

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

Unit	Length	Unit Focus	Standards and Practices
Unit 13: Reconstruction pt. 2	1 week	Students will analyze the social, economic, and political changes and conflicts during Reconstruction, the events and lasting consequences of Reconstruction, and Reconstruction's impact on Tennessee.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.72, 8.73, 8.74, 8.75
Unit 14: Test Review	5 weeks	Students will review key concepts for TN Ready.	TN Social Studies Practices: SSP.01-SSP.06
Unit 15: Project-Based Learning and Civics Inquiry	3 weeks	Students will engage in project based learning to synthesize information learned over the course of the year.	TN Social Studies Practices: SSP.01-SSP.06

Grade 8 Social Studies: Quarter 4 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 4 Unit 13 – Reconstruction pt. 2

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 13: Reconstruction pt. 2	1 week	Students will analyze the social, economic, and political changes and conflicts during Reconstruction, the events and lasting consequences of Reconstruction, and Reconstruction's impact on Tennessee.	TN Social Studies Practices: SSP.01- SSP.06 Week 1: 8.72, 8.73, 8.74, 8.75	This is the second part of two-part unit. This week examines the impacts of Reconstruction, with a look at the experience of freedmen, the rise of the Ku Klux Klan, and the eventual end of Radical Reconstruction with the election of 1876.

Grade 8 Social Studies: Quarter 4 Unit 13 Vocabulary

Tier 2 Vocabulary

restrictions, rights and opportunities, address the problem, trace, played

Tier 3 Vocabulary

Freedmen, racial segregation, black codes, Freedmen's Bureau, freed slaves, Ku Klux Klan, vigilante justice, Governor William Brownlow, carpetbaggers, scalawags, Reconstruction, Compromise of 1877, Radical Reconstruction

Sample Lesson: Quarter 4 Unit 13 – Reconstruction pt. 2

SS TN Standard(s):	8.73
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students can describe the rise of the Ku Klux Klan and analyze the impacts of vigilante justice in the South and Tennessee.
Key Academic Vocabulary:	Ku Klux Klan, vigilante justice
Resources / Materials:	Facing History and Ourselves Reconstruction Era Lesson on Violence and Backlash
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Reflect and Discuss from the FHAO lesson: Students should complete a Think-Pair-Share on the prompt: How should a democratic society respond to violence and terror?
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	How should society respond to violence?
High-Quality Text(s):	Readings: The Klansmen Broke My Door Open, Collaborators and Bystanders, A Nucleus of Ordinary Men
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	<p>Watch from the FHAO Lesson: The video Violence and Backlash provides an overview of two different periods of violence during the Reconstruction era, and it helps students distinguish between the violence of the Ku Klux Klan--which was largely and successfully ended by federal law enforcement--and the paramilitary violence that erupted later in the 1870's and played a key role in ending the period of Radical Reconstruction. We recommend that you show the video in two segments, pausing after the end of Klan violence has been explained.</p> <p>Show the video--pausing at the 7:45 mark. Before showing the video, share the following questions with students to guide their note taking:</p> <p>According to the scholars in the video, to what were the perpetrators of violence during Reconstruction reacting? What was the Ku Klux Klan? What were the Klan's goals? What can you infer from the video about the goals of political violence? What examples of political violence does the video provide?</p>
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	<p>Read and Respond from the FHAO Lesson: In this activity, students will read an account of a specific episode of Ku Klux Klan violence. It is important to give students the time to confront and respond together to the violence and terror depicted in the primary source document they analyze.</p> <p>Read the The Klansmen Broke My Door Open aloud as a class. After reading, use the Wraparound teaching strategy to help the class process the reading together. Students will first share a phrase or sentence from the reading that they find surprising, interesting, or troubling. Then they will share a single word that describes their experience reading this testimony.</p>

<p>Closure: <i>Individual students synthesize and/or summarize learning for the day.</i></p>	<p>Analyze from the FHAO Lesson: After processing a description of Klan violence together, the class can now engage in a deeper analysis of how such violence was possible and permissible to so many in American society in the 1860's and 1870's. This activity will help initiate a deeper analysis.</p> <p>Ask the class to consider these questions: What made Ku Klux Klan violence possible and acceptable to so many Americans as a reaction to Reconstruction and interracial democracy? What evidence does the film provide to help you answer this question?</p> <p>Record your initial thoughts in your journal. Have students read the following analyses by W.E.B. Du Bois and historian Eric Fone to answer these questions.</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 13: Reconstruction pt. 2- Week 1

Essential Question(s)	How do the policies of the United States evolve? Does compromise always lead to resolution? How does the issue of slavery continue to divide the nation?
Student Outcomes	<p>Students can explain the restrictions placed on the rights and opportunities of freedmen, including racial segregation and black codes.</p> <p>Students can describe the role of the Freedmen’s Bureau in addressing problems confronting newly freed slaves.</p> <p>Students can describe the rise of the Ku Klux Klan and analyze the impacts of vigilante justice in the South and Tennessee.</p> <p>Students can explain the role of carpetbaggers and scalawags during the reconstruction.</p> <p>Students can explain the Compromise of 1877 and its role in ending Radical Reconstruction.</p>
Texts	<p>Textbook: <i>McGraw Hill, Discovering Our Past: A History of the United States, The Early Years</i> Ch. 18 Lessons 1, 2 3, and 4</p> <p>Reader: 8.72 Freedman’s Bureau 8.73 Ku Klux Klan Excerpts 8.74 Image Collection 8.75 ‘A Truce’ Political Cartoon</p> <p>Maps/Videos/Images: Lesson Plans: PBS LearningMedia, The Black Codes; TN Secretary of State Lessons, Freedmen and the Freedman’s Bureau: Needs and Actions, Carpetbaggers ad Scalawags, Reconstruction and the African American Legacy Video: PBS LearningMedia, The Black Codes, The 15th Amendment and African American Men in Congress, Ida B Wells; CBS Sunday Morning, The Story of Reconstruction</p>
Suggested Classroom Strategies and Protocols	<p>Rapid Fire Writing: Freedman’s Bureau text. Prompts – What challenges does Du Bois say faced the freedmen? What assistance did Freedmen’s organizations offer?</p> <p>Think Pair Share: Ku Klux Klan excerpts, First Excerpt prompts: What were the Klan members trying to intimidate and prevent Mr. Colby from doing? How does Mr. Colby characterize his attackers? Before the attack, what tactics did the Klan members use to get Mr. Colby to change his vote? How did this attack impact Mr. Colby and his family? Second excerpt prompts: Did What was happening in society during this time? How did everyday people assist Klan members?</p> <p>Document Analysis Sheet for Cartoons: Image collection for 8.74 and 8.75 Crop It: ‘A Truce’ Political Cartoon</p>
Assessment	Describe two restrictions placed on the rights and opportunities of freedman and explain how the efforts of the Freedmen’s Bureau tried to address these problems confronting newly freed slaves. Use complete sentences and evidence to support your answer.

Standards

8.72 Explain the restrictions placed on the rights and opportunities of freedmen, including: racial segregation, black codes, and the efforts of the Freedmen's Bureau to address the problems confronting newly freed slaves.

8.73 Trace the rise of the Ku Klux Klan and vigilante justice in the South and in Tennessee, including the role of Governor William Brownlow.

8.74 Explain the roles carpetbaggers and scalawags played during Reconstruction.

8.75 Explain the Compromise of 1877 and its role in ending Radical Reconstruction.

Unit Overview: Quarter 4 Unit 14 – Test Review

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 14: Test Review	5 weeks	Students will review key concepts for TN Ready.	TN Social Studies Practices: SSP.01-SSP.06	Once teachers finish teaching new material, they should review their data and use time they have with their classes for review ahead of the Social Studies TCAP. Teachers should review data and reteach concepts that need to be retaught based on past student performance. Once material has been mastered, a variety of review activities can be completed prior to and during the testing window. Once the social studies test has been conducted and/or classes resume to the normal schedule, teachers can move on to the next unit on projects.

Grade 8 Social Studies: Quarter 4 Unit 14 Vocabulary

Tier 2 Vocabulary

Dependent upon standards being covered for review.

Tier 3 Vocabulary

Dependent upon standards being covered for review.

Sample Lesson: Quarter 4 Unit 14 – Constitutional Convention Doodle Notes

Submitted by:	Kandy Williams, Snowden School
SS TN Standard(s):	8.22
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students can describe the major historical figures present at and significant outcomes of the Constitutional Convention.
Key Academic Vocabulary:	James Madison, George Washington, Constitutional Convention, major issues, Great Compromise, Three-Fifths Compromise
Resources / Materials:	Constitutional Convention Doodle Notes Graphic Organizer in Review folder in SharePoint's Middle School Social Studies Supporting Documents Folder
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Quick write: Thinking back to the development of the United States, what were some of the major issues with the Articles of Confederation that led to the Constitutional Convention?
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	How does the United States develop and change?
High-Quality Text(s):	Textbook
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Discuss student answers to bell work.
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students should work individually or in pairs to fill in the blanks in the Doodle Notes review sheet.
Closure: <i>Individual students synthesize and/or summarize learning for the day.</i>	After reviewing the material, students should create a storyboard on the Constitutional Convention incorporate all major points from the Doodle Notes review.
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

Sample Lesson: Quarter 4 Unit 14 – Mind Map Review

Submitted by:	Kandy Williams, Snowden School
SS TN Standard(s):	Any.
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students will demonstrate mastery on eighth grade social studies standards.
Key Academic Vocabulary:	Varies by standard.
Resources / Materials:	Mind Map Instructions and Rubric in Review folder in SharePoint's Middle School Social Studies Supporting Documents Folder Blank paper for student Mind Maps Textbooks, notes, etc.
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	<u>List/Group/Label</u> : Students can be given a unit they have studied, then they will brainstorm a list of vocabulary associated with that unit, group the vocabulary words, and provide labels for each group.
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	How does the United States develop and change?
High-Quality Text(s):	Textbook, notes, etc.
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Teacher should explain the instructions for the Mind Map activity from the instruction sheet.
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students can work independently or in groups on their mind map activity.
Closure: <i>Individual students synthesize and/or summarize learning for the day.</i>	Gallery walk of student created mind maps. Students can provide feedback to each other's work with sticky notes.
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

Sample Lesson: Quarter 4 Unit 14 – Jeopardy Game on Reconstruction and Westward Expansion

Submitted by:	Genee Gaines, Kate Bond Middle
SS TN Standard(s):	Westward Expansion and Reconstruction Standards
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students will demonstrate mastery on all Westward Expansion and/or Reconstruction standards.
Key Academic Vocabulary:	Varies.
Resources / Materials:	Jeopardy Games in Review folder in SharePoint's Middle School Social Studies Supporting Documents Folder
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Alphabet Brainstorm: Facts and information about the unit being reviewed.
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	How does the United States develop and change?
High-Quality Text(s):	Varies.
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Teacher can review the alphabet brainstorm answers and go over the rules for the trivia game.
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	<p>Jeopardy: Students will be split into teams. One team will go at a time. The team will pick a category and a dollar amount. The higher the amount, the tougher the question. If the team answers the question correctly, they win the dollar amount. If they get it wrong, they lose the dollar amount. If they get the answer wrong, the other teams can "steal" for half the amount of money by raising their hands. However, if the other teams answer incorrectly, they will lose half the dollar amount. This should discourage students from guessing because wrong answers result in negative points/money.</p> <p>Students should write down ALL the answers in order to receive a classwork grade.</p>
Closure: <i>Individual students synthesize and/or summarize learning for the day.</i>	Once all the questions have been answered, it is final jeopardy. Teams can wager as much money as their team has earned, but they must answer correctly EVERY part of final jeopardy question. Teams should have 2-4 minutes to write down the answers on their answer sheet and the teacher will check the answers to see who answered correctly. The team with the most money wins.
Weekly Assessment:	N/A

Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.

Homework:

N/A

Unit 14: Test Review - Weeks 1- 5

Essential Question(s)	How did the United States develop?
Student Outcomes	Students will review information on the development of the United States from colonialism through Reconstruction.
Texts	<p>Textbook: McGraw Hill, Discovering Our Past: A History of the United States, The Early Years</p> <p>Reader: 'Reconstruction Jeopardy Game' 'Westward Expansion Jeopardy Game' 'Mind Map Review' 'Constitutional Convention Doodle Notes'</p> <p>Maps/Videos/Images: Review Games: Jeopardy, Family Feud, Pyramid, Wheel of Fortune, Millionaire, Deal or No Deal, Trashketball, Kaboom (with vocabulary), True/False/Fix, Around-The-Room, Quiz/Quiz/Trade, Plickers</p>
Suggested Classroom Strategies and Protocols	<p>Alphabet Brainstorm: Units of study, causes of the American Revolution, causes of the Civil War</p> <p>Character Charts/Character Maps/Identity Charts: Major historical figures from the standards, including: Anne Hutchinson, Roger Williams, Thomas Hooker, William Penn, any of the Thirteen Colonies, Benjamin Franklin, Sons of Liberty, Thomas Paine, Loyalists, Patriots, James Madison, George Washington, Federalists, anti-Federalists, Alexander Hamilton, Thomas Jefferson, John Adams, John Marshall, Andrew Jackson, William Henry Harrison, James Monroe, Nat Turner, Eli Whitney, Samuel Slater, Susan B. Anthony, Elizabeth Cady Stanton, Sojourner Truth, William Lloyd Garrison, Frederick Douglass, Elihu Embree, Harriet Tubman, James K Polk, John Brown, Dred Scott, Stephen Douglass, Abraham Lincoln, John Bell, John Breckinridge, Jefferson Davis, David Farragut Nathan Bedford Forrest, Ulysses S. Grant, Thomas 'Stonewall' Jackson, Robert E. Lee, Andrew Johnson, William Brownlow, carpetbaggers, scalawags</p> <p>Generate/Sort/Connect/Elaborate or List/Group/Label: Major people or events from standards.</p> <p>Create a Headline: Major people or events from standards.</p> <p>Give One, Get One: Major events from the standards, ex: causes for the American Revolution, examples or impacts of Westward Expansion, causes of the Civil War, outcomes of the Civil War, etc.</p> <p>Human Timeline: Supreme Court Cases from the standards, Westward Expansion, Legislation regarding slavery, etc.</p> <p>Life Road Maps or Storyboard: Any region/unit from the standards.</p> <p>Two Minute Interviews: See above topics.</p> <p>Explanation Game: See above topics.</p> <p>Back to Back, Face to Face: See above topics.</p> <p>Poster Session: Assign student groups a unit or topic from the standards to review.</p>
Assessment	Dependent upon standard being taught.
Standards	Teachers should look over student data to evaluate which standards should be taught during review.

Unit Overview: Quarter 4 Unit 15 – Project-Based Learning and Civics Inquiry

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 15: Project- Based Learning and Civics Inquiry	3 weeks	Students will engage in project based learning to synthesize information learned over the course of the year.	TN Social Studies Practices: SSP.01-SSP.06	Projects offer a flexible way to assess a student's learning for the year's study. This unit contains ideas for potential projects along with complete instructions for two projects. This unit includes a one week civics project to comply with state law regarding a civics based project in grades 4-8.

Grade 8 Social Studies: Quarter 4 Unit 15 Vocabulary

Tier 2 Vocabulary

Dependent upon standards being covered for projects.

Tier 3 Vocabulary

Dependent upon standards being covered for projects.

Sample Project: Quarter 4 Unit 15 – Bill of Rights Meme

Submitted by:	Kandy Williams, Snowden School
SS TN Standard(s):	8.24
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students can explain the protection of individual rights through the Bill of Rights.
Key Academic Vocabulary:	Individual rights, Bill of Rights
Resources / Materials:	Bill of Rights Meme instructions and exemplar in SharePoint. Students may need access to the internet to create the meme or the teacher will need to print out popular blank memes as a template for student work.
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Quick-write: If you could go back in time to any unit of study from eighth grade - Which one would it be? Why? What items from the future would you take with you? Why?
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	How does the United States develop and change over time?
High-Quality Text(s):	Textbook, notes, and additional resources for review.
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Students should either be assigned or choose one of the first ten amendments in the Bill of Rights. The teacher should go over the Bill of Rights Meme instructions and rubric with students.
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students will research their amendment. In addition to creating a meme, students will write a brief summary on their amendment, offer an explanation for the image chosen for their meme, and how their amendment is reflected in the text they have created for the meme.
Closure: <i>Individual students synthesize and/or summarize learning for the day.</i>	Gallery walk of student memes and supporting text explanations.
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

Sample Project: Quarter 4 Unit 15 – Create A Country

Submitted by:	Kandy Williams, Snowden School
SS TN Standard(s):	All.
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students will demonstrate their understanding of the development of new nations by creating their own framework for a country separating from a colonial power.
Key Academic Vocabulary:	Varies.
Resources / Materials:	Create A Country Instructions and Checklist Access to textbook and additional resources.
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Quick write: Which unit or units of study were the most interesting to you in social studies this year? Why?
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	How do nations develop and change over time?
High-Quality Text(s):	Textbook and additional resources.
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	The teacher should walk students through the instructions and checklist items for the Create a Country project.
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students should work on creating drafts of each item in their checklist. After teacher review and approval of items, students should create their draft of information in paper work. After peer editing, students should create the final drafts of their items for their presentation posters and paper.
Closure: <i>Individual students synthesize and/or summarize learning for the day.</i>	Class presentations of projects.
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 15: Project-Based Learning and Civics Inquiry - Weeks 1-3

Essential Question(s)	How did the United States develop?
Student Outcomes	Students will review information on the development of the United States from colonialism through Reconstruction.
Texts	<p>Textbook: McGraw Hill, Discovering Our Past: A History of the United States, The Early Years</p> <p>Reader: 'Create a Country' Project 'Bill of Rights Meme' Project</p> <p>Civics Based Project: To comply with state laws regarding a civics project during grades 4-8, the following sequence is recommended for one week of this unit.</p> <p>Day One: iCivics – Three Branches in Action or Separation of Powers – What's for lunch? Day Two: iCivics – State Power – Got a Reservation? Day Three: iCivics – Comparative Constitutions Day Four: iCivics – The Fourth Branch – YOU! and Who Represents Me? Day Five: iCivics – Students Engage! (student centered action project)</p> <p>Maps/Videos/Images: iProject on eighth grade units Stage a TV Contest or Build a Board Game A to Z book, Video projects, Build an action figure or historical trading cards, interactive textbooks, comics, imaginary civilization, historical journals, historical interviews, historical fiction, civilization brochure or poster, video project, create a historical newspaper</p>
Suggested Classroom Strategies and Protocols	<p>Found Poems: Teachers can use previously used primary sources or reader texts for this activity or allow students to choose from a variety of primary sources from throughout the year to summarize their learning on a topic or unit of study.</p> <p>Human Timeline: Students can choose a concept (i.e. manifest destiny) or a unit of study and create the timeline topics and cards for this activity. The best timelines can be tested by the class.</p> <p>Storyboard: Students can choose a concept or unit of study and create an extended storyboard for that concept or unit of study.</p> <p>Poster Session or Anchor Charts: Students can create posters or anchor charts for major concepts or units of study.</p>
Assessment	Project serves as assessment.
Standards	All eighth grade standards.