

Grade 8 Social Studies: Quarter 1 Curriculum Map Scope and Sequence

| Unit | Length | Unit Focus | Standards and Practices |
|---|---------|--|--|
| Unit 0: Social Studies Skills | 1 week | Students will apply these skills to create and address questions that will guide inquiry and critical thinking. | TN Social Studies Practices: SSP.01-SSP.06 |
| Unit 1: Colonialism | 3 weeks | Students will examine the European settlement of North America, geographic features that influenced early colonies, and the social, religious, political, and economic reasons for colonization. | TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.08, 8.01, 8.10, 8.07 Week 2: 8.08, 8.02, 8.03, 8.04, 8.12 Week 3: 8.08, 8.05, 8.06, 8.09, 8.11 |
| Unit 2: American Revolution | 2 weeks | Students will explore the growing tensions between Great Britain and its colonies as well as the major events and outcomes surrounding the American Revolution. | TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.13, 8.14, 8.15, 8.16 Week 2: 8.18, 8.19, 8.17, 8.20 |
| Unit 3: New Nation - The Beginning | 2 weeks | Students will explore the foundation of U.S. government, the principles of the Articles of Confederation and the U.S. Constitution. | TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.21, 8.22 Week 2: 8.23, 8.24 |
| Unit 4: New Nation- Presidents and Precedents pt. 1 | 1 week | Students will explore the individuals who played influential roles in the development of the new nation. In addition, students will examine the steps taken by Tennessee to achieve statehood and the initial development of government. | TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.25, 8.26 |

Grade 8 Social Studies: Quarter 1 Map Instructional Framework

Course Description: United States History and Geography: Colonization of North America to Reconstruction

Course Description: Eighth grade students will study the European settlement of North America and the role geographic features played in the early settlement of Thirteen Colonies. Students will examine the development and maturation of the Thirteen Colonies and the political, cultural, and economic influences that led to the American Revolution. Students will analyze the major events and outcomes of the American Revolution as well as the individuals who played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. Students will analyze the impact of the expansion and sectionalism of the U.S., including implications on domestic and foreign policy. Students will also study policies that affected American Indians and African Americans. Finally, students will examine the major events and issues leading up to the Civil War, individuals and events that were significant during the war, and the resulting era of Reconstruction. **This course will place Tennessee history, government, and geography in context with U.S. history in order to illustrate the role our state has played in American history.**

This course is the first of a two-year survey of U.S. history and geography and picks up where 7th grade finishes their study of world history. This course is designed to help students think like historians, focusing on historical concepts in order for students to build an understanding of the history of the U.S. Appropriate primary sources have been embedded in the standards in order to enhance students' understanding of the content. This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.

Planning and Pacing

The curriculum map outlines the content and pacing for each grade and subject and allows teachers to adequately cover all new material prior to testing. The map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. Teachers are considered on pace if they are within two weeks of the curriculum maps.

Weekly Guidance

Weekly overviews include essential questions, student outcomes, texts, suggested strategies and protocols for classroom use, a weekly assignment written in the form of a TN Ready aligned writing prompt, and the associated standards. All curriculum materials, including the texts and instructions for protocols, can be found in Sharepoint. Texts and are in the “6-8 Supporting Documents and Resources” folder and arranged by grade level, quarter, and unit.

Social Studies Instructional Strategies

Suggested strategies and protocols outlined in the maps can be found in the 6-8 Supporting Documents and Resources folder. There are two ways to access resources. They may be accessed individually in the strategies folder or they may be accessed via clicking on hyperlinks in the strategies overview document.

Unit Assessments

Unit assessments have been provided in Sharepoint and can be used in conjunction with the maps. These assessments are housed in the “6-8 Assessments” folder. They are arranged by quarter and include at least two TN Ready style assessment questions per a standard. Teachers may choose to use these as common formative assessments or break them apart to pull questions for bell work, exit tickets, or mini-quizzes.

Content Connections

The units in this map align with English Language Arts Standards in writing, reading, informational text, speaking and listening.

Unit Overview: Quarter 1 Unit 0 – Social Studies Skills

| Unit | Length | Unit Focus | Standards and Practices | Narrative Overview |
|--|--------|---|---|--|
| Unit 0: Social Studies Skills | 1 week | Students will apply these skills to create and address questions that will guide inquiry and critical thinking. | TN Social Studies Practices: SSP.01-SSP.06 | This unit will give students an opportunity to learn about the work of a historian and get to know their classmates. |

Grade 8 Social Studies: Quarter 1 Unit 0 Vocabulary

Tier 2 Vocabulary

data and information, including, critically examine, in order to, extract, paraphrase, significant ideas, relevant information, distinguish, fact and opinion, draw inferences, draw conclusions, recognize, author's purpose, point of view, bias, assess, strengths and limitations, synthesize data, recognize differences, accounts, establish validity, compare, contrast, frame appropriate questions, investigation, construct arguments, supporting evidence, demonstrate and defense, cause and effect, predict likely outcomes, devise outcomes or solutions, develop, recognizing, perceiving and presenting, events, issues, might have been, evaluating, creating context, contribute, identifying patterns, continuity, change over time, connections, present, determine, space, origin, structure, context, validity, locations, conditions, connections, interactions, perceptions, fluid, time and space

Tier 3 Vocabulary

primary sources, secondary sources, printed materials, literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals, graphic representations, maps, timelines, charts, photographs, artwork, artifacts, media and technology sources, citing, historical awareness, historical accounts, historical empathy, present-mindedness, circumstances of time and place, geographic awareness, geographic perspective, diffusion, multiple scales, local, national, global, maps, spatial relationships, humans, physical environment, geographic regions

Sample Unit: Quarter 1 Unit 0 – Social Studies Skills

| | SAMPLE DAILY FRAMEWORK | Day 2 | Day 3 | Day 4 | Day 5 |
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| Texts | Bank Robbery Mystery | Primary vs. Secondary Sources | Evaluating Sources | Beyond the Bubble History Assessments | This Land is Your Land |
| Standards | SSP.01-SSP.06 | SSP.01-SSP.06 | SSP.01-SSP.06 | SSP.01-SSP.06 | SSP.01-SSP.06 |
| Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i> | Quickwrite: What do you think the following quote means – “History is the version of past events that people have agreed upon.” – Napoleon Bonaparte | Journalists often “go straight to the source” to find out what happened. What does this mean? Give an example of when you have had to go ‘straight to the source’ to find something out. | Quickwrite: How do historians know what and who to believe? What might give them the biggest clues to the truth and what might they not have had that would help us to know more about historical events today? | What information do historians need to consider when looking at historical documents? | Anticipation Guide: What images come to mind when you think of the geography of the United States? Brainstorm a list. |
| Hook <i>Develop Students interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i> | Read the instructions for students from the website . | Debrief bell ringer. | Historical Thinking Matters Video | Sourcing Classroom Poster You will be looking at many documents in history class and may not always have background information about the topic – keeping sourcing in mind will help you evaluate those sources. | Debrief Bell Ringer. |
| Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i> | Students engage in the bank robbery mystery activity, working collaboratively through discussion to solve the mystery. | Read ‘Fact Sheet: Primary Sources’ Check for understanding on terms: source, primary, firsthand, secondary, secondhand. | Students work on Evaluating Sources document. | Ask students to complete ‘The First Thanksgiving’ Do a four corners debrief on the activity, with the corners being ‘Strongly agree’, ‘slightly agree’, ‘slightly disagree’, and ‘strongly disagree’. Debrief student responses until students recognize the date in the title of the painting and the date it was painted. Debrief how that impacts the information from the source. Explain to students that they will be studying more modern history this year, so this will be even more complicated as photography becomes an option for historical sources. | Students read This Land is Your Land. Discuss: Where do we live? Is it a state or territory? Is it a part of the continental US? What is the capital of our state or territory? Reinforce that US territory expands beyond the 50 states. Ask students to identify examples. |

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| <p>Application <i>Teacher facilitated small group or partner strategies to deepen Students understanding and foster robust, collaborative discussion.</i></p> | <p>Teacher debriefs the activity using the discussion guide.</p> | <p>1) Complete 'what it really means' sheet in your own words. 2) Create a 'word web' diagram for Primary Sources and Secondary sources. Brainstorm as many examples of both types of sources as possible. Debrief as a class. 3) Working in groups, students identify each 'source scenario'</p> | <p>Debrief student answers to Evaluating Sources.</p> | <p>Jigsaw</p> <p>Give different student groups different tasks. Each group must complete their task and then prepare to present the task and the sourcing issues they found with the task to the class.</p> <p>Suggested tasks from SHEG:</p> <ul style="list-style-type: none"> - Signing of the Mayflower - Slave Quarters - Inca Fortification - Plague Doctor - Nashville Riot | <p>Students complete the map activity.</p> <p>Geography Bee – students study their map and then compete against each other.</p> <ul style="list-style-type: none"> - Students pair up. - One student can look at their map and ask another student a question (i.e. what state is north of TN?) - The other student tries to answer without looking at their map. - First student to miss a question in the pair loses and can become a 'referee' - Student that wins pairs up with another student that has won and repeats the process until there is one winner for the class. |
| <p>Closure <i>Individual Students synthesize and/or summarize learning for the day.</i></p> | <p>Journal: Thinking back to the activity, how do lists of facts help or hinder figuring out what happened in a past event?</p> | <p>Pick an interesting story that happened to you this summer. Write a primary account (you were there when it happened) of that event.</p> <p>Give students time to share their primary account with a neighbor. Then direct students to write a secondary account of their neighbor's story.</p> | <p>3-2-1 Three ways historians know what happened in the past, two ways that historians can evaluate sources, and one reason why evaluating sources is important in history classes.</p> | <p>Explain why it is important to consider all information associated with a source rather</p> | <p>Identify two physical landforms that impact the state of Tennessee and using cardinal directions describe the location of Memphis within the state of Tennessee.</p> |

Unit 0: Social Studies Skills - Week 1

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| Essential Question(s) | What is the work of a historian? How do we determine what happened in the past? Are all sources equal? What do historians need to take into account when examining sources? How does geography impact our lives? |
| Student Outcomes | Day 1: Students will be able to work collaboratively and evaluate their critical thinking, discussion, and teamwork skills. Day 2: Students will be able to differentiate between primary and secondary sources and understand the need for sources in a social studies classroom. Day 3 and 4: Students will be able to critically examine and evaluate sources of information. Day 5: Students will be able to identify the major political and geographic features of the United States. |
| Texts | Textbook: McGraw Hill Discovering Our Past: A History of the United States – Early Years Maps/Videos/Images: Bank Robbery Lesson Primary vs. Secondary Sources SHEG Evaluating Sources Historical Thinking Matters video Beyond the Bubble History Assessments SHEG Historical Sourcing Poster iCivics This Land is Your Land lesson |
| Suggested Classroom Strategies and Protocols | Journal 3-2-1 Four Corners Jigsaw Anticipation Guide |
| Assessment | Define and explain uses and limitations of primary and secondary sources and explain how historians evaluate sources for authenticity. Use complete sentences and evidence to support your answer. |
| Standards | SSP.01-SSP.06 |

Unit Overview: Quarter 1 Unit 1 – Colonialism

| Unit | Length | Unit Focus | Standards and Practices | Narrative Overview |
|------------------------|---------|--|--|---|
| Unit 1: Colonialism | 3 weeks | Students will examine the European settlement of North America, geographic features that influenced early colonies, and the social, religious, political, and economic reasons for colonization. | TN Social Studies Practices: SSP.01- SSP.06 Week 1: 8.08, 8.01, 8.10, 8.07 Week 2: 8.08, 8.02, 8.03, 8.04, 8.12 Week 3: 8.08, 8.05, 8.06, 8.09, 8.11 | This first topic has been split up into three weeks, with a regional focus for each week. The first week focuses on the Southern colonies, the second week on the New England colonies, and the third week on the Middle colonies. Some standards are repeated because geography should be included with the discussion of the regions and individual colonies. |

Grade 8 Social Studies: Quarter 1 Unit 1 Vocabulary

Tier 2 Vocabulary

explain, founding, development, role of, including, significance, motivation, analyze, transition, haven, tolerance, reasons, designation, function, locate, identify, describe, location, influenced, development, compare, contrast, origins, overt, passive

Tier 3 Vocabulary

Jamestown, English colony, economic and political structures, Powhatan people, Plymouth Colony, Mayflower Compact, Squanto, religious freedom, Massachusetts Bay colony, Anne Hutchinson, theocracy, Salem Witch Trials, town meetings, Rhode Island, Connecticut, Roger Williams, Thomas Hooker, Dutch, New Netherlands, New York, Pennsylvania, Quakers, William Penn, Philadelphia, American Indians, Georgia Colony, debtor colony, buffer colony, James Oglethorpe, Thirteen colonies, geographic features, regional economic development, British, French, Spanish, North America, slavery, resistance to enslavement, Middle Passage, First Great Awakening, religious tolerance, Navigation Acts, policy, mercantilism

Sample Lesson: Quarter 1 Unit 1 – Colonialism

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| SS TN Standard(s): | 8.12 |
| Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i> | Students can describe the economic policy of mercantilism. |
| Key Academic Vocabulary: | Navigation Acts, policy, mercantilism, empire, economic/economy |
| Resources / Materials: | 8.12 British Mercantilism and the Cost of Empire excerpt |
| Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i> | What were the reasons for European exploration and the initial development of overseas colonies? |
| Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i> | How does trade change and impact the world? |
| High-Quality Text(s): | 8.12 British Mercantilism and the Cost of Empire excerpt |
| Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i> | Lead students in a close read of the text. Allow students to summarize each paragraph in their own words. |
| Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i> | <p>Circle of Viewpoints</p> <p>Each student in a pair should be given a point of view. One should be a British colonist living in the Americas and the other a British citizen living in England. They should read through the text again, annotating it from the perspective of the viewpoint (i.e. what might be an advantage or disadvantage for them).</p> <p>They should then complete the Circle of Viewpoints questions individually before sharing and discussing with their partner.</p> |
| Closure: <i>Individual students synthesize and/or summarize learning for the day.</i> | Headlines – Create headlines for mercantilism for a newspaper in England and in the Americas. |
| Weekly Assessment: | N/A |
| Homework: | N/A |

Unit 1: Colonialism - Week 1

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| Essential Question(s) | How do societies organize themselves? How does geography impact the development of a society? What was the Middle Passage and why did it develop? How did people resist enslavement? How does trade change and impact the world? |
| Student Outcomes | Students can locate and identify the Thirteen colonies. Students can describe how geography influenced the development of the Chesapeake and southern colonies. Students can explain the development of Jamestown. Students can analyze the development of slavery in the colonies. Students can explain the development of Georgia. |
| Texts | Textbook: McGraw Hill Discovering Our Past: A History of the United States – Early Years Ch. 3 Lesson 1 and 4, Ch. 4 Lesson 1 Reader: 8.08 British Colonies Map 8.01 Settlement of Jamestown 8.10 Excerpt: The Middle Passage, Images: Slave advertisement, Illustration of woman and child on the auction block, Maps: Illegal slave trade, Map of slave trade in Africa 8.07 James Oglethorpe Speech to South Carolina Assembly Maps/Videos/Images: Nystorm Atlas of United States History p. 24-5, 26-7 Debating the Documents: Slavery and Virginia’s Enlightened Aristocracy Debating the Documents: The Covenant Chain TED Ed: The Atlantic Slave Trade Hip Hughes History: Jamestown Colony Explained Resource Map: Southern Colonies SHEG Lesson: Middle Passage |
| Suggested Classroom Strategies and Protocols | Human Timeline: Jamestown Bio Poems: Colonial figures Big Paper Silent Conversation: What made early colonies successful or unsuccessful? Settlement of Jamestown excerpt 3-2-1: British Colonies map |
| Assessment | Identify the southern colonies and describe how geography and politics influenced their development. Use complete sentences and evidence to support your answer. |
| Standards | 8.08 Locate and identify the Thirteen Colonies, and describe how their location and geographic features influenced regional economic development. 8.01 Explain the founding and development of Jamestown as the first permanent English colony, its early struggles, the economic and political structure, and role of the Powhatan people. 8.10 Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. 8.07 Explain the reasons behind the settlement of the Georgia Colony, including: its designation as a “debtor” colony, its function as a “buffer” colony, and the role of James Oglethorpe in its founding. |

Unit 1: Colonialism - Week 2

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| Essential Question(s) | How do societies organize themselves? How does geography impact the development of a society? How does trade change and impact the world? |
| Student Outcomes | <p>Students can locate and identify the New England colonies and describe how geography influenced the development of the New England colonies.</p> <p>Students can explain the development of Plymouth colony.</p> <p>Students can explain the development of Massachusetts Bay Colony.</p> <p>Students can explain the development of Rhode Island and Connecticut Colonies.</p> <p>Students can describe the Navigation Acts and the economic policy of mercantilism.</p> |
| Texts | <p>Textbook: McGraw Hill Discovering Our Past: A History of the United States – Early Years Ch. 3 Lesson 2, Ch. 4 Lesson 1</p> <p>Reader: 8.08 British Colonies Map 8.02 Mayflower Compact 8.03 City Upon a Hill and A Model of Christian Charity 8.04 Fundamental Orders of 1639 and Roger Williams Banishment 8.12 British Mercantilism and the Cost of Empire excerpt and the Navigation Acts</p> <p>Maps/Videos/Images: Debating the Documents: The Pilgrims Debating the Documents: Anne Huttchinson Sung History: The Mean Girls of Salem SHEG Lesson: Puritans Resource Map – New England Colonies</p> |
| Suggested Classroom Strategies and Protocols | <p>Iceberg Diagram: Mayflower Compact excerpt Think, Write, Pair, Share: City Upon a Hill and A Model of Christian Charity excerpts Document analysis: Fundamental Orders of 1639 and Roger Williams Banishment excerpts Identity Charts: Colonial Figures</p> |
| Assessment | Identify the New England colonies and describe how geography and politics influenced their development. Use complete sentences and evidence to support your answer. |
| Standards | <p>8.08 Locate and identify the Thirteen Colonies, and describe how their location and geographic features influenced regional economic development.</p> <p>8.02 Explain the founding and development of the Plymouth Colony, including the significance of: the Mayflower Compact, interactions with Squanto, and the role of religious freedom.</p> <p>8.03 Explain the founding and development of the Massachusetts Bay Colony, including the significance of: Anne Hutchinson, Role of theocracy, Salem Witch Trials, Town meetings.</p> <p>8.04 Explain the motivation for and the founding of the Rhode Island and Connecticut Colonies, including the roles of Roger Williams and Thomas Hooker.</p> <p>8.12 Explain the Navigation Acts and the policy of mercantilism.</p> |

Unit 1: Colonialism - Week 3

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| Essential Question(s) | How do societies organize themselves? How does geography impact the development of a society? How does trade change and impact the world? |
| Student Outcomes | <p>Students can locate and identify the Middle colonies and describe how geography influenced the development of the Middle colonies.</p> <p>Students can explain the development of New Netherlands.</p> <p>Students can explain the development of Pennsylvania.</p> <p>Students can compare and contrast the locations of British, French, and Spanish settlements in North America.</p> <p>Students can describe the significance of the First Great Awakening.</p> |
| Texts | <p>Textbook: McGraw Hill Discovering Our Past: A History of the United States – Early Years Ch. 3 Lesson 3, Ch. 4 Lesson 1 and 3</p> <p>Reader: 8.08 British Colonies map 8.05 Dutch Colonies excerpt 8.06 John Parrish Notes on Abolition 8.09 Images: Map of Colonies before 1763, Exploring the Early Americas: The Capture of Cuautemoc, Champlain Exploring the Canadian Wilderness 8.11 Samson Occum excerpt</p> <p>Maps/Videos/Images: SHEG Lesson: Great Awakening Primary Source Set: Dutch New Netherlands Resource Map – Middle Colonies</p> |
| Suggested Classroom Strategies and Protocols | <p>Alphabet Brainstorm: Reasons settlers came to the American colonies</p> <p>Character Charts: Colonial figures</p> <p>Café conversations: Dutch colonies excerpt</p> <p>Crop it: Exploring the Early Americas: The Capture of Cuautemoc and Champlain Exploring the Canadian Wilderness</p> |
| Assessment | Identify the Middle colonies and describe how geography and politics influenced their development. Use complete sentences and evidence to support your answer. |
| Standards | <p>8.08 Locate and identify the Thirteen Colonies, and describe how their location and geographic features influenced regional economic development.</p> <p>8.05 Analyze the economic motivation for the Dutch founding New Netherlands, the diverse population of the colony, and the transition to the English colony of New York.</p> <p>8.06 Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including the significance of: William Penn, Philadelphia, Relationship with American Indians, Role of women.</p> <p>8.09 Compare and contrast the locations and goals of British, French, and Spanish settlements in North America.</p> <p>8.11 Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance.</p> |

Unit Overview: Quarter 1 Unit 2 – American Revolution

| Unit | Length | Unit Focus | Standards and Practices | Narrative Overview |
|-----------------------------------|---------|---|---|--|
| Unit 2: American Revolution | 2 weeks | Students will explore the growing tensions between Great Britain and its colonies as well as the major events and outcomes surrounding the American Revolution. | TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.13, 8.14, 8.15, 8.16 Week 2: 8.18, 8.19, 8.17, 8.20 | This topic has been split into two weeks, with the first week focusing on the events and causes leading up to the American Revolutions. The second week examine what happened during the American Revolution and its final outcome in the creation of a new country. |

Grade 8 Social Studies: Quarter 1 Unit 2 Vocabulary

Tier 2 Vocabulary

Events, consequences, conflict, contributions, causes, purposes, significance, points of view

Tier 3 Vocabulary

Ohio River Valley, French and Indian War, Fort Loudoun, Treat of Paris of 1763, war debt, Proclamation Line of 1763, Benjamin Franklin, Albany Plan of Union, American Revolution, Quartering Act of 1765, Stamp Act of 1765, Declaratory Act of 1766, Townshend Acts of 1767, Boston Massacre of 1770, Boston Tea Party of 1773, Intolerable/Coercive Acts of 1774, Sons of Liberty, historical, Thomas Paine, Common Sense, Declaration of Independence, Lexington and Concord, Bunker (Breed's) Hill, loyalists, patriots, continental army, Battle of Trenton and Princeton, Battle of Kings Mountain, Battle of Saratoga, Battle of Yorktown, Guerrilla warfare

Sample Lesson: Quarter 1 Unit 2 – American Revolution

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| SS TN Standard(s): | 8.15 |
| Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i> | Students can analyze the social, political, and economic causes of the American Revolution. |
| Key Academic Vocabulary: | Declaration, Independence, causation |
| Resources / Materials: | Declaration of Independence |
| Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i> | The relationship between the British and American colonists was becoming increasingly strained. Brainstorm a list of reasons why the relationship between the colonists and Great Britain is deteriorating. |
| Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i> | How do conflicts arise? |
| High-Quality Text(s): | Declaration of Independence |
| Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i> | Close read of the Declaration of Independence, with a focus on the reasons listed. Students should have read and had an understanding of the preamble in a previous class. |
| Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i> | Iceberg Diagram – On butcher paper, student groups should draw an iceberg and waterline. Students should organize historical events referenced in the Declaration of Independence above the water and the acts or policies that caused them under the waterline. They should annotate the events and policies with an explanation of what the policies were (and why the colonists were upset about them). They should annotate the events with dates and information on what happened at the event and any consequences of the event. |
| Closure: <i>Individual students synthesize and/or summarize learning for the day.</i> | Individually, students should write their own break-up letter to King George using the Declaration of Independence as a model. They should state their reasons for why the relationship with England is not working in their introduction, and have body paragraphs explaining their reasons for the breakup, referencing at least three historical events. |
| Weekly Assessment: | N/A |
| Homework: | Complete the break up letter. |

Unit 2: American Revolution - Week 1

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| Essential Question(s) | Why do conflicts arise? How do conflicts lead to war? What are the effects of war? |
| Student Outcomes | <p>Students can explain the significant events and consequences of the French and Indian War.</p> <p>Students can summarize the political importance and actions of Benjamin Franklin.</p> <p>Students can analyze the social, political, and economic causes of the American Revolution.</p> <p>Students can explain the purposes and consequences of Thomas Paine's <i>Common Sense</i>.</p> |
| Texts | <p>Textbook: McGraw Hill Discovering Our Past: A History of the United States – Early Years Ch. 4 Lesson 4, Ch. 5 Lesson 1 and 2</p> <p>Reader:</p> <p>8.13 Debt and the French and Indian War</p> <p>8.14 The Story Behind the 'Join or Die' Cartoon, Robert Moses activity, Benjamin Franklin Join or Die analysis</p> <p>8.15 Analysis: Patrick Henry's Give Me Liberty or Give Me Death Speech</p> <p>8.16 Common Sense excerpt</p> <p>Maps/Videos/Images:</p> <p>Nystorm Atlas of United States History p. 28-9</p> <p>Debating the Documents: Ben Franklin</p> <p>TED Ed: The Story Behind the Boston Tea Party</p> <p>Hip Hughes History: Albany Plan of the Union Explained</p> <p>Hamilton: You'll Be Back</p> <p>SHEG Lesson: Stamp Act</p> |
| Suggested Classroom Strategies and Protocols | <p>Storyboard: French and Indian War</p> <p>Analyzing visual images: Join or Die cartoon</p> <p>Two Minute Interviews: Could the Revolution have been avoided or stopped? Analysis: Patrick Henry's Give Me Liberty or Give Me Death Speech</p> <p>Café Conversations: Common Sense excerpt</p> |
| Assessment | Summarize the events of the French and Indian War and explain how the British victory in the war led to problems for the American colonies. Use complete sentences and provide evidence to support your answer. |
| Standards | <p>8.13 Explain the significance of the Ohio River Valley leading to the French and Indian War and the events and consequences of the conflict, including: the massacre at Fort Loudoun, the Treaty of Paris of 1763, war debt, and the Proclamation Line of 1763.</p> <p>8.14 Explain the political contributions of Benjamin Franklin to the U.S., including the "Join or Die" cartoon and Albany Plan of Union.</p> <p>8.15 Analyze the social, political, and economic causes of the events and groups of the American Revolution, including: The Quartering Act, 1765; The Stamp Act, 1765; The Declaratory Act, 1766; The Townshend Acts, 1767; The Boston Massacre, 1770; The Boston Tea Party, 1773; Intolerable/Coercive Acts, 1774; Sons of Liberty.</p> <p>8.16 Explain the historical purposes and consequences of Thomas Paine's <i>Common Sense</i>.</p> |

Unit 2: American Revolution - Week 2

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| Essential Question(s) | Why do conflicts arise? How do conflicts lead to war? How do the policies of the United States evolve? |
| Student Outcomes | Students can explain the significance of the Declaration of Independence. Students can compare and contrast the points of view of Loyalists and Patriots. Students can locate and explain the significant battles of the American Revolution. |
| Texts | <p>Textbook: McGraw Hill Discovering Our Past: A History of the United States – Early Years Ch. 5 Lessons 3 and 4, Ch. 6 Lessons 1-4</p> <p>Reader: 8.17 Letters from the Front 8.18 Declaration of Independence Excerpt 8.19 Plain Truth: A Loyalist Response 8.20 Loyalist and Patriot account of the battle of Kings Mountain</p> <p>Maps/Videos/Images: Nystorm Atlas of United States History p. 30-1 Debating the Documents: We Hold These Truths Debating the Documents: Loyalists and Patriots TED Ed: What You Might Not Know About the Declaration of Independence Online Simulation: Be Washington – Battle of Second Trenton, Newburgh Conspiracy Simple History: Battles of Lexington and Concord</p> |
| Suggested Classroom Strategies and Protocols | Identity Charts: Key figures of the Revolutionary Period Give One, Get One: Causes of the American Revolution Storyboard: American Revolution SPAR Debate: Loyalist vs. Patriot |
| Assessment | Explain the significance of the Declaration of Independence and two characteristics it embodies. Use complete sentences and provide evidence to support your answer. |
| Standards | 8.17 Locate and explain the significance of the battles of the American Revolution prior to the signing of the Declaration of Independence, including Lexington and Concord and Bunker (Breed's) Hill. 8.18 Explain the historical and present-day significance of the Declaration of Independence. (T.C.A. § 49-6-1028) 8.19 Compare and contrast the points of view of Loyalists and Patriots. 8.20 Locate and explain the significance of the following during the American Revolution: Struggles of the Continental Army, Battles of Trenton and Princeton, Battle of Kings Mountains, Battles of Saratoga, Battle of Yorktown, Guerrilla warfare. |

Unit Overview: Quarter 1 Unit 3 – New Nation: The Beginning

| Unit | Length | Unit Focus | Standards and Practices | Narrative Overview |
|--|---------|---|---|---|
| Unit 3: New Nation - The Beginning | 2 weeks | Students will explore the foundation of U.S. government, the principles of the Articles of Confederation and the U.S. Constitution. | TN Social Studies Practices: SSP.01- SSP.06 Week 1: 8.21, 8.22 Week 2: 8.23, 8.24 | The first week centers around the issues concerning the ratification of the U.S. Constitution with the second week examining the principles and ideas embedded within the U.S. Constitution and the Bill of Rights. |

Grade 8 Social Studies: Quarter 1 Unit 3 Vocabulary

Tier 2 Vocabulary

Strengths, weaknesses, issues, principles, purposes, articulated, stated in, conflict

Tier 3 Vocabulary

Articles of Confederation, Land Ordinance of 1785, Northwest Ordinance of 1787, Northwest Territory, Lost State of Franklin, Shays' Rebellion, James Madison, George Washington, Constitutional Convention, Great Compromise, Three-Fifths Compromise, preamble, Constitution, separation of powers, federalism, checks and balances, Federalists, Anti-Federalists, ratification individual rights, Bill of Rights, states' rights

Sample Lesson: Quarter 1 Unit 3 – New Nation: The Beginning

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| SS TN Standard(s): | 8.23 and 8.24 |
| Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i> | Students can analyze the principles and purposes of government in the Constitution. |
| Key Academic Vocabulary: | Separation of powers, federalism, checks and balances, principles, individual rights, |
| Resources / Materials: | Pages 4-7 of ‘A Picture is Worth a Thousand Words’ lesson , butcher paper |
| Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i> | What are the basic ideas, or principles, that govern the actions of doctors, teachers, writers? Brainstorm a list of ideas they need to follow. |
| Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i> | How do societies organize themselves? |
| High-Quality Text(s): | Excerpts from the U.S. Constitution |
| Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i> | Split students into seven groups. Each group will take a look at one particular principle in the Constitution. They should read and discuss their principle and brainstorm ways they can create an illustration (symbols, drawing, etc.) that explains their principle. Once they have decided on an idea, they should title their piece of butcher paper with the name of their principle and then draw their illustration below. |
| Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i> | Student groups will share their posters and teach the rest of the class the main points about their constitutional principle. Students should take notes on each other’s presentations so they have a complete list of the principles and meanings of the principles for each of the seven principles of the constitution. |
| Closure: <i>Individual students synthesize and/or summarize learning for the day.</i> | Choose one principle as the most important principle of the constitution. Provide a justification for why it is the most important. |
| Weekly Assessment: <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i> | N/A |
| Homework: | N/A |

Unit 3: New Nation: The Beginning - Week 1

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|---|---|
| Essential Question(s) | How do the policies of the United States evolve? Why do conflicts arise? Does compromise always lead to resolution? How do societies organize themselves? How does the issue of slavery divide the nation? How do the policies of the United States evolve? |
| Student Outcomes | Students can analyze the strengths and weaknesses of the Articles of Confederation. Students can describe the roles of James Madison and George Washington during the Constitutional Convention. Students can explain the Great Compromise and the Three-Fifths Compromise. |
| Texts | Textbook: McGraw Hill Discovering Our Past: A History of the United States – Early Years Ch. 7 Lessons 1 and 2 Reader: 8.21 Articles of Confederation 8.22 James Madison Speech Proposing the Bill of Rights Maps/Videos/Images: Nystorm Atlas of United States History p. 32-3, 34-5 Debating the Documents: The Grand Compromise Extra History: Articles of Confederation Part 1 , Part 2 , Part 3 , and Part 4 Hip Hughes History: Great Compromise Explained , The Three-Fifths Compromise Explained |
| Suggested Classroom Strategies and Protocols | Levels of Questions: Articles of Confederation excerpt Graffiti Boards: Strengths and Weaknesses of the Articles of Confederation Peeling the Fruit: The Great Compromise and the Three-Fifths Compromise |
| Assessment | Describe two rights of the Northwest Ordinance and describe how each right impacted the settlement of the territory. Use complete sentences and evidence to support your answer. |
| Standards | 8.21 Analyze the strengths and weaknesses of the Articles of Confederation, and describe the Land Ordinance of 1785, the Northwest Ordinance of 1787, the Northwest Territory, the Lost State of Franklin, and Shays' Rebellion. 8.22 Describe the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including the Great Compromise and the Three-Fifths Compromise. (T.C.A. § 49-6-1028) |

Unit 3: New Nation: The Beginning - Week 2

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| Essential Question(s) | How do the policies of the United States evolve? Why do conflicts arise? Does compromise always lead to resolution? How do societies organize themselves? |
| Student Outcomes | Students can analyze the principles and purposes of government in the Constitution. Students can describe the reasons for the conflict between Federalists and Anti-Federalists during the ratification of the Constitution. |
| Texts | <p>Textbook: McGraw Hill Discovering Our Past: A History of the United States – Early Years Ch. 7 Lesson 3 and Ch. 8 Lessons 1 and 2</p> <p>Reader: 8.23 United States Constitution 8.24 Bill of Rights</p> <p>Maps/Videos/Images: TED Ed: Inventing the American Presidency TED Ed: A 3-Minute Guide to the Bill of Rights SHEG Lesson: Federalists and Anti-Federalists</p> |
| Suggested Classroom Strategies and Protocols | <p>Circle of Viewpoints: Federalists and Anti-Federalists Alphabet Brainstorm: Elements of the Constitution Big Paper Silent Conversation: What rights are enshrined in the Constitution? Which are the most important?</p> |
| Assessment | Identify two controversial issues from the ratification process of the Constitution and describe the arguments Federalists and Anti-Federalists had over those issues. Use complete sentences and evidence to support your answer. |
| Standards | <p>8.23 Examine the principles and purposes of government articulated in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances. (T.C.A. § 49-6-1028)</p> <p>8.24 Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states' rights. (T.C.A. § 49-6-1028)</p> |

Unit Overview: Quarter 1 Unit 4 – New Nation: Presidents and Precedents pt.1

| Unit | Length | Unit Focus | Standards and Practices | Narrative Overview |
|---|--------|--|---|--|
| Unit 4: New Nation- Presidents and Precedents pt. 1 | 1 week | Students will explore the individuals who played influential roles in the development of the new nation. In addition, students will examine the steps taken by Tennessee to achieve statehood and the initial development of government. | TN Social Studies Practices: SSP.01- SSP.06 Week 1: 8.25, 8.26 | The first week focuses on the first president. Students analyze the precedents set by George Washington and the development of political parties that will impact later administrations. |

Grade 8 Social Studies: Quarter 1 Unit 4 Vocabulary

Tier 2 Vocabulary

Events, administration, precedents, presented, resulted in, emergence, views

Tier 3 Vocabulary

administration of President George Washington, Whiskey Rebellion, farewell address, Thomas Jefferson, Alexander Hamilton, political parties, foreign policy, economic policy, national bank, strict versus loose interpretation of the Constitution

Sample Lesson: Quarter 1 Unit 4 – New Nation: Presidents and Precedents pt. 1

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| SS TN Standard(s): | 8.25 |
| Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i> | Students can analyze the ideas presented in George Washington’s farewell address. |
| Key Academic Vocabulary: | Administration, farewell address, precedents |
| Resources / Materials: | Three copies of Washington’s Farewell address, cut up into paragraphs and posted on butcher paper. Post around the room. This should make twelve stations. |
| Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i> | Precedents are earlier events or actions that guide our behavior. Because George Washington was the first president, he set many precedents, since he did things as the president for the first time. What precedent did Washington set in his response to the Whiskey Rebellion? |
| Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i> | What precedents does President George Washington set on leadership in the United States? |
| High-Quality Text(s): | George Washington’s Farewell Address |
| Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i> | Washington’s presidency set many precedents – at the end of his second term of office, he stepped down. After this, no president served more than two terms until Franklin D. Roosevelt, who was elected to four terms of office. In 1951, the 22 nd Amendment to the US Constitution was added, restricting presidents to two terms of office and/or a maximum of 10 years. When Washington stepped down, he wrote a 32 page letter to the nation giving advice to future generations. Your job in class today will be to look at some of the letter and try and figure out what advice Washington was trying to give. |
| Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i> | <p>Big Paper / Chalk Talk</p> <p>Split students up so there are 2-3 students at each poster in the room. Students should read paragraph and then respond in writing to the question prompts at that poster. Students may annotate the text and write questions or answers to each other in addition to answering the questions on the poster. Students should move through at least four rotations so they have been able to see all four paragraphs. Questions are below:</p> <p>Paragraph one:</p> |

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|--|--|
| | <p>What is Washington saying he is going to do? What precedent is this setting? Why do you think Washington has decided to do this?</p> <p>Paragraph two: Why does Washington think that the US Government is important to people? Who or what do you think are the internal and external enemies that Washington is warning the reader about? What advice is Washington giving?</p> <p>Paragraph three: What is Washington saying about the separation of powers? Why are checks and balances important? What advice is Washington giving about the Constitution?</p> <p>Paragraph four: What advice is Washington giving? What precedent is his advice setting for future presidents? Did Washington follow his own advice during his administration?</p> |
| <p>Closure: <i>Individual students synthesize and/or summarize learning for the day.</i></p> | <p>What was Washington's advice to the United States? Summarize 2-3 ideas from his farewell address in your own words.</p> |
| <p>Weekly Assessment: <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i></p> | <p>N/A</p> |
| <p>Homework:</p> | <p>N/A</p> |

Unit 4: New Nation: Presidents and Precedents pt. 1 - Week 1

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|---|--|
| Essential Question(s) | How do the policies of the United States evolve? Why do conflicts arise? What precedents does President George Washington set on leadership in the United States? |
| Student Outcomes | Students can analyze the major events during the administration of President George Washington. Students can explain how the two-party political system developed in the United States. |
| Texts | Textbook: McGraw Hill Discovering Our Past: A History of the United States – Early Years Ch. 9 Lessons 1-3 Reader: 8.25 Washington’s Farewell Address 8.26 Ask a Historian excerpt Maps/Videos/Images: TED Ed: The Oddities of the First American Election Simple History: George Washington Online Simulation: Be Washington – Whisky Rebellion. Genet Affair SHEG Lesson: Hamilton v. Jefferson |
| Suggested Classroom Strategies and Protocols | Character Charts: George Washington, Thomas Jefferson, Alexander Hamilton Question Starts: Emergence of Two Political Parties Headlines: Events of George Washington’s presidency Peel the Fruit: Ideas in Washington’s Farewell Address |
| Assessment | Summarize the reasons for the emergence of two political parties in United States politics and explain how Thomas Jefferson and Alexander Hamilton each impacted this development. Use complete sentences and evidence to support your answer. |
| Standards | 8.25 Analyze the major events of the administration of President George Washington, including: the precedents he set, Whiskey Rebellion, and ideas presented in his farewell address. 8.26 Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views on foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution. |