

Grade 8 Social Studies: Quarter 4 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 1 Westward Expansion 1850- 1900	2 weeks	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Through continued use of strong classroom collaboration and writing, students will examine the spread of American citizens into the Western territories from the late 1850's into the 1890's. Students will understand the drive for resources, political motivations and the impact on indigenous peoples through the use of many new and some now-familiar texts as a springboard for discussion and student work. Through this unit, students will also see how parallels exist within particular historical periods, and that the Civil War and reconstruction were part of an even broader picture of American expansion.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	8.91, 8.92, 8.93, 8.94, 8.95, 8.96, 8.97, 8.98
Q4, Unit 2 Inquiry and the Social Studies Practices OR Facing History and Ourselves: Reconstruction	4 weeks	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Students will complete a series of C3 Inquiry Design Modules to demonstrate mastery of geographical skills, historical contextualization, and research by evaluating sources and synthesizing information from multiple sources. Over the course of this unit, students will revisit civilizations they have studied this year to unpack compelling historical questions via the social studies practices. OR 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.	TN Social Studies Practices
Q4, Unit 3 Project Based Assessment in Civics in compliance with T.C.A. 49-6-1028	2-3 weeks	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Students will complete a civics action project in compliance with state law regarding civics.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	TN Social Studies Practices

Grade 8 Social Studies: Quarter 4 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 4, Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 2 Westward Expansion 1850-1900	3 weeks	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Through continued use of strong classroom collaboration and writing, students will examine the spread of American citizens into the Western territories from the late 1850's into the 1890's. Students will understand the drive for resources, political motivations and the impact on indigenous peoples through the use of many new and some now-familiar texts as a springboard for discussion and student work. Through this unit, students will also see how parallels exist within particular historical periods, and that the Civil War and reconstruction were part of an even broader picture of American expansion.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	8.91, 8.92, 8.93, 8.94, 8.95, 8.96, 8.97, 8.98

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	An Overview of Westward Expansion				
Standards	8.91, 8.94				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Identifications – Key events, people, and concepts that spurred westward expansion e.g. The Missouri Compromise, Lewis and Clark, Daniel Boone, Manifest Destiny, Sectionalism (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: Was regional sectionalism inevitable in America? What role did the West play in the spread of uniquely American ideas?				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Close Read Protocol (See Appendix B) of “An Overview of Westward Expansion ”				
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 westward expansion both before and after the Civil War?				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Strategy – Headlines (What central theme or idea would unify this lesson?)				

Grade 8 Social Studies: Quarter 4 Unit 1 Vocabulary

Tier 2 Vocabulary - outcome, commission, credit, academy, exclude, sum extract

Tier 3 Vocabulary - Poll Tax, literacy test, grandfather clause, segregation, lynching, integrate, sharecropping, scalawag, subsidy, transcontinental, time zones

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

Westward Expansion 1850-1900: Week 1	
Essential Question(s)	How do people recover from war? How does technology spur expansion? How does one culture come to dominate another? How does a culture under occupation stay alive?
Student Outcomes	Students can analyze the reasons for westward expansion and the societal impacts it had. Students can explain the changes in policies towards American Indians and their effects. Students can describe the significance of the development of the Transcontinental Railroad and the role of immigrants in its construction.
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 19</p> <p>Required Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: An Overview of Westward Expansion (Lexile 1140) • Article and Question Set: Transcontinental Railroad Connected the United States from East to West (Lexile 1130) • Article and Question Set: Native Americans of the Great Plains – People of the Horse (Lexile 1030) <p>Recommended Protocol(s): Image Analysis, Evidence Log</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: Time Machine (1889) Oklahoma Land Rush (Lexile 1140) • Task: Battle of Little Bighorn* • Task: Carlisle Indian Industrial School*
Suggested Classroom Strategies	<p>Character Charts (Appendix B p.43): <i>Political and Cultural Figures of this Period</i></p> <p>Alphabet Brainstorm (Appendix B p.7): What were the major characteristics of the North, South and West after the Civil War?</p> <p>Anticipation Guides (Appendix B p.16): What do students know about western settlement?</p> <p>Gallery Walk (Appendix B p.81): Images from Unit Supplemental Text Packet</p> <p>Big Paper Silent Conversation (Appendix B p.27): Was westward expansion necessary for America?</p> <p>Bio Poems (Appendix B p.31): Crazy Horse, Geronimo, Sitting Bull, Chief Joseph</p> <p>Town Hall Circle (Appendix B p.154): What was the ultimate impact of moving west on Native Americans?</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 changes in federal policies towards American Indians during the period of westward expansion and explain their impact on society. Use complete sentences and evidence from the sources in your answer.</p>
Standards	<p>8.91 Explain patterns of agricultural and industrial development after the Civil War as they relate to climate, use of natural resources, markets and trade and the location of such development on a map.</p> <p>8.92 Trace the evolution of federal policies toward American Indians, including movement to reservations; assimilation, boarding schools, wars with Indians (Little Big Horn and Wounded Knee), and the impact of the railroad and settlement patterns of pioneers, Buffalo Soldiers (George Jordan), and the Dawes Act.</p> <p>8.93 Explain the significance of various American Indian leaders, including:</p> <ul style="list-style-type: none"> • Crazy Horse • Geronimo • Sitting Bull • Chief Joseph <p>8.96 Trace the expansion and development of the Transcontinental Railroad, including the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction.</p>

Grade 8 Social Studies: Quarter 4 Unit 1 Week 2

Westward Expansion 1850-1900: Week 2	
Essential Question(s)	Why do migrations succeed? How do cultures establish iconic figures like cowboys?
Student Outcomes	Students can explain the significance of the Homestead Act. Students can analyze how inventions of the period impacted life in the West. Student can describe the life of the American cowboy and explain the development of the ranching industry.
Texts	Text Book: McGraw Hill <i>Discovering Our Past</i> , Chapter 19 Texts: <ul style="list-style-type: none"> • Article and Question Set: The Lesser Known History of African American Cowboys (Lexile 1200) • Task: American Cowboy Recommended Protocol(s): Text-to-Text, Text-to-Self, Text-to-World Supplemental Texts: <ul style="list-style-type: none"> • Ranching (Lexile NP)*
Suggested Classroom Strategies	Identity Charts (Appendix B p.95): The regions of the country and major political figures of this time. Barometer (Appendix B p.23): Expansion was critical to the success of America. Analyzing Visual Images (Appendix B p.10): <i>Images from Unit Packet</i> Graffiti Boards (Appendix B p.86): American inventions, Native American Relations, New Industries (Ranching) Iceberg Diagrams (Appendix B p.91): Western settlement succeeded... why? Human Timeline (Appendix B p.89): Western migrations from the colonial era through the end of the 19 th Century. Café Conversations (Appendix B p.39): <i>Political and Cultural Figures of this Period</i>
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, identify and describe the impact of four inventions from the Old West. Use complete sentences and evidence from the sources in your answer.
Standards	8.94 Explain the impact of the Homestead Act. 8.95 Analyze how significant inventors and their inventions, including barbed wire, the six shooter, windmills, sod housing, and the steel plow changed life in the West. 8.96 Trace the expansion and development of the Transcontinental Railroad, including the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction. 8.97 Examine the development and life of the iconic American cowboy, including his skills, clothes and daily life and work. 8.98 Explain the concepts of the Open Range, Long Drive and cow towns in the development of the American ranching industry.

Grade 8 Social Studies: Quarter 4, Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 2 Inquiry and the Social Studies Practices	4 weeks	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Students will complete a series of C3 Inquiry Design Modules to demonstrate mastery of geographical skills, historical contextualization, and research by evaluating sources and synthesizing information from multiple sources. Over the course of this unit, students will revisit civilizations they have studied this year to unpack compelling historical questions via the social studies practices.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	TN Social Studies Practices
OR			OR		
Facing History and Ourselves: Reconstruction			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.		

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Module: Was it destiny to move west?				
Standards	SSP1-SSP6				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Quick write: Write about a time where you did something that benefited you but it was at the expense of someone else. What was the situation? What were the impacts?				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	Teacher can discuss bell ringer with examples (i.e. getting extra playing time on a sports team, inviting one friend to a party instead of another, etc.) Discuss benefits, drawbacks, and limitations to putting someone else's interests above their own.				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Evidence Logs: What factors influenced westward expansion? Use Sources A-B for Supporting Question 1.				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Evidence Logs: What factors made moving to land in the west an attractive option for people? Use Sources C-G for Supporting Question 1.				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Alphabet Brainstorm: List all the factors that influenced westward expansion.				

Grade 8th Social Studies: Quarter 4 Unit 2 Week 1

C3 Civics Inquiry Unit—Module 1	
Compelling Inquiry Question	How did the English and the Wampanoag move from contact to cooperation to conflict?
Supporting Question(s)	What was the early contact like between the Pilgrims and the Wampanoags? How did the Pilgrims and the Wampanoags cooperate in the early years after first contact? How did the English and the Wampanoags move from cooperation to conflict?
Student Outcomes	Students can analyze the complexities of the changing relationship between American Indians and colonists.
Texts	Module: How did the English and the Wampanoag move from contact to cooperation to conflict?
Text Dependent Questions	See Module Documentation
Suggested Classroom Strategies	See Module Documentation
Assessment(s)	How did the English and the Wampanoag go from contact to cooperation to conflict? Construct an argument (e.g. detailed outline, poster, essay) that discusses the deteriorating relationship between the English and the Wampanoags using specific claims and relevant evidence from historical sources while acknowledging competing views.
Standard(s)	SSP1-SSP6 8.9 Cite textual evidence analyzing examples of both cooperation and conflict between American Indians and colonists, including agriculture, trade, cultural exchanges, and military alliances and conflicts.

OR

Reconstruction: Week 1	
Essential Question(s) Student Outcomes Assessments	See FHAO Lesson Frameworks
Texts	Text Book: McGraw Hill <i>Discovering Our Past</i> , Chapter 18 Texts: FHAO Reconstruction Lesson Plans
FHAO Lesson	1. Lesson 1: The Power of Names 2. Lesson 2: Differences that Matter 3. Lesson 3: Defining Freedom 4. Lesson 4: The Devastation of War
Standards	8.82 Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution. 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. 8.84 Compare the 10 Percent Plan to the Radical Republican Plan for Reconstruction. 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. 8.86 Trace the rise of the Ku Klux Klan and vigilante justice, including its role in Tennessee. 8.87 Explain the movement of both white and black Northern entrepreneurs (carpetbaggers) from the North to the South. 8.88 Explain the controversy of the 1876 presidential election and the subsequent removal of federal troops from the South. 8.89 Describe the push-pull effect in the movement of former slaves to the North and West, including the Exodusters and Pap Singleton. 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.

Grade 8th Social Studies: Quarter 4 Unit 2 Week 2

C3 Civics Inquiry Unit—Module 2	
Compelling Inquiry Question	Was the Constitutional Convention a Success?
Supporting Question(s)	What was the purpose of the Constitutional Convention? What argument over representation led to the Great Compromise? How did the Constitutional Convention address the issue of slavery? What was the impact of excluding slavery from the Constitution?
Student Outcomes	Students can analyze the major issues of the Constitutional Convention and evaluate the impact of the choices made.
Texts	Module: Was the Constitutional Convention a Success?
Text Dependent Questions	See Module Documentation
Suggested Classroom Strategies	See Module Documentation
Assessment(s)	Was the Constitutional Convention a success? After reading primary and secondary sources on the Constitutional Convention, create a product in which you discuss the purpose of the Constitutional Convention, describe the compromises made, and evaluate whether or not the Constitutional Convention was a success.
Standard(s)	SSP1-SSP6 8.31 Identify the various leads of the Constitutional Convention and analyze the major issues they debated, including: <ul style="list-style-type: none"> • distribution of power between the states and federal government • Great Compromise • Slavery and the 3/5 Compromise • George Washington and James Madison

OR

Reconstruction: Week 2	
Essential Question(s) Student Outcomes Assessments	See FHAO Lesson Frameworks
Texts	Text Book: McGraw Hill <i>Discovering Our Past</i> , Chapter 18 Required Texts: FHAO Reconstruction Lesson Plans
FHAO Lesson	<ol style="list-style-type: none"> 1. Lesson 5: Healing and Justice 2. Lesson 6: The Union as it Was 3. Lesson 7: Radical Reconstruction and the Birth of Civil Rights 4. Lesson 8: Interracial Democracy
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>8.85 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>8.87 Explain the movement of both white and black Northern entrepreneurs (carpetbaggers) from the North to the South.</p> <p>8.88 Explain the controversy of the 1876 presidential election and the subsequent removal of federal troops from the South.</p> <p>8.89 Describe the push-pull effect in the movement of former slaves to the North and West, including the Exodusters and Pap Singleton.</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>

Grade 8th Social Studies: Quarter 4 Unit 2 Week 3

C3 Civics Inquiry Unit—Module 3	
Compelling Inquiry Question	Can words lead to war?
Supporting Question(s)	How did Harriet Beecher Stowe describe slavery in <i>Uncle Tom's Cabin</i> ? What led Harriet Beecher Stowe to write <i>Uncle Tom's Cabin</i> ? How did Northerners and Southerners react to <i>Uncle Tom's Cabin</i> ? How did <i>Uncle Tom's Cabin</i> affect abolitionism?
Student Outcomes	Students can analyze the impact of <i>Uncle Tom's Cabin</i> in the early 1800s and its affect on the abolitionist movement.
Texts	Module: Can words lead to war?
Text Specific and Text Dependent Questions	See Module Documentation
Suggested Classroom Strategies	See Module Documentation
Assessment(s)	Can words lead to war? Construct an argument (e.g. detailed outline, poster, essay) that discusses the impact of <i>Uncle Tom's Cabin</i> using specific claims and relevant evidence from historical sources, while acknowledging competing views.
Standard(s)	SSP1-SSP6 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 <i>The Liberator</i> ; Frederick Douglass and the <i>Slave Narratives</i> ; and Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i> , Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree's <i>The Emancipator</i> .

OR

Reconstruction: Week 3	
Essential Question(s) Student Outcomes Assessments	See FHAO Lesson Frameworks
Texts	Text Book: McGraw Hill <i>Discovering Our Past</i> , Chapter 18 Required Texts: FHAO Reconstruction Lesson Plans
FHAO Lesson	1. Lesson 9: Equality for All? 2. Lesson 10: Backlash and the Ku Klux Klan 3. Lesson 11: Shifting Public Opinion 4. Lesson 12: Reflections of Race in the Nineteenth Century Media
Standards	8.82 Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution. 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. 8.84 Compare the 10 Percent Plan to the Radical Republican Plan for Reconstruction. 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. 8.86 Trace the rise of the Ku Klux Klan and vigilante justice, including its role in Tennessee. 8.87 Explain the movement of both white and black Northern entrepreneurs (carpetbaggers) from the North to the South. 8.88 Explain the controversy of the 1876 presidential election and the subsequent removal of federal troops from the South. 8.89 Describe the push-pull effect in the movement of former slaves to the North and West, including the Exodusters and Pap Singleton. 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.

Grade 8th Social Studies: Quarter 4 Unit 2 Week 4

C3 Civics Inquiry Unit—Module 4	
Compelling Inquiry Question	Was it destiny to move west?
Supporting Question(s)	What factors influenced westward expansion? What new technologies influenced westward expansion? What conflicts arose from westward expansion?
Student Outcomes	Students can analyze and evaluate the reasons for and impacts of westward expansion.
Texts	Module: Was it destiny to move west?
Text Specific and Text Dependent Questions	See Module Documentation
Suggested Classroom Strategies	See Module Documentation
Assessment(s)	Construct an argument (e.g. detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.
Standard(s)	SSP1-SSP6 8.91 Explain patterns of agricultural and industrial development after the Civil War as they relate to climate, use of natural resources, markets and trade and the location of such development on a map. 8.92 Trace the evolution of federal policies toward American Indians, including movement to reservations; assimilation, boarding schools, wars with Indians (Little Big Horn and Wounded Knee), and the impact of the railroad and settlement patterns of pioneers, Buffalo Soldiers (George Jordan), and the Dawes Act. 8.96 Trace the expansion and development of the Transcontinental Railroad, including the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction.

OR

Reconstruction: Week 4	
Essential Question(s) Student Outcomes Assessments	See FHAO Lesson Frameworks
Texts	Text Book: McGraw Hill <i>Discovering Our Past</i> , Chapter 18 Required Texts: FHAO Reconstruction Lesson Plans
FHAO Lesson	5. Lesson 13: Violence, Race and “Redemption” 6. Lesson 14: The Coming of Segregation 7. Lesson 15: The Power of Myth and The Purpose of History 8. Lesson 16: The Unfinished Revolution
Standards	8.82 Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution. 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. 8.84 Compare the 10 Percent Plan to the Radical Republican Plan for Reconstruction. 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. 8.86 Trace the rise of the Ku Klux Klan and vigilante justice, including its role in Tennessee. 8.87 Explain the movement of both white and black Northern entrepreneurs (carpetbaggers) from the North to the South. 8.88 Explain the controversy of the 1876 presidential election and the subsequent removal of federal troops from the South. 8.89 Describe the push-pull effect in the movement of former slaves to the North and West, including the Exodusters and Pap Singleton. 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.

Grade 8 Social Studies: Quarter 4, Unit 3

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 3 Project Based Assessment in Civics in compliance with T.C.A. 49-6-1028	2-3 weeks	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Students will complete a civics action project in compliance with state law regarding civics.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	TN Social Studies Practices

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	County Solutions: Problems Overview materials				
Standards	SSP1-SSP6 T.C.A. 49-6-1028				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Quick write: What do you think is the biggest problem in your community? Why? Explain in a paragraph with at least three supporting details.				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	Think-Pair-Share on the two issues presented by the teacher to the class as possible topics for the class project.				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Tug for Truth – Which of the issues presented is the biggest problem in the community?				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students complete 5W + H graphic organizer on both articles for the topic that the classes decided was the biggest community issue.				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Complete “Define the Problem” section of Public Policy Flow Chart for class issue.				

Grade 7 Social Studies: Quarter 4, Unit 3 - Week 1

Project Based Assessments in Civics: Week 1	
Essential Question(s)	What people or groups are there in my community that supports it? What is the role of local government? What problems exist in your community? What could be done to address those problems?
Student Outcomes	Students can identify the roles of different individuals and governmental organizations in managing local communities. Students can identify problems in their community and create possible solutions for them.
Texts	Text: <ul style="list-style-type: none"> • County Solutions: Project Overview • Step One: We've got issues • Step Two: The news and you • Step Three: Who you gonna call? • Step Four: Working with websites
Suggested Classroom Strategies	See resource for each day's step.
Assessment(s)	See resource for each day's step.
Standards	SSP1-SSP6 T.C.A. 49-6-1028

Grade 7 Social Studies: Quarter 4, Unit 3 - Week 2

Project Based Assessments in Civics: Week 2	
Essential Question(s)	What people or groups are there in my community that supports it? What is the role of local government? What problems exist in your community? What could be done to address those problems?
Student Outcomes	Students can identify the roles of different individuals and governmental organizations in managing local communities. Students can identify problems in their community and create possible solutions for them.
Texts	Text: <ul style="list-style-type: none"> • Step Five: All about public policy • Step Six: Real world policies • Step Seven: Brainstorm a-brewin' • Step Eight: Positions, please! • Step Nine: Action campaign (may extend into third week)
Suggested Classroom Strategies	See resource for each day's step.
Assessment(s)	See resource for each day's step.
Standards	SSP1-SSP6 T.C.A. 49-6-1028