

Grade 8 Social Studies: Quarter 3 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 1 American Sectionalism Continued	2 weeks	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Students will continue the exploration of the impact of American sectionalism through an expanded look at the political development of the country, especially in the South. Students will expand their understanding of manifest destiny and analyze the importance of the growing borderland tensions within the US as the country approached the brink of the Civil War.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	8.51, 8.52, 8.53, 8.59, 8.61, 8.62, 8.72, 8.73
Q3, Unit 2 Slavery in America	2 weeks	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Students will analyze the development of Slavery in the US and the resulting controversies surrounding the spread of slavery within the borders of the expanding nation. Students will evaluate key legislation surrounding the spread of slavery and delve into primary texts to explore the Dred Scott decision and the impact of the abolitionist movement.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	8.64, 8.65, 8.66, 8.67, 8.68, 8.69, 8.70, 8.71
Q3, Unit 3 The Civil War	3 weeks	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Having gained an understanding of the brewing contention between the North and South students will apply this knowledge to gain deeper understanding of the events of the Civil War. Students will examine the key moments and figures of the war in addition to the cultural milieu surrounding the events immediately before, during and after the conflict itself. Primary sources in this unit focus heavily on the political career of Abraham Lincoln and the road to Emancipation.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	8.74, 8.75, 8.76, 8.77, 8.78, 8.79, 8.80, 8.81
Q3, Unit 4 Reconstruction	2 weeks	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Students and teachers will explore the outcomes of this tumultuous period in American history. Students and teachers will use collaborative classroom strategies and writing to analyze and evaluate the reasons for reconstruction and evaluate the outcomes of its policies on American society. *The full Facing History And Ourselves Reconstruction Unit is included as an option for teachers to use in Q4 after all standards have been covered.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	8.82, 8.83, 8.84, 8.85, 8.86, 8.87, 8.88, 8.89, 8.90

Grade 8 Social Studies: Quarter 3 Map Instructional Framework

Planning With the Map

The curriculum map outlines the content and pacing for each grade and subject. For grades 6-8, Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing. To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. While the curriculum map allows for flexibility and encourages each teacher and teacher teams to make thoughtful adjustments, our expectations for Students learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

Weekly Guidance and Curriculum Map Resources

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, recommended protocols or activities aligning to these texts or standards, and a weekly assessment in the form of a TN Ready aligned writing prompt. **All curriculum materials, including the texts, instructions for protocols, and suggested text dependent questions can be found in Sharepoint.** Texts are in the “6-8 Supporting Documents and Resources” folder and arranged by grade level and quarter. The folder for each quarter houses a large supplemental packet for that quarter and folders by unit for any additional materials. **Unless otherwise noted by an asterisk (*) all texts in the curriculum map are in the supplemental packet for that quarter. If a text has an asterisk (*) then the material can be found in the unit folder.**

Vocabulary Instruction

Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary.

Contextual Redefinition.....Appendix A Page 58

Fray Model.....Appendix A Page 59

List/Group/Label.....Appendix A Page 60

Semantic Webbing.....Appendix A Page 61

SVES (Elaboration).....Appendix A Page 62

Vocabulary Squares.....Appendix A Page 63

Word Sorts.....Appendix A Page 58

Daily Strategies

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

- 3,2,1p. 4
- Chunking.....p. 47
- Document Analysis Templatesp. 61
- Evaluating Arguments in a Resource Book p. 63
- Evidence Logsp. 66
- Read Aloudp. 130
- Reader’s Theaterp. 132
- Save the Last Word for Mep. 136
- Text to Text, Text to Self, Text to Worldp. 148
- Two Column Note Takingp. 157
- Word Wallp. 165

Unit Assessments

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

Grade 8 Social Studies: Quarter 3, Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 1 American Sectionalism Continued	2 weeks	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Students will continue the exploration of the impact of American sectionalism through an expanded look at the political development of the country, especially in the South. Students will expand their understanding of manifest destiny and analyze the importance of the growing borderland tensions within the US as the country approached the brink of the Civil War.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	8.51, 8.52, 8.53, 8.59, 8.61, 8.62, 8.72, 8.73
SAMPLE DAILY FRAMEWORK					
				Day 2	Day 3
Texts			Debating the Documents: The War with Mexico		
Standards			8.61, 8.62		
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>			Alphabet Brainstorm: Why do wars happen? Brainstorm as many reasons for the causes behind wars, labeling a historical example for as many as possible.		
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>			- Modeling the Standard - Daily Agenda Essential Question: Why do countries go to war?		
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>			Image Analysis on Visual Sources 1 and 2.		
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>			Document Analysis on Written Sources 1 and 2.		
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>			Comparing the Documents choice sheet with justification form.		

Grade 8 Social Studies: Quarter 3 Unit 1 Vocabulary

Tier 2 Vocabulary - battle, annexplus, access, resource, justify, constitution, incorporate, constitute, transformation, speculation, ban, *community*, license

Tier 3 Vocabulary - Tejano joint occupation, mountain men, emigrant, prairie schooner, Manifest Destiny, decree, barricade, annex, rancho, rancho, resource, barricade, *forty-niner*, boomtown, vigilante, clause, trade union, strike, prejudice, discrimination, famine, nativist.

Grade 8 Social Studies: Quarter 3, Unit 1 - Week 1

American Sectionalism Continued: Week 1	
Essential Question(s)	What are the motivations for independence? Why do countries go to war?
Student Outcomes	Students can describe the reasons for the Texas War for Independence and the legacy of the battle at the Alamo. Students can summarize the events of the presidency of James K. Polk and evaluate the legacy of his presidency. Students can explain the major events surrounding the Mexican War and its outcomes.
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 13 & 14</p> <p>Texts:</p> <ul style="list-style-type: none"> • Debating the Documents: The War with Mexico* • Task: Wilmot Proviso* • Task: Texas Independence* <p>Recommended Protocol(s): Jigsaw, Annotating and Paraphrasing Sources</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Task: Annexation of Texas* • Task: Mexican Cession* • Task: Oregon Treaty*
Suggested Classroom Strategies	<p>Identity Charts (Appendix B p.95): Texas Settlers, David Crockett, Sam Houston</p> <p>Two Minute Interviews (Appendix B p.161): This week should focus on refreshing student knowledge of this time period after the semester break, especially in regards to migrations and westward expansion.</p> <p>Bio Poems (Appendix B p.31): James K. Polk, Andrew Jackson, Nullification, Secession</p> <p>Iceberg Diagrams (Appendix B p.91): The Polk administration consolidated a large amount of territory...how and why?</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your knowledge of history, describe two causes for the Texas War of Independence and explain the roles of David Crockett and Sam Houston in the war. Use complete sentences and evidence from the sources to support your answer.</p>
Standards	<p>8.59 Describe American settlements in Texas after 1821 and the causes for the Texas War of Independence, including the roles of David Crockett and Sam Houston in the war and the legacy of the Alamo.</p> <p>8.61 Describe the major events and impact of the presidency of James K. Polk, including his “Dark Horse” nomination, the settlements of the Oregon boundary, the annexation of Texas, and the acquisition of California through the Mexican War.</p> <p>8.62 Describe the causes, course, and consequences of the Mexican War, including the controversy over the Rio Grande boundary, the roles played by Zachary Taylor and Winfield Scott, the Mexican Cession and the Wilmot Proviso.</p>

Grade 8 Social Studies: Quarter 3, Unit 1 - Week 2

American Sectionalism Continued: Week 2	
Essential Question(s)	How does geography affect the development of cities and culture? How does regional economics influence the development of culture?
Student Outcomes	Students can describe the development of agriculture in the South and the importance of Cotton. Students can explain the effects of the New Madrid Earthquakes of 1811-1812. Students can compare and contrast the development of the North and the South and how it led to sectionalism and political divides.
Texts	Text Book: McGraw Hill <i>Discovering Our Past</i> , Chapter 13 & 14 Texts: <ul style="list-style-type: none"> Article and Question Set: Southern Plantation Owners Used “King Cotton” to Justify Slavery (Lexile 1120)* Article and Question Set: The Industrial Revolution and the Growth of Cities (Lexile 1050)* Recommended Protocol(s): Image Analysis, Evidence Log Supplemental Texts: <ul style="list-style-type: none"> Task: New Madrid Earthquake*
Suggested Classroom Strategies	Barometer (Appendix B p.23): Should states be able to take independent action if they believe the federal government acts against their interests? Analyzing Visual Images (Appendix B p.10): Images from Unit Packet Found Poems (Appendix B p.75): Use Primary Source Documents from Unit Packet Big Paper Silent Conversation (Appendix B p.27): Ultimately was Manifest Destiny worth the cost? Alphabet Brainstorm (Appendix B p.7): What is life like during this time of American Sectionalism?
Assessment(s)	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i> Based on the excerpts and your knowledge of history, describe two differences in the development of the North and South and explain how those differences were influenced by geography. Use complete sentences and evidence from the excerpts to support your answer.
Standards	8.51 Trace the development of the agrarian economy in the South, the locations of the cotton- producing states, and the significance of cotton, the cotton gin and the role of Memphis as the Cotton Capital of the South. 8.52 Analyze the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. 8.53 Write a narrative with supporting text describing the effects of the New Madrid Earthquakes of 1811-1812 on the land and people of Tennessee. 8.72 Identify on a map the boundaries constituting the North and the South and delineate and evaluate the geographical differences between the two regions, including the differences between agrarians and industrialists. 8.73 Describe the influence of industrialization and technological developments of the regions, including human modification of the landscape and how physical geography shaped human actions – growth of cities, deforestation, farming and mineral extracton.

Grade 8 Social Studies: Quarter 3, Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards		
Q3, Unit 2 Slavery in America	2 weeks	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Students will analyze the development of Slavery in the US and the resulting controversies surrounding the spread of slavery within the borders of the expanding nation. Students will evaluate key legislation surrounding the spread of slavery and delve into primary texts to explore the Dred Scott decision and the impact of the abolitionist movement.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	8.64, 8.65, 8.66, 8.67, 8.68, 8.69, 8.70, 8.71		
			SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts			The Lincoln Douglas Debate				
Standards			8.70				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>			Identifications: Abraham Lincoln / Steven Douglas (Who, What, When, Where, Why important?)				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>			- Modeling the Standard - Daily Agenda Essential Question: How do people defend a cause they don't agree with?				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>			Read Aloud Protocol (See Social Studies Appendix B) for the excerpt from The Lincoln Douglas Debates. Text Dependent questions from question set and from weekly guidance.				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>			Identity Chart Protocol (See Social Studies Appendix B) – use major figures from this unit, including Lincoln and Douglas. Students may use textbooks or other outside resources after exhausting personal knowledge.				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>			Harvard Visible Thinking Routine Options Diamond - Step Inside: Perceive, Know, Care About - Use the United States at this time as the person/thing to build perspective.				

Grade 8 Social Studies: Quarter 3 Unit 2 Vocabulary

Tier 2 Vocabulary - spirituals, freedom, impact, compromise, literacy, ordinance.

Tier 3 Vocabulary - overseer, spiritual, slave code, Underground Railroad, regulate, fugitive, seceding, depreciate, depression, proportional, manumission, abolitionist.

Grade 8 Social Studies: Quarter 3, Unit 2 - Week 1

Slavery in America: Week 1	
Essential Question(s)	Why was the inhumane deemed humane? What compromises were made to try and keep regional sectionalism in check? What was the reaction to these compromises?
Student Outcomes	Students can identify and describe laws regarding slavery that were enacted as the United States expanded. Students can describe the impacts and sometimes-violent consequences of the enactment of laws regarding the institution of slavery. Students can analyze the decision in the Dredd Scott v. Sanford case and its impact in American society.
Texts	Text Book: McGraw Hill <i>Discovering Our Past</i> , Chapter 14 & 16 Texts: <ul style="list-style-type: none"> • The Dred Scott Case (Lexile 1200)* • Debating the Documents: The Missouri Compromise* Recommended Protocol(s): Two column note taking, 3-2-1 Supplemental Texts: <ul style="list-style-type: none"> • Debating the Documents: Bleeding Kansas* • Debating the Documents: John C. Calhoun*
Suggested Classroom Strategies	Anticipation Guides (Appendix B p.16): What do students know about the development of American slavery? Gallery Walk (Appendix B p.81): <i>Images from the Unit Text Packet</i> Identity Charts (Appendix B p.95): Slavery, The South, John C. Calhoun, Daniel Webster Bio Poems (Appendix B p.31): Dred Scott, John Brown, The Kansas-Nebraska Act
Assessment(s)	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i> Based on the excerpts and your background knowledge, describe why the Missouri Compromise was repealed in favor of the Kansas-Nebraska act and explain three ways the Kansas-Nebraska act increased tensions in the United States. Use complete sentences and examples from the excerpts in your answers.
Standards	8.64 Describe the significance of the Northwest Ordinance and the banning of slavery in new states north of the Ohio River. 8.65 Describe the reasons for and the impact of the Missouri Compromise of 1820. 8.67 Explain the reasons for and the impact of the Compromise of 1850, including the roles played Daniel Webster and John C. Calhoun and the Fugitive Slave Law. 8.68 Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, including the rise of the Republican Party, “Bleeding Kansas,” the Sumner Brooks incident, and the John Brown raid on Harper’s Ferry. 8.69 Analyze the reasons for and applied by the Supreme Court in the Dred Scott v. Sandford case and the resulting divisiveness between the North and South.

Grade 8 Social Studies: Quarter 3, Unit 2 - Week 2

Slavery in America: Week 2	
Essential Question(s)	Why was the inhumane deemed humane? What compromises were made to try and keep regional sectionalism in check? What was the reaction to these compromises?
Student Outcomes	Students can identify and explain the significance of abolitionist leaders, including John Brown, Harriet Tubman, William Lloyd Garrison, Frederick Douglass, Harriet Beecher Stowe, Virginia Hill, Francis Wright, and Elihu Embree. Students can analyze the issues presented in the Lincoln Douglas debates. Students can describe the institution of slavery and the experience of slaves in adapting and resisting slavery.
Texts	Text Book: McGraw Hill <i>Discovering Our Past</i> , Chapter 14 & 16 Text(s): <ul style="list-style-type: none"> Primary Source and Question Set: The Lincoln Douglas Debate (Lexile 1050) ***This is on p. 35 of the Q3 Supplementary packet and Entitled "Time Machine 1858 The Lincoln-Douglas debate at Freeport, Illinois Famous Speeches: Frederick Douglass The Hypocrisy of American Slavery (Lexile 1140)* Recommended Protocol(s): Image Analysis, Evidence Log Supplemental Texts: <ul style="list-style-type: none"> Debating the Documents: John Brown* Debating the Documents: Uncle Tom's Cabin* Article and Question Set: Expansion and Reform The Underground Railroad and the Coming of War (Lexile 1020)*
Suggested Classroom Strategies	Alphabet Brainstorm (Appendix B p.7): How did politicians in the North and South try to keep the country from splitting apart? Iceberg Diagrams (Appendix B p.91): Slavery was allowed to continue in the South...why? Town Hall Circle (Appendix B p.154): How could people throughout the United States allow slavery to continue? Big Paper Silent Conversation (Appendix B p.27): How did slavery stay in place so long? Why?
Assessment(s)	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i> Based on the sources and your background knowledge, describe the impacts of <u>four</u> abolitionist leaders of the 1800s. Use complete sentences and evidence from the sources in your response.
Standards	8.66 Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and The Liberator; Frederick Douglass and the Slave Narratives; and Harriet Beecher Stowe's Uncle Tom's Cabin, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree's The Emancipator. 8.70 Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858. 8.71 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives.

Grade 8 Social Studies: Quarter 3 Unit 3

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 3 The Civil War	3 weeks	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Having gained an understanding of the brewing contention between the North and South students will apply this knowledge to gain deeper understanding of the events of the Civil War. Students will examine the key moments and figures of the war in addition to the cultural milieu surrounding the events immediately before, during and after the conflict itself. Primary sources in this unit focus heavily on the political career of Abraham Lincoln and the road to Emancipation.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	8.74, 8.75, 8.76, 8.77, 8.78, 8.79, 8.80, 8.81

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Lincoln's First Inaugural Address				
Standards	8.76				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Map Skills / Identifications: Can students list or otherwise identify the states and territories that made up the Union and the Confederacy?				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	- Modeling the Standard - Daily Agenda Essential Question: How do people work to keep society intact?				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Close Read Protocol (See Social Studies Appendix B) – Lincoln's First Inaugural Address				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Anticipation Guide – What do students know about the Civil War?				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine <u>Making it Fair: Now, Then, Later</u> - Issues surrounding secession and the progress up to the Civil War (here Slavery should create an almost insurmountable issue for				

Grade 8 Social Studies: Quarter 3, Unit 3 Vocabulary

Tier 2 Vocabulary - boundary, sectarian, establish, campaign

Tier 3 Vocabulary - secession, Union, Confederacy, industrialization, deforestation, slavery, emancipation, assassination, agrarian

Grade 8 Social Studies: Quarter 3, Unit 3 - Week 1

The Civil War: Week 1	
Essential Question(s)	How does leadership define people? How does sectionalism lead to war?
Student Outcomes	Students can explain how the increasing sectionalism in the United States led to the outcomes of the election of 1860. Students can describe the significance of President Lincoln's early speeches in office. Students can analyze the reactions in Tennessee to the presidential election of 1860.
Texts	Text Book: McGraw Hill <i>Discovering Our Past</i> , Chapter 17 Texts: <ul style="list-style-type: none"> Lincoln's House Divided Speech (Lexile 1110) Lincoln's First Inaugural Address (Lexile 1200) Recommended Protocol(s): Image Analysis, Evidence Log Supplemental Texts: <ul style="list-style-type: none"> Task: The Country Goes to War*
Suggested Classroom Strategies	Anticipation Guides (Appendix B p.16): What do students know about the Civil War? Gallery Walk (Appendix B p.81): Images and documents from the Civil War Found Poems (Appendix B p.75): Use Primary Source Documents from Unit Packet Analyzing Visual Images (Appendix B p.10): Images from Unit Packet Bio Poems (Appendix B p.31): Key figures from this time period
Assessment(s)	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i> Based on the sources and your knowledge of history, explain two ways that the presidential campaign of 1860 reflected the growing sectionalism in the United States and the effects of Lincoln's victory in the race. Use complete sentences and evidence from the sources to support your answer.
Standards	8.74 Evaluate each candidate and the election of 1860 and analyze how that campaign reflected the sectional turmoil in the country. 8.75 Explain the geographical division of Tennessee over the issue of slavery and secession, including Governor Harris, the secession convention vote of 1861, anti-secession efforts, and Scott County. 8.76 Describe Abraham Lincoln's presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865.

Grade 8 Social Studies: Quarter 3, Unit 3 - Week 2

The Civil War: Week 2																					
Essential Question(s)	How does leadership define people? What was life like during the Civil War? How do people respond to war?																				
Student Outcomes	<p>Students can describe the significance of President Lincoln's speeches during the Civil War.</p> <p>Students can identify important figures from the Civil War and explain their role and impact.</p> <p>Students can identify major battles and events of the Civil War and understand how the war progressed between them.</p> <p>Students can describe the life of Civil War soldiers.</p> <p>Students can explain the role of African American soldiers in the civil war.</p>																				
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 17</p> <p>Texts:</p> <p>Recommended Protocol(s): Image Analysis, Evidence Log</p> <ul style="list-style-type: none"> • The Gettysburg Address (Lexile 980) • Debating the Documents: The Emancipation Proclamation* • Primary Source and Question Set: Lincoln's Emancipation Proclamation (Lexile 1050) <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Task: Life at War* • Task: Antietam and Emancipation* 																				
Suggested Classroom Strategies	<p>Identity Charts (Appendix B p.95): The North, The South, Industrialization, Slavery, The Election of 1860</p> <p>Big Paper Silent Conversation (Appendix B p.27): What would it have taken to avert the Civil War?</p> <p>Storyboard (Appendix B p.146): Major events of particular battles (students may choose or may be assigned by the teacher) The course of the war.</p> <p>Two Minute Interviews (Appendix B p.161): Interview questions this week should focus on African-American involvement in the Union Army, the roles of specific people and the results of key battles.</p> <p>Café Conversations (Appendix B p.39): Political and Cultural Figures of this Period</p>																				
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on your knowledge of history and the sources provided, explain the strategy of the Confederate Army in the Civil War and describe two ways that Stonewall Jackson and Robert E. Lee contributed to its initial success. Use evidence from the sources and complete sentences in your answer.</p>																				
Standards	<p>8.76 Describe Abraham Lincoln's presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865.</p> <p>8.77 Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow.</p> <p>8.78 Describe African-American involvement in the Union army, including the Massachusetts 54th Regiment and the 13th U.S. Colored Troops in the Battle of Nashville.</p> <p>8.79 Cite textual evidence analyzing the life of the common soldier in the Civil War, including Sam Watkins and Sam Davis.</p> <p>8.80 Trace the critical developments and events in the war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles:</p> <table border="0"> <tr> <td>• Anaconda Plan</td> <td>• First Battle of Bull Run</td> <td>• Fort Henry and Fort Donelson Shiloh</td> <td>• Antietam</td> <td>• Stones River</td> </tr> <tr> <td>• Fredericksburg</td> <td>• Chancellorsville</td> <td>• Gettysburg</td> <td>• Vicksburg</td> <td>• Chickamauga</td> </tr> <tr> <td>• Lookout Mountain</td> <td>• Franklin</td> <td>• Nashville</td> <td>• Sherman's "March to the Sea"</td> <td></td> </tr> <tr> <td>• Appomattox Court House</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	• Anaconda Plan	• First Battle of Bull Run	• Fort Henry and Fort Donelson Shiloh	• Antietam	• Stones River	• Fredericksburg	• Chancellorsville	• Gettysburg	• Vicksburg	• Chickamauga	• Lookout Mountain	• Franklin	• Nashville	• Sherman's "March to the Sea"		• Appomattox Court House				
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Grade 8 Social Studies: Quarter 3, Unit 3 - Week 3

The Civil War: Week 3																									
Essential Question(s)	How does leadership define people? Does the Civil War come to a close? How does the assassination of Lincoln impact the United States?																								
Student Outcomes	<p>Students can describe the significance of President Lincoln's speeches during the Civil War.</p> <p>Students can identify important figures from the Civil War and explain their role and impact.</p> <p>Students can identify major battles and events of the Civil War and understand how the war progressed between them.</p> <p>Students can analyze the effects of the assassination of President Lincoln.</p>																								
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 17</p> <p>Texts:</p> <ul style="list-style-type: none"> Lincoln's Second Inaugural Address (Lexile 1150) Task: Shifting Tides* <p>Recommended Protocol(s): Image Analysis, Evidence Log</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> Respective of Co Aytch (Lexile 1020) Debating the Documents: Blue or Gray* 																								
Suggested Classroom Strategies	<p>Town Hall Circle (Appendix B p.154): The impact of the Civil War was felt hardest by the common soldiers. What was life like on both sides of the war?</p> <p>Iceberg Diagrams (Appendix B p.91): The Union Won the Civil War...Why?</p> <p>Graffiti Boards (Appendix B p.86): The major results of the Lincoln presidency</p> <p>Human Timeline (Appendix B p.89): The life of Abraham Lincoln</p> <p>Character Charts (Appendix B p.43): Political and Cultural Figures of this Period</p> <p>Living Images (Appendix B p.123): Images from the Unit Packet</p>																								
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your knowledge of history, explain the goals of the Anaconda Plan and describe how the actions of Sherman and Grant assisted in the plan's success in securing a Union victory. Use complete sentences and evidence from the sources to support your answer.</p>																								
Standards	<p>8.77 Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow.</p> <p>8.80 Trace the critical developments and events in the war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles:</p> <table border="0"> <tr> <td>• Anaconda Plan</td> <td>• First Battle of Bull Run</td> <td>• Fort Henry and Fort Donelson</td> <td>• Shiloh</td> <td>• Antietam</td> <td>• Stones River</td> </tr> <tr> <td>• Fredericksburg</td> <td>• Chancellorsville</td> <td>• Gettysburg</td> <td></td> <td>• Vicksburg</td> <td>• Chickamauga</td> </tr> <tr> <td>• Lookout Mountain</td> <td>• Franklin</td> <td>• Nashville</td> <td></td> <td>• Sherman's "March to the Sea"</td> <td></td> </tr> <tr> <td>• Appomattox Court House</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>8.81 Assess the impact of the assassination of President Abraham Lincoln on both the North and the South.</p>	• Anaconda Plan	• First Battle of Bull Run	• Fort Henry and Fort Donelson	• Shiloh	• Antietam	• Stones River	• Fredericksburg	• Chancellorsville	• Gettysburg		• Vicksburg	• Chickamauga	• Lookout Mountain	• Franklin	• Nashville		• Sherman's "March to the Sea"		• Appomattox Court House					
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• Appomattox Court House																									

Grade 8 Social Studies: Quarter 3, Unit 4

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 4 Reconstruction	2 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Early Years)</i>	Using lesson frameworks from the robust Facing History and Ourselves Reconstruction unit resource, students and teachers will deeply explore the outcomes of this tumultuous period in American democracy. Students and teachers will use collaborative classroom strategies and writing to analyze and evaluate the reasons for the ultimate failure of reconstruction and its relationship to modern Civil Rights.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	8.82, 8.83, 8.84, 8.85, 8.86, 8.87, 8.88, 8.89, 8.90

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Reconstruction and the African American Legacy				
Standards	8.82, 8.85, 8.86, 8.87, 8.90				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Students will work in groups to complete an a construction activity with a short timeframe.				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	Debrief activity. What was difficult or frustrating? What was successful? What could you have done differently? Teacher can guide the discussion into the problems faced by the United States at the close of the Civil War. Can the country come back together again? What will the successes and failures be?				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Teacher and students conduct a primary source analysis: Proclamation of Amnesty and Reconstruction (1863) by Abraham Lincoln				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students work collaboratively on a primary source analysis of documents A-K.				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Using evidence from the sources and your background of history, answer the culminating prompt.				

Grade 8 Social Studies: Quarter 3 Unit 4 Vocabulary

Tier 2 Vocabulary - radical, adjust, exclude, suspend, credit, academy, commission, outcome

Tier 3 Vocabulary - reconstruction, amnesty, black codes, override, impeach, scalawag, corruption, integrate, sharecropping, poll tax, literacy test, grandfather clause, segregation, lynching

Grade 8 Social Studies: Quarter 3, Unit 4 - Week 1

Reconstruction: Week 1	
Essential Question(s)	How can a country come to agreement after civil war? What is justice? Was the nation reconstructed?
Student Outcomes	Students can explain the significance of the Reconstruction amendments. Students can describe the conflict over the plan for Reconstruction and evaluate the plans proposed. Students can describe the migrations that took place during Reconstruction, including the movement of carpetbaggers and the exodusters.
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 18</p> <p>Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: Presidential and Radical Reconstruction after the US Civil War (Lexile 1030)* • Article and Question Set: Reconstruction in the South (Lexile 1050)* • Task: Reconstruction and the African American Legacy* <p>Recommended Protocol(s): Image Analysis, Evidence Log</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Task: Exodusters* or Exodusters Lesson* • Task: Civil War and Reconstruction* • Task: Reconstruction Carpetbagger and Scalawags* • Facing History And Ourselves: Reconstruction Unit – in Quarter 4 supplemental packet
Suggested Classroom Strategies	<p>Town Hall Circle (Appendix B p.154): What are the legacies of Reconstruction?</p> <p>Character Charts (Appendix B p.43): Political and Cultural Figures of this Period</p> <p>Identity Charts (Appendix B p.95): Pap Singleton, Exodusters, Carpetbaggers, Andrew Johnson, Radical Republicans</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your knowledge of history, identify the Reconstruction Amendments and explain their significance. Use complete sentences and evidence from the sources to support your answer.</p>
Standards	<p>8.82 Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution.</p> <p>8.83 Analyze the choice of Andrew Johnson as Vice-President, his succession to the Presidency, his plan for Reconstruction and his conflict with the Radical Republicans.</p> <p>8.84 Compare the 10 Percent Plan to the Radical Republican Plan for Reconstruction.</p> <p>8.87 Explain the movement of both white and black Northern entrepreneurs (carpetbaggers) from the North to the South.</p> <p>8.89 Describe the push-pull effect in the movement of former slaves to the North and West, including the Exodusters and Pap Singleton.</p>

Grade 8 Social Studies: Quarter 3, Unit 3 - Week 2

Reconstruction: Week 2	
Essential Question(s)	How can a country come to agreement after civil war? What is justice? Was the nation reconstructed?
Student Outcomes	<p>Students can explain the significance and impact of the Freedman's Bureau and its work.</p> <p>Students can describe the development of the Ku Klux Klan and its actions during Reconstruction.</p> <p>Students describe the events of the 1876 presidential election and the effects of the removal of troops from the South.</p> <p>Students can identify and describe major events in Tennessee history during the Reconstruction period.</p>
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 18</p> <p>Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: Freedman's Bureau (Lexile 1060)* • Article and Question Set: Racial and Religious Hatred, A History of the Ku Klux Klan (Lexile 1000)* • Article and Question Set: Black Leaders During Reconstruction (Lexile 1060)* <p>Recommended Protocol(s): Image Analysis, Evidence Log</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Task: Freedman's Bureau Lesson* • Task: Jim Crow* • Facing History And Ourselves: Reconstruction Unit – in Quarter 4 supplemental packet
Suggested Classroom Strategies	<p>Café Conversations (Appendix B p.39): Political and Cultural Figures of this Period</p> <p>Gallery Walk (Appendix B p.81): Images from Unit Text Packet</p> <p>Storyboard (Appendix B. p. 146): Reconstruction</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your knowledge of history, describe two methods of restricting the rights and opportunities of freedmen during Reconstruction and explain how the work of the Freedmen's Bureau effected those restrictions. Use complete sentences and evidence from the sources to support your answer.</p>
Standards	<p>8.85 Explain the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Jim Crow laws.</p> <p>8.86 Trace the rise of the Ku Klux Klan and vigilante justice, including its role in Tennessee.</p> <p>8.88 Explain the controversy of the 1876 presidential election and the subsequent removal of federal troops from the South.</p> <p>8.90 Describe the major developments in Tennessee during the Reconstruction Era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878 and the election of African-Americans to the General Assembly.</p>