative essay critiquing the Constitution and the Articles of Confederation. Students will write, edit and revise their work. Students' research papers should be assessed using the following criteria: Students were able to compare and contrast both documents.Students were able to point out problems in each document and counter with ways to improve upon the flaws.Students used key concepts and terms throughout the paper.References were cited properly.Student work was written in a neat and logical order.The work was free of grammatical and spelling errors.The conclusion statement was strong and left a lasting impression.Overall, the work reflected the values of Catholic Identity.

Bill of Rights Booklet

Summative: Project

Students should create a booklet for younger children about the Bill of Rights using visual representations of each amendment. The illustrations should use mnemonics. Student booklets should be assessed on: inclusion of all 10 amendments in the Bill of Rightsvisual representation of each amendmentorganization in sequence from number 1 - 10

Metaphors

Formative: Class Discussion

Students will engage in a brainstorming session on how the structure of the American government is like something else which at first seems very dissimilar. (Example: Our government is like an octopus because . . . .) Students should record the class answers and engage in a discussion about each metaphor and in what ways the two ideas are similar.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Cooperative Learning Groups. Using *Parade Magazine's 10 Worst Dictators* and our United States Bill of Rights, students in groups will rotate through stations describing the violations of the people's rights in those nations. Students should make sure the violations are in terms of our government, and they should use the Constitution as the guide. Students should then write a collaborative essay in which they explain their decisions.
2. Cooperative Learning Groups. In groups students will create a fake social media page for an early president, including the birthplace, political stance, marital status, events, etc. Students can then create a blog debate between two candidates.
3. Brainstorming. Students will engage in a brainstorming session on how the structure of the American government is like something else which at first seems very dissimilar. (Example: Our government is like an octopus because . . . .) Students should record the class answers and engage in a discussion about each metaphor and in what ways the two ideas are similar. They can also force analogies with other topics such as the Constitution, the Bill of Rights, etc.
4. Creative Project. Students should create a booklet for younger children about the Bill of Rights using visual representations of each amendment. The illustrations should use mnemonics.
5. Research Project. Using outside sources, students will write a comparative essay critiquing the Constitution and the Articles of Confederation. Students will write, edit and revise their work.
6. Field Observation. Students will examine the front page of a newspaper to find examples of the Constitution alive today. Students can highlight sections of the paper which show evidence of the Constitution. (See Link for actual lesson plan.)

Resources

* Constitution Alive (<http://www.archives.gov/boston/education/teachable-texts/alive-activity.pdf>)

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**

*A More Perfect Union: The Story of Our Constitution* by Betsy Maestro  
*Understanding the U.S. Constitution Grades 5-8+* by Mark Strange

1. Video Resources  
   *School House Rock*

Resources

* Constitution ([www.usconstitution.net](http://www.usconstitution.net))

Grade 8 Social Studies / History  
Social Studies 8

Expansion

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others ideas and expressing their own clearly.

SL.8.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others questions and comments with relevant evidence, observations, and ideas.

SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.8.3. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 8 OH: Social Studies (2012)

Economics

Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction Economic Decision Making and Skills

22. Choices made by individuals, businesses and governments have both present and future consequences.

Production and Consumption

23. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.

History

Expansion

9. The United States added to its territory through treaties, purchases and conquests.

10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

Geography

Human Systems

14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.

15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. ways in which the United States added to its territory: purchase, conflict, and treaty
2. impact of westward expansion
3. relationship between natural resources and expansion
4. consequences of choices made by individuals, businesses and governments
5. Industrial Revolution and its legacy
6. manifest destiny
7. economic and industrial development
8. war with Mexico
9. displacement of American Indians

Skills

1. Connect the region of the United States to the method in which it was added to the union.
2. Perform a cost benefit analysis of westward expansion in terms of immediate and long term effects.
3. Draw conclusions about how the availability of natural resources affects the migration of people.
4. Connect the Industrial Revolution with their lives today.

Common Core/Literacy Standards

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others ideas and expressing their own clearly.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that connect the ideas of several speakers and respond to others questions and comments with relevant evidence, observations, and ideas.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

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.

Essential Questions

1. To what extent did the benefits of westward expansion outweigh the costs?
2. To what degree did movement of people, products, and ideas influence the development of the U.S.?
3. In what ways do economic decisions have present and future consequences?
4. In what ways has my life been affected by the Industrial Revolution?

Standards Vocabulary

1. claim(s)
2. counterclaims
3. reasons
4. evidence
5. contexts
6. integrate

Additional Vocabulary

1. territory
2. treaty
3. purchase
4. expansion
5. sectional
6. displacement
7. production
8. interchangeable
9. expedition
10. annexation
11. destiny

Stage 2: Assessment Evidence

Painting Analysis

Formative: Class Discussion

Oral class assessment should be based on the following themes: Are the students using key terms and concepts?Did the students understand the word "manifest" and the word "destiny"?Can the students point out symbols within the painting that relate to themes of expansion and manifest destiny?Are the students able to list advantages and disadvantages of expansion based on what they see?Can the students name additional features that should have been included in the painting?What do the students feel was the artist's point of view?Can the students take the idea of manifest destiny and relate it to their world today?

Cost Benefit Analysis

Summative: Graphic Organizer

In groups, students will perform a cost benefit analysis of one aspect of westward expansion in terms of immediate and long-term effects and chart their findings on a graphic organizer. Each group should be assigned a different event, such as the gold rush, building of the railroad, etc.) Students should be assessed on the following: Were they able to list benefits of expansion?Were they able to list the drawbacks of expansion?Did they support their findings with economic, political and social factors?Did they use technology to produce their graphic cost benefit analysis?Was the organizer in a neat and logical format?Were key terms and concepts included?Did the student include present and future consequences?Were environment and displacement discussed in the organizer?Did they formulate an answer to the cost benefit analysis?

Industrial Revolution

Summative: Technology Project

Visual representations should be assessed on the following: Did the students use key concepts and terms from the Industrial Revolution?Did the students find a way to visually represent the connection to their own lives?Was the final product organized in a way in which the reader could easily interpret the information?

New Territory

Formative: Graphic Organizer

Each group of students will complete a graphic organizer which explains each treaty and purchase that lead to the expansion of the United States. Students will write a summarizing paragraph that describes how the United States added to its territory. Groups will then present to the class.

Journal Entries

Summative: Reflective Writing

After students read a work of historical fiction about this time period, they can write a series of journal entries from the point of view of a pioneer or prospector and reflect on the challenges of everyday life.

Stage 3: Learning Plan

Learning Experiences

1. Discussion. Students will analyze the manifest destiny painting, "American Progress," and engage in a class discussion on the effects of manifest destiny in various aspects that are portrayed in the art. (See Links for the painting.)
2. Graphic Organizer. In groups students will perform a cost benefit analysis of one aspect of westward expansion in terms of immediate and long term effects and chart their findings on a graphic organizer. Each group should be assigned a different event, such as the gold rush, building of the railroad, etc. (See Assessments for specific details of the project.)
3. Cooperative Learning Groups. Students in groups will create an electronic poster in which they visually demonstrate how their lives are connected to the Industrial Revolution.

Cooperative Learning Groups. Each group of students will complete a graphic organizer which explains each treaty and purchase that lead to the expansion of the United States. Students will write a summarizing paragraph that describes how the United States added to its territory. Groups will then present to the class.

1. Brainstorming. Students will engage in a brainstorming session on how the gold rush is like something else which at first seems very dissimilar. (Example: The gold rush is like a marathon because . . . .) Students should record the class answers and engage in a discussion about each metaphor and in what ways the two ideas are similar. They can also force analogies with other topics such as manifest destiny, the Industrial Revolution, and displacement of the Native Americans, etc.
2. Reflective Writing. After students read a work of historical fiction about this time period, they can write a series of journal entries from the point of view of a pioneer or prospector and reflect on the challenges of everyday life.

Resources

* Manifest Destiny (<http://picturinghistory.gc.cuny.edu/images/gast-pg.jpg>)

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**

*Spotlight on America: Industrial Revolution* by Robert W Smith  
*The Industrial Revolution for Kids: The People and Technology That Changed the World, with 21 Activities (For Kids Series)* by Cheryl Mullenbach  
*Across the Wide and Lonesome Prairie: The Oregon Trail Diary of Hattie Campbell, 1847 (Dear America Series)* by Kristiana Gregory  
*Clem's Chances* by Sonia Levitin  
*Jimmy Spoon and the Pony Express* by Kristiana Gregory  
*On This Long Journey, the Journal of Jesse Smoke, a Cherokee Boy, the Trail of Tears, 1838 (My Name Is America)* by Joseph Bruchac  
*Little House on the Prairie* by Laura Ingalls Wilder  
*Seeds of Hope: The Gold Rush Diary of Susanna Fairchild, California Territory 1849 (Dear America Series)* by Kristiana Gregory  
*Stick and Whittle* by Sid Hite  
*The Call of the Wild* by Jack London

Resources

* Manifest Destiny ([http://www.google.com/imgres?imgurl=http://picturinghistory.gc.cuny.edu/images/gast-pg.jpgimgrefurl=http://picturinghistory.gc.cuny.edu/item.php?item\_id%3D180h=376w=504sz=78tbnid=aa\_c4BLEGQS\_jM:tbnh=90tbnw=121zoom=1usg=\_\_yXL8vUHXkCNhBeW9GCL5\_9GypCk=docid=0b19BpjCtR-AZMsa=Xei=FlTMUYjRBZK4yAH10ICoCAved=0CCwQ9QEwAAdur=1849](http://www.google.com/imgres?imgurl=http://picturinghistory.gc.cuny.edu/images/gast-pg.jpg&imgrefurl=http://picturinghistory.gc.cuny.edu/item.php?item_id%3D180&h=376&w=504&sz=78&tbnid=aa_c4BLEGQS_jM:&tbnh=90&tbnw=121&zoom=1&usg=__yXL8vUHXkCNhBeW9GCL5_9GypCk=&docid=0b19BpjCtR-AZM&sa=X&ei=FlTMUYjRBZK4yAH10ICoCA&ved=0CCwQ9QEwAA&dur=1849))

Grade 8 Social Studies / History  
Social Studies 8

Civil War & Reconstruction

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Speaking & Listening

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.8.3. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 8 OH: Social Studies (2012)

History

Civil War and Reconstruction

11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.

Geography

Human Systems

16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

Government

Roles and Systems of Government

21. The U.S. Constitution protects citizens rights by limiting the powers of government.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

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

WHST.6-8.1a. 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.

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

WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. causes and effects of the American Civil War
2. slavery
3. federalism
4. effects of Reconstruction
5. cultural biases
6. stereotypes
7. prejudices
8. U.S. Constitution

Skills

1. Develop a logical argument defending the event they believe was the point of no return in causation of the Civil War.
2. Prove that racism persisted on social, economic, and political levels after the Civil War.
3. Apply the concepts of natural rights with the 13th, 14th, 15th amendments.
4. Know that the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.
5. Understand that the U.S. Constitution protects citizens rights by limiting the powers of government.

Common Core/Literacy Standards

1. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
2. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
3. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Conduct a short research project on the effects of Reconstruction (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Write arguments focused on discipline-specific content.

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.

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Provide 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.

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.

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

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.

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

Essential Questions

1. What triggered the Civil War?
2. What were the positive and negative consequences of Reconstruction?
3. To what degree is my world affected by racism?
4. How has the protection of citizens' rights changed over time?

Standards Vocabulary

1. integrate
2. evaluate
3. analyze
4. delineate

Additional Vocabulary

1. cultural bias
2. stereotype
3. prejudice
4. minority
5. sectionalism
6. popular sovereignty
7. fugitive
8. abolitionist
9. secession
10. confederate
11. union
12. border states
13. cotton diplomacy
14. ironclads
15. siege
16. contrabands
17. habeas corpus
18. total war
19. emancipation
20. amnesty
21. impeachment
22. carpetbaggers
23. scalawags
24. poll tax
25. segregation
26. sharecropping

Stage 2: Assessment Evidence

The Last Straw

Formative: Class Discussion

Students will receive drinking straws which they should label with the events that caused the Civil War. After all students have finished labeling their straws, have each child hold up the straw which he or she believes was "the last straw" causing the Civil War. Students should defend their answer with reasons in a class discussion. Students should be assessed on the following: Did their straws represent the events leading up to the Civil War?Could the student identify a key event and create an argument to support their answer?Could the student use facts and evidence to support their answer?Did the student use proper speaking and listening skills during the discussion?

Cleaning up the Civil War

Formative: Writing Assignment

In small groups, students will identify the problems that occurred as a result of the Civil War. Each group should then make a "to do list" prioritizing which problems will be fixed and in what order and then make an action plan. Students will be assessed on: Did the students construct a list of problems that were created after the Civil War?Were the students able to make a priority list and sequence the items?Were the students able to create a plan of action to resolve these problems?Did the students use key terms and concepts in their writing?Was the writing free of grammatical and spelling errors?

Primary Source Comparison

Formative: Written Commentary

Students will complete a short research project in which they gather evidence from primary sources written in the north and primary sources written in the south during the Civil War era. Students will analyze the differences between both sets of primary sources while discussing how these differences may have contributed to war. Students will be assessed on the following: Did the students use primary sources in their research?Did the students compare and contrast Northern and Southern sources?Is the paper written in a neat and logical format?Is the paper free of spelling and grammatical errors?

Reconstruction Research

Summative: Research Project

Students will create a visual research project based on a specific aspect of Reconstruction that interests them (i.e.,: political effects of Reconstruction, social effects of Reconstruction, etc.). Using primary and secondary sources, students should create a presentation for the class that illustrates the importance of their aspect of the Reconstruction. Students will be assessed on: adherence to their topicsupporting statementsintroductory statementconclusion statementneatness and organizationspelling and grammarcitation of evidenceprimary and secondary sourcesvisual appealclaritykey terms and concepts

Stage 3: Learning Plan

Learning Experiences

1. Discussion. Students will receive drinking straws which they should label with the events that caused the Civil War. After all students have finished labeling their straws, have each child hold up the straw which he or she believes was "the last straw" causing the Civil War. Students should defend their answer with reasons in a class discussion.
2. Cooperative Learning Groups. In small groups, students will identify the problems that occurred as a result of the Civil War. Each group should then make a "to do list" prioritizing which problems will be fixed and in what order and then make an action plan.
3. Research Project. Students will create a visual research project based on a specific aspect of Reconstruction that interests them (i.e.: political effects of Reconstruction, social effects of Reconstruction, etc.). Using primary and secondary sources, students should create a presentation for the class that illustrates the importance of their aspect of the Reconstruction.
4. Research Project. Students will complete a short research project in which they gather evidence from primary sources written in the north and primary sources written in the south during the Civil War era. Students will analyze the differences between both sets of primary sources while discussing how these differences may have contributed to war.

Resources

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Dont Know Much About the Civil War* by Kenneth C. Davis  
   *The Civil War* by Bruce Catton  
   *Civil War: Facts and Trivia* by Webb Garrison  
   *Spies for the Blue and Gray* by Harnett T. Kane  
   *Illustrated Tales of the Civil War* by Norman Shavin  
   *Civil War Prisons* edited by William B. Hesseltine  
   *Civil War Ghost Stories and Legends* by Nancy Roberts  
   *Trial by Fire: A Peoples History of the Civil War and Reconstruction* by Page Smith  
   *Echoes of Glory: Illustrated Atlas of the Civil War* edited by Time Life Books  
   *A Picture of Freedom: The Diary of Clotee, A Slave Girl*, *Belmont Plantation, Virginia, 1859* by Patricia McKissack

*A Light in the Storm: the Civil War Diary of Amelia Martin* by Karen Hesse  
*Charley Skedaddle* by Patricia Beatty  
*Rifles for Watie* by Harold Keith  
When Will This Cruel War Be Over?: The Civil War Diary of Emma Simpson, Gordonsville, Virginia, 1864 (Dear America Series) by Barry Denenberg

Resources

* American History (<http://www.studenthandouts.com/American_History/americanhistory07.htm>)

Grade 8 Social Studies / History  
Social Studies 8

Citizenship

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others ideas and expressing their own clearly.

SL.8.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others questions and comments with relevant evidence, observations, and ideas.

SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 8 OH: Social Studies (2012)

Government

Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction Civic Participation and Skills

18. Participation in social and civic groups can lead to the attainment of individual and public goals.

19. Informed citizens understand how media and communication technology influence public opinion.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

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

WHST.6-8.1a. 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.

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

WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d. Establish and maintain a formal style.

WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2a. 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.

WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2e. Establish and maintain a formal style and objective tone.

WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. role of social and civic groups
2. importance of civic participation
3. influence of media and communication on public opinion

Skills

1. Connect the role of social and civic groups to their lives.
2. Apply concepts of civic participation to the lives of historical figures.

Common Core/Literacy Standards

1. Critique media pieces as objective or subjective information and cite evidence in support.
2. Assess the accuracy and credibility of multiple sources of media.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others ideas and expressing their own clearly.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that connect the ideas of several speakers and respond to others questions and comments with relevant evidence, observations, and ideas.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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 precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style and objective tone.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.

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.

Write arguments focused on discipline-specific content.

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.

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

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.

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

Essential Questions

1. What makes for an informed citizen?
2. In what ways can groups attain goals that individuals cannot?
3. To what extent does media influence public opinion?
4. What is civic duty?

Standards Vocabulary

1. critique
2. acknowledge
3. justify

Additional Vocabulary

1. media
2. public opinion
3. naturalization
4. deport
5. draft
6. Political Action Committees
7. income tax
8. property tax
9. jury
10. lobby
11. immigration
12. apathy
13. subjective
14. objective

Stage 2: Assessment Evidence

Persuasive Commercial

Summative: Dramatization

In groups students will create their own social or civic group to advocate a cause of their choice. Each group will also create a television commercial to get people to join their group, making sure to use valid reasons and support to convince potential supporters. Student commercials will be assessed on: use of persuasive languageuse of key terms and conceptsinclusion of Social Justice criterianeatness and organization of scriptclearly defined goal of the social or civic groupaccurate and error-free script

Historical Figure Advocacy and Apathy

Formative: Research Project

Students will choose a historical figure and write an essay describing how civic participation played a key role in his/her life. Students should include what could have happened if there was social apathy on the part of their subject. Students should be sure to draw evidence from multiple sources. Students will be assessed on the following: gathering relevant information from multiple print and digital sourcesassessing the credibility and accuracy of each sourcequoting or paraphrasing the data and conclusions of others while avoiding plagiarism and following a standard format for citation.using key terms and concepts in the papercomparing the effects of this person's work to a possible scenario in which the person did not take actionusing correct spelling and grammarincluding historical person's goals or purpose

Multi-Media Scavenger Hunt

Formative: Oral Assessment

Students will gather multiple media pieces and critique the subjectivity or objectivity of each piece, supporting their answer with evidence and entering their answers on a graphic organizer. Students will present their findings to the class along with the reasons why they placed each example in the category they did. Students will be assessed on the following: Were they able to find a subjective piece and a objective piece?Were they able to label each properly on the graphic organizer?Were they able to defend their label with supporting arguments?Did they use proper speaking and listening skills?

A Citizen's Duty

Summative: Reflective Writing

As a class, students can brainstorm a list of local topics of concern to students (poverty, hunger, crime, education, etc.) Each student should choose one topic of special interest to him or her and research more about it. Then each student should determine how he or she can make a difference to the community regarding that topic. Each student should come up with two action steps, such as writing a letter to a congressperson, volunteering, tutoring, donating money or services, etc. Students should complete their action steps and write a reflective essay on how their actions contributed to the solution to the problem and what more they could do as concerned and active citizens.

Letter to the Editor

Summative: Written Commentary

Students should choose one of the topics that the class came up with in the previous brainstorming activity and write a letter to the editor of their local newspaper expressing their opinion of that issue using reasons and examples to support their opinions.

Stage 3: Learning Plan

Learning Experiences

1. Cooperative Learning Groups. In groups, students will create their own social or civic group to advocate a cause of their choice. Each group will also create a television commercial to get people to join their group, making sure to use valid reasons and support to convince potential supporters.
2. Research Project. Students will choose a historical figure and write an essay describing how civic participation played a key role in his/her life. Students should include what could have happened if there was social apathy on the part of their subject. Students should be sure to draw evidence from multiple sources.
3. Graphic Organizer. Students will gather multiple media pieces and critique the subjectivity or objectivity of each piece, supporting their answer with evidence and entering their answers on a graphic organizer. Students will present their findings to the class along with the reasons why they placed each example in the category they did.
4. Brainstorming. As a class, students can brainstorm a list of local topics of concern to students (poverty, hunger, crime, education, bullying, homelessness, animal cruelty, etc.) Each student should choose one topic of special interest to him or her and research more about it. Then each student should determine how he or she could make a difference to the community regarding that topic. Each student should come up with two action steps, such as writing a letter to a congressperson, volunteering, tutoring, donating money or services, etc. Students should complete their action steps and write a reflective essay on how their actions contributed to the solution to the problem and what more they could do as concerned and active citizens.
5. Writing to Inform. Students should choose one of the topics that the class came up with in the previous brainstorming activity and write a letter to the editor of their local newspaper expressing their opinion of that issue using reasons and examples to support their opinions.
6. Simulation. Students can hold a mock voting day for an issue of concern to the eighth grade students. After students express their opinions with reasons to back up their ideas, students will vote to determine the majority opinion.

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**

*The Giver* by Lois Lowry  
*You Want Women to Vote, Lizzie Stanton?* by Jean Fritz  
*Yertle the Turtle and Other Stories* by Dr. Seuss  
*The Sneetches and Other Stories* by Dr. Seuss

Resources

* Citizenship (<http://www.citizenadvocacycenter.org/uploads/8/8/4/0/8840743/citizenship_making_a_difference.pdf>)

Grade 8 Social Studies / History  
Social Studies 8

Financial Literacy

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Speaking & Listening

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.8.3. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 8 OH: Social Studies (2012)

Economics

Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction Economic Decision Making and Skills

22. Choices made by individuals, businesses and governments have both present and future consequences.

Financial Literacy

25. The effective management of ones personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH.6-8.3. Identify key steps in a texts 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 4. 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.

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.

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 the whole.

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

Assess how point of view or purpose shapes the content and style of a text.

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

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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 10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Writing

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.

Catholic Identity

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Catholic Social Justice Teachings

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Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

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1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

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8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. financial choices made by individuals, businesses and governments
2. present and future consequences
3. effective management of ones personal finances
4. basic banking services

Skills

1. Predict consequences of economic choices.
2. Create a budget.
3. Apply basic banking concepts to the effective management of personal finances.

Common Core/Literacy Standards

1. Draw evidence from informational texts to support analysis reflection, and research.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
4. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Cite specific textual evidence to support analysis of primary and secondary sources.

1. 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.

Identify key steps in a texts description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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

Describe how a text presents information (e.g., sequentially, comparatively, causally).

Identify aspects of a text that reveal an authors point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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

Distinguish among fact, opinion, and reasoned judgment in a text.

Analyze the relationship between a primary and secondary source on the same topic.

By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Essential Questions

1. How do my economic choices affect my life?
2. Why is it important to be financially literate?
3. In what ways can I effectively manage my personal finances?

Standards Vocabulary

1. delineate
2. analyze
3. cite
4. evaluate

Additional Vocabulary

1. consequence
2. savings
3. checking
4. credit/ line of credit
5. debit
6. interest /interest Rate
7. budget
8. revenue
9. income
10. expense
11. profit
12. debt
13. loss
14. voluntary trade

Stage 2: Assessment Evidence

Comparative Banking

Formative: Comparative Study

Students will be assessed based on the following: Did they gain a variety of sources?Were they able to complete a cost benefit analysis to find the best products for them?Were they able to support their decisions with logical arguments?Did they thoroughly examine banking services (i.e.,: checking account, savings account, loans, etc.)?Was the student able to list immediate and future consequences of each choice?Did the student use key terms and concepts?Was the comparison done in a neat and logical fashion?

Personal Budget

Formative: Graphic Organizer

Students will be assessed on the following: The use of economic and financial termsThe ability to create a budget ledgerOrganization and readability of their spreadsheetsCorrect math, free from errorsFollowing the budget guidelines their teacher has set forth

Career Connection

Summative: Research Project

Students will research various social studies, economics, or history careers. They should focus their research on the following questions: a. What is the career? b. What three things would they do in this career? c. How does this career help people? d. How much does this career pay? Using the answers to the questions, students can prepare a poster about the career they researched and present their findings to the class.

Food Comparison

Summative: Cooperative Group Work

In groups students will do a cost analysis on their favorite foods. Each group will choose three foods that they enjoy. They will then research prices of those foods at different stores, determining the most economical way to buy or make their favorite foods. Each group will present their findings to the class.

Stage 3: Learning Plan

Learning Experiences

1. Graphic Organizer. Students will research bank services offered by competing banks by gathering a variety of informational text (brochures, online sources, etc.) They will list their findings on a graphic organizer and analyze the services to make financial decisions. As a class students will discuss the consequences of these decisions.
2. Project. Students will create a personal budget based on a set of parameters predetermined by the teacher.

Research Project. Students will research various social studies, economics, or history careers. They should focus their research on the following questions: a. What is the career? b. What three things would they do in this career? c. How does this career help people? d. How much does this career pay? Using the answers to the questions, students can prepare a poster about the career they researched and present their findings to the class.

Cooperative Learning Groups. In groups students will do a cost analysis on their favorite foods. Each group will choose three foods that they enjoy. They will then research prices of those foods at different stores, determining the most economical way to buy or make their favorite foods. Each group will present their findings to the class.

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *The Early Investor: How Teens Young Adults Can Become Wealthy* by Michael Zisa

*The Young Investor: Projects and Activities for Making Your Money Grow* by Katherine R. Bateman  
*Growing Money: A Complete Investing Guide for Kids* by Gail Karlitz and Debbie Honig  
*I'm A Shareholder Kit: The Basics About Stocks - For Kids/Teens* by Rick Roman  
*The Richest Kids In America: How They Earn It, How They Spend It, How You Can Too* by Mark Victor Hansen  
*The Everything Kids' Money Book: Earn It, Save It, and Watch It Grow!* by Brette McWhorter Sember  
*Raising Financially Fit Kids, Revised* by Joline Godfrey

*Money Sense for Kids* by Hollis Page Harman  
*Kidpreneurs: Young Entrepreneurs With Big Ideas!* by Adam Toren and Matthew Toren

Resources

* Econedlink ([http://www.econedlink.org/lessons/index.php?lid=517type=student](http://www.econedlink.org/lessons/index.php?lid=517&type=student))