

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025. **By 2025,**

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students and across content areas. Destination 2025 we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The plan, the Comprehensive Literacy Improvement Plan, and TN State Standards establish common goals and expectations for student learning across schools and are the underpinning for the development of the curriculum frameworks/maps.

Purpose - This curriculum framework or map is meant to help teachers and their support providers (e.g., coaches, leaders) on their path to effective, college and career ready (CCR) aligned instruction and our pursuit of Destination 2025. It is a resource for organizing instruction around the TN State Standards, which define what to teach and what students need to learn at each grade level. The framework is designed to reinforce the grade/course-specific standards and content—the major work of the grade (scope)—and provides a *suggested* sequencing and pacing and time frames, aligned resources—including complex texts, sample questions and tasks, and other planning tools. Our hope is that by curating and organizing a variety of standards-aligned resources, teachers will be able to spend less time wondering what to teach and searching for quality materials (though they may both select from and/or supplement those included here) and have more time to plan, teach, assess, and reflect with colleagues to continuously improve practice and best meet the needs of their students.

The map is meant to support effective planning and instruction to rigorous standards; it is *not* meant to replace teacher planning or prescribe pacing or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. Teachers who are knowledgeable about and intentionally align the learning target (standards and objectives), topic, text(s), task, topic, and needs (and assessment) of the learners are best-positioned to make decisions about how to support student learning toward such mastery. Teachers are therefore expected—with the support of their colleagues, coaches, leaders, and other support providers—to exercise their professional judgement aligned to our shared vision of effective instruction, the Teacher Effectiveness Measure (TEM) and related best practices. However, while the framework allows for flexibility and encourages each teacher/teacher team to make it their own, our expectations for student learning are non-negotiable. We must ensure all of our children have access to rigor—high-quality teaching and learning to grade level specific standards, including purposeful support of literacy and language learning across the content areas.

It is essential for students to strategically leverage their literacy skills to comprehend informational texts and explicitly demonstrate competence in thinking, reading, writing, and communicating.

Integration of literacy skills is critical for student success in post-secondary education and to prepare students, teachers must regularly engage students with:

- (1) Regular practice with complex text and vocabulary.
- (2) Reading, writing, and speaking grounded in evidence from texts.
- (3) Using literacy skills to gain knowledge and demonstrate competence in rigorous activities and tasks.

Effective Social Studies instruction should model and teach students to effectively manage and analyze information using literacy skills and strategies. This requires consistent demonstration and practice of how to use literacy skills with Social Studies content.

Document–Based Questions (DBQs) and Text Dependent Questions (TDQs) are included in the suggested activities throughout this document. “Best Practice” requires student to regularly engage with challenging texts and requires students to substantiate their answers using evidence taken from the text/passage. **There is a Study Guide for the SCS Citizenship Test at the end of this map.**

“The implementation of Common Core State Standards is a full-school endeavor, not just a project for math and ELA teachers. The Common Core State Standards, in addition to the English Language Arts (ELA) Standards, includes Literacy (reading and writing) standards for the “specialized disciplines” of history, social studies, science, and technical subjects for grades 6-12. Teachers of all grades and subjects can integrate math and literacy skills and activities into their disciplines in order to harness the power of the Common Core to improve student learning across the board.”

Source: TN Core

http://www.tncurriculumcenter.org/social_studies

To support literacy and language learning across the content areas and support deeper knowledge building in the content area, throughout this curriculum map, you will see high-quality texts from both the textbook(s) and external/supplemental texts to ensure students are reading appropriately complex, worthwhile material. These texts have been evaluated by district staff to ensure that they meet criteria for text complexity--Quantitative, Qualitative, and Reader & Task Factors. Lexile Levels are listed on the Curriculum Maps, and additional information is cited, where available.

Common Scale for Band Level Text Difficulty Ranges

Common Core Bands	Text-Analyzer Tools					
	ATOS	DRP	FK	Lexile	SR	RM
2nd–3rd	2.75–5.14	42–54	1.98–5.34	420–820	0.05–2.48	3.53–6.13
4th–5th	4.97–7.03	52–60	4.51–7.73	740–1010	0.84–5.75	5.42–7.92
6th–8th	7.00–9.98	57–67	6.51–10.34	925–1185	4.11–10.66	7.04–9.57
9th–10th	9.67–12.01	62–72	8.32–12.12	1050–1335	9.02–13.93	8.41–10.81
11th–CCR	11.20–14.10	67–74	10.34–14.2	1185–1385	12.30–14.50	9.57–12.00

Key

ATOS: ATOS (Renaissance Learning); **DRP:** Degrees of Reading Power (Questar); **FK:** Flesch Kincaid (public domain, no mass analyzer tool available); **Lexile:** Lexile Framework (MetaMetrics); **SR:** Source Rater (ETS); **RM:** Pearson Reading Maturity Metric (Pearson Education)

What are DBQs/TDQs?

Document-Based Questions (DBQs) and Text-Dependent Questions (TDQs) are for all students, from elementary school through high school. They are a type of authentic assessment and a way for students to interact with historical records and information. DBQs/TDQs, may not only be in the form of an actual question, but rather in the form of tasks or activities that require students to read, analyze, gather information, complete scaffolding responses, assimilate or synthesize information from the listed resources, text or documents.

Throughout this map, the suggested activities are designed to help students gain strength in content knowledge and to provide opportunities at high levels of thinking as they develop life skills.

- If hyperlinks in this document are not active due to digital translation issues, the user should copy and paste the link into the address bar of a web browser such as *Google Chrome* or *Mozilla Firefox*.

*Trouble with Links? Use Google Chrome or Mozilla Firefox

Vocabulary Instruction

Effective vocabulary development occurs both incidentally and through explicit instruction. Mastery requires daily immersion in word-rich environments, while teaching and modeling word learning strategies—from the use of context clues and concept maps (to connect related ideas) to understanding the nuance of words: origin, root, and/or affixes. In all content areas, terms should be integrated into tasks and reinforced over time and across contexts.

Basic Vocabulary (Tier 1) - Words that commonly appear in spoken language and are heard frequently in numerous contexts. Tier 1 words rarely require explicit instruction. (Ex: write, read and gather)

Academic Vocabulary (Tier 2) - High frequency words used across content areas. (Ex: expose, establish and verify.) Tier Two words are general academic words and appear in all sorts of texts: informational, technical, and literary texts. Explicit instruction of the Tier 2 academic words, typically occurs within the context of the text is required in order for students to know and use these words. Tier Two words often represent precise ways to say relatively simple things (Ex: “saunter” vs. “walk”). (For more information consult the *BUSD Grade Level Academic Vocabulary*, http://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf)

Content Vocabulary (Tier 3) - Words are used in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and are an integral part of content instruction. (Ex: lynching, abolitionist, slavery) Tier Three words are what the standards refer to as “domain-specific” words are specific to a particular field of study (Ex: legislature, Angora, slavery) and key to understanding a new concept within a text. These words are often explicitly defined by the text, repeatedly used, and heavily front-loaded by the teacher.

Teaching Vocabulary for Mastery...

Vocabulary mastery means that students know and use the words accurately without hesitation. This requires explicit instruction: practice, review, and deep processing. Instruction must be cumulative; teachers must integrate the terms into complex tasks and require them to be used when discussing/using text. For an example of integrating explicit teaching of vocabulary strategies, watch this [video](#) of an 11th grade US History teacher using the close reading strategy for explicit use of academic vocabulary.

Here is another resource to provide support for vocabulary instruction, <http://www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger>

1. Create an interactive vocabulary wall and use the words in discussions with students.
2. Oral Discourse- develop a balance in student talk and teacher talk to promote meaningful language learning opportunities.
3. Vocabulary Journals - Students can revisit and add to their entries as their understandings develop
4. Concept Sort - identify the key vocabulary terms of an overarching concept or topic
5. Provide a student-friendly definition of the word and students suggest synonyms or antonyms for the word.
7. Use the new word on multiple occasions and in multiple contexts (e.g., sentence starters, games, student writing).
8. Use the new words in context of the lesson.

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8th Grade Topics and Big Ideas

Suggested Time	1 st Quarter	Suggested Time	3 rd Quarter
Week 1-3	Topic: Colonialism (1600-1750) Big Ideas: What are the reasons for the movement of people, how were indigenous people impacted by colonization, how was land developed into colonies.	Week 1	Topic: The Sectionalism of the American North, South and West (1800-1850) cont. Big Idea: Identify the political and social characteristics of the regions of the United States. How does geography, industry, and ancestry impact cultural development?
Week 4-6	Topic: Development of a New Nation (1720-1787) Big Ideas: What leads to the founding of the nation? Understand the conflicts between the loyalists and patriots and the events and/or disagreements that led to the American Revolution.	Week 2-5	Topic: Slavery in America (1800-1850) Big Idea: How did slavery develop in colonial and post-colonial America? What were the laws governing slavery and major court cases regarding the rights of slaves and freedmen? Examine the many ways slavery was resisted and how it was debated politically.
Week 7-9	Topic: The Constitution and Foundation of the American Political System (1777-1789) Big Ideas: What are the political principles of the Constitution and founding political documents of the United States? Understand the foundation of the American political system and civic participation.	Week 6-9	Topic: Civil War (1830-1865) Big Ideas: Examine the causes, key events, and consequences of the Civil War.
Suggested Time	2 nd Quarter	Suggested Time	4 th Quarter
Week 1-2	Topic: Growth of a Young Nation (1789-1849) Big Ideas: Explain the new cultural and political identify of our nation as it establishes itself domestically and internationally. Examine how the United States grows under the presidency of Jefferson.	Week 1-2	Topic: Reconstruction (1865-1877) Big Ideas: How does a country rebuild itself after war? Examine the policies of reconstruction and the changing political landscape in the United States.
Week 3-5	Topic: The United States' Role on the World Stage (1789-1849) Big Ideas: Examine the influence of the United States on foreign relations in the early 1800s. How does the United States continue to grow? What changes in policy does the Monroe Doctrine represent?	Week 3-5	Topic: Westward Expansion after the Civil War (1865-1890) Big Ideas: How does the United States continue to expand? What is the relationship between geography, industry, and culture? What political and economic changes came to the United States as a result of expansion?
Week 6-9	Topic: The Sectionalism of the American North, South and West (1800-1850) part 1 Big Idea: Identify the political and social characteristics of the regions of the United States. How does geography, industry, and ancestry impact cultural development?	Week 6-9	Topic: Citizenship Unit Big Ideas: What is citizenship? Examine the civic responsibility of citizens by examining the founding documents of the United States.

* Please note these time frames are suggested/estimated times. Actual class instruction may vary due to schedule complications, remediation efforts or other factors.

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Reconstruction

Weeks 1-3

Textbook (Anchor Text):

McGraw-Hill Discovering Our Past: A History of the United States, Early Years

TN State recommended Primary Documents and Supporting Readings:

Black Codes and Jim Crow Laws (1090L)

Examples: Excerpts from The Black Codes of Mississippi, 1865 <http://explorehistory.ou.edu/wp-content/uploads/2013/07/Post-war-Paper1-SOURCE-DOC-1-ACv1.pdf>

Excerpts from Jim Crow Laws from many different states <https://academic.udayton.edu/race/02rights/jcrow02.htm>

Frederick Douglass: For the Great Family of Man, by Peter Burchard (NR)

https://books.google.com/books?id=zXkV6Aexu9cC&pg=PR4&lpg=PR4&dq=Frederick+Douglass:+For+the+Great+Family+of+Man+text&source=bl&ots=Q-rswHXA-l&sig=SJg0AZlhKCoTYmpyzoPJzuT1f_A&hl=en&sa=X&ved=0ahUKEwj0hfzT26DNAhULa1IKHWnGChMQ6AEIUzAN#v=onepage&q=Frederick%20Douglass%3A%20For%20the%20Great%20Family%20of%20Man%20text&f=false

Blind Boone: Piano Prodigy, by Madge Harrah (930L)

https://books.google.com/books?id=pNABk6sQkA0C&pg=PA4&dq=Blind+Boone:+Piano+Prodigy+text&hl=en&sa=X&ved=0ahUKEwiF0vD926DNAhVGE1KHfE_DpIQ6AEIHDA#v=onepage&q=Blind%20Boone%3A%20Piano%20Prodigy%20text&f=false

Excerpts from the 13th, 14th, and 15th Amendments to the Constitution (NR) http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html

TN State Social Studies Standards**Essential Questions and Vocabulary****Suggested Activities and Resources**

8.82 Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution.

8.82 How did the Reconstruction amendments change the US Constitution? How successful were they?

8.62 Analyze the 13th, 14th, and 15th amendments, their significance, and their economic, political, and social effects in a graphic organizer and foldable. Students will use the graphic organizer to differentiate the social, political, and economic effects of the Reconstruction amendments and then arrange their explanation of the significance of the amendments and analysis of their impact in the foldable, citing from the amendments and other primary and secondary sources. Reference (including copies of the amendments, questions, and an exemplar foldable):

<http://www.umbc.edu/che/tahlessons/lessondisplay.php?lesson=66>

Additional resources (amendments in full):

http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html

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<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>8.82 What were the rights of the ‘Great Family of Man’? Do the Reconstruction amendments address those rights?</p> <p>8.83 Why did leaders disagree about the South rejoining the Union?</p>	<p>Literacy RH.6-8.2</p> <p>8.62 Students should conduct a close read of the 13th, 14th, and 15th Amendments and <i>Frederick Douglass: For the Great Family of Man</i>. Citing examples from the biography, students should define what Douglass claims are the rights of the ‘Great Family of man’. Once this is defined, students should write an argumentative essay explaining whether or not the 13th, 14th, and 15th Amendments accomplished Douglass’ goals. Were the rights of the ‘Great Family of Man’ achieved? If not, how would the amendments need to be changed to make Douglass’ vision true?</p> <p>Resources (amendments in full): http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html</p> <p>Literacy RH.6-8.2</p> <p><i>Frederick Douglass: For the Great Family of Man</i>, by Peter Burchard (NR) https://books.google.com/books?id=zXkV6Aexu9cC&pg=PR4&lpg=PR4&dq=Frederick+Douglass:+For+the+Great+Family+of+Man+text&source=bl&ots=Q-rswHXA-l&sig=SJg0AZlhKCoTYmpyzoPJzuT1f_A&hl=en&sa=X&ved=0ahUKewj0hfzT26DNAhULa1IKHWnGChMQ6AEIUzAN#v=onepage&q=Frederick%20Douglass%3A%20For%20the%20Great%20Family%20of%20Man%20text&f=false</p> <p>LITERACY.RH.6-8.2</p> <p>8.83 Using primary source documents of the arguments of Andrew Johnson and Thaddeus Stevens, students should analyze the positions of the Democrats and Radical Republicans during Reconstruction. Reference (with excerpts and TDQs): http://sheg.stanford.edu/upload/Lessons/Unit%205_Civil%20War</p>
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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.

8.84 What did the 10% plan mean and was it fair in comparison to the Radical Republican Plan?

8.85 How did Jim Crow laws cause African Americans to be discouraged from participating in civic life in the South?

[%20and%20Reconstruction/Radical%20Reconstruction%20Lesson%20Plan1.pdf](#)

Literacy RH.6-8.2

8.84 Create a matchbook foldable with one side labeled ‘10% Plan’ and the other side labeled ‘Radical Republican Plan’. Underneath each tab, summarize the different plans for Reconstruction. Using the foldable, students should create a written argument, citing textual evidence, to determine the better plan. Reference: <https://snapguide.com/guides/create-a-famousinfamous-matchbook-foldable/>

Literacy RH.6-8.2

8.85 Analyze the Reconstruction amendments, black codes, and Jim Crow laws and determine whether or not African Americans were really ‘free’ during the Reconstruction. Reference (with excerpts, materials, and lesson): http://sheg.stanford.edu/upload/Lessons/Unit%205_Civil%20War%20and%20Reconstruction/Reconstruction%20FINAL%20SAC%20Lesson%20Plan.pdf

Text pp.498-499

Examples: Excerpts from The Black Codes of Mississippi, 1865 <http://explorehistory.ou.edu/wp-content/uploads/2013/07/Post-war-Paper1-SOURCE-DOC-1-ACv1.pdf>

Excerpts from Jim Crow Laws from many different states <https://academic.udayton.edu/race/02rights/jcrow02.htm>

Additional resources (amendments in full):

http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html

Literacy RH.6-8.1,2

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<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</p>	<p>8.85 How can Boone’s motto of ‘Merit, Not Sympathy Wins’ be applied to the reconstruction South?</p> <p>8.86 <i>Where did the KKK begin and what was their objective?</i></p> <p>8.87 How were African Americans discouraged from participating in civic life in the South?</p>	<p>8.85 Analyze the biography of Blind Boone. How was Lange’s motto of ‘Merit, Not Sympathy Wins’ applied to the life of Blind Boone? Citing evidence from the biography, explain how Blind Boone applied this motto to his life, especially in reference to the racial discrimination he faced in the South as a result of Jim Crow laws.</p> <p>Resource: <i>Blind Boone: Piano Prodigy</i>, by Madge Harrah (930L) https://books.google.com/books?id=pNABk6sQkA0C&pg=PA4&dq=Blind+Boone:+Piano+Prodigy+text&hl=en&sa=X&ved=0ahUKEwIF0vD926DNAhVGE1IKHfE_DpIQ6AEIHDA#v=onepage&q=Blind%20Boone%3A%20Piano%20Prodigy%20text&f=false</p> <p>Literacy RH.6-8.1,2</p> <p>8.86 Explain the history and role of the Ku Klux Klan by answering TDQs in a close reading of primary and secondary source documents on the Ku Klux Klan. Reference (including sources and questions): http://www.eastconn.org/tah/1112KB3_InvestigatingKKKlesson.pdf</p> <p>Text pp. 506-508</p> <p>8.87 Compare and contrast the movement and experiences of black and white Northern entrepreneurs (carpetbaggers) when they moved from the North to the South. Students should</p>
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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.

8.88 What was the controversy of the 1876 presidential election?

8.89 What influences and motivation led to the great migrations of former slaves?

8.90 What set Tennessee apart on the progressiveness of growth? What unique challenges did Tennessee face?

Content Vocabulary Tier 3:

Reconstruction, Amnesty, black codes, override, impeach, scalawag, corruption, integrate, sharecropping, poll tax, literacy test, grandfather clause, segregation, lynching

Academic Vocabulary Tier 2: radical, adjust, exclude, suspend, credit, academy, commission, outcome.

arrange their ideas in a Venn Diagram and then arrange their thoughts in a written essay, citing evidence from the textbook.

Reference:

<https://www.eduplace.com/graphicorganizer/pdf/venn.pdf>

Literacy RH.6-8.2

Text pg.505

8.88 Create an eight panel comic explaining the controversy of the 1876 election and the removal of troops from the South. The comic should include an artist's statement that explains its connection to the topic and a work's cited page to show which resources they used to research the topic for understanding.

Reference for content:

<https://www.youtube.com/watch?v=newsS7pMApI> and

<http://www.history.org/history/teaching/enewsletter/volume9/oct10/teachstrategy.cfm>

Literacy RH.6-8.2,7

8.89 Write a journal entry of an African American on the 'Great Exodus' to Kansas. Explain your reasons for leaving the South.

Reference:

<http://www.pbslearningmedia.org/resource/bf10.socst.us.indust.kansas/pap-singleton-to-kansas/>

Literacy RH.6-8.1,2

8.90 Create a three-tab foldable on events in Tennessee during the Reconstruction. One tab should be on the Constitutional Convention of 1870, one on the yellow fever epidemic of 1878, and the last on the election of African-Americans to the General Assembly. Students should cite evidence from the resource texts and/or textbook on each section of the foldable and/or provide

Curriculum Framework	Quarter 4	Social Studies Grade 8
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		<p>footnotes. Foldable reference: https://snapguide.com/guides/create-a-three-tab-book/</p> <p>Content resources: http://www.teachtnhistory.org/index.cfm/m/120/Reconstruction http://www.tngenweb.org/law/constitution1870.html http://www.tngenweb.org/records/henderson/misc/gm/gm3-27.html Literacy RH.6-8.1,2</p>
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Westward Expansion after the Civil War (1865-1890) Weeks: 4-5
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Textbook (Anchor Text):
 McGraw-Hill Discovering Our Past: A History of the United States, Early Years

TN State recommended Primary Documents and Supporting Readings:
 excerpts from A Century of Dishonor, Helen Hunt Jackson (NR) https://archive.org/stream/centuryofdishono00jackrich/centuryofdishono00jackrich_djvu.txt

TN State Social Studies Standards	Essential Questions and Vocabulary	Suggested Activities and Resources
<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</p>	<p>8.91 How did geography impact the movement of people after the Civil War?</p> <p>8.92 Why was America aggressive in forcing American Indian assimilation?</p>	<p>8.91 Analyze the maps on pp. 518-519 and 522 and answer the corresponding focus questions. Using the maps as texts, students should explain the overall patterns of post-Civil War development in a written piece.</p> <p>Literacy RH.6-8.1</p> <p>8.92 Conduct a close reading of the Dawes Act, excerpts from A Century of Dishonor, and President Chester A. Arthur to explain the evolution of federal land policies that impacted</p>

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railroad and settlement patterns of pioneers, Buffalo Soldiers (George Jordan), and the Dawes Act.

8.92 How were Native Americans affected by the United States denial of their citizenship? How were Native Americans affected by the United States denying them ownership of property?

American Indians. Reference (with excerpts and TDQs):
http://dcmumma.weebly.com/uploads/3/8/1/1/38118559/dawes_act_activity.pdf

Literacy RH.6-8.2

8.92 Using ACE or a similar writing strategy where students must answer, cite, and explain from the text, students should complete a guided reading of an excerpt from A Century of Dishonor, writing well-supported answers to the guiding questions – How were Native Americans affected by the United States denial of their citizenship? How were Native Americans affected by the United States denying them ownership of property?

ACE strategy:

<https://aceswritingstrategy.com>

Short excerpt:

http://www.cornerstonecharter.com/ourpages/auto/2014/1/12/4/9784233/acenturyofdishoner_362180604.pdf

Entire book:

excerpts from A Century of Dishonor, Helen Hunt Jackson (NR)
https://archive.org/stream/centuryofdishono00jackrich/centuryofdishono00jackrich_djvu.txt

Literacy RH.6-8.2

8.92 Examining a secondary source and two excerpts from Helen Hunt Jackson's A Century of Dishonor, students will answer a series of TDQs based on the texts.

<p>8.93 Explain the significance of various American Indian leaders, including: Crazy Horse, Geronimo, Sitting Bull, and Chief Joseph.</p> <p>8.94 Explain the impact of the Homestead Act.</p>	<p>8.93 How did the opinions of American Indian leaders differ during Westward Expansion?</p> <p>8.94 How did the Homestead Act impact Westward Expansion?</p>	<p>Activity: http://mrbidellcss.weebly.com/uploads/5/8/3/6/58365785/a_century_of_dishonor_primary_source.pdf</p> <p>Entire book: excerpts from A Century of Dishonor, Helen Hunt Jackson (NR) https://archive.org/stream/centuryofdishono00jackrich/centuryofdishono00jackrich_djvu.txt</p> <p>Literacy RH.6-8.2</p> <p>8.93 Using primary source documents from American Indian leaders, use a graphic organizer to outline their contributions and opinions. Write an expose for each leader mentioned in the standard, explaining their individual significance and analyzing their impact. Students should include citations from the primary source documents to support their explanations. Reference: http://www.gilderlehrman.org/history-by-era/development-west/resources/nineteenth-century-native-american-viewpoints</p> <p>Literacy RH.6-8.2</p> <p>8.94 Students should arrange their written analysis of the Homestead Act in a four-door foldable. Utilizing their textbook and linked secondary sources, students should research the Homestead Act. In the foldable, one door should be on the provisions of the Homestead Act itself, one should be on how the Homestead Act led to the growth of railroads throughout the West, one door should connect the Homestead Act and the exodusters, and the fourth should explain the relationship</p>
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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.

8.95 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 How did the development of the Transcontinental Railroad impact the growth of the United States?

8.97 How the development and life of the iconic American cowboy, including his skills, clothes and daily life and work

between the Homestead Act, the Dawes Act, and their impact on American Indian tribes. Foldable reference:
<https://snapguide.com/guides/create-a-four-door-book-foldable/>

Content Reference: <http://ushistoryscene.com/article/1862-homestead-act/>

Literacy RH.6-8.1,4

8.95 Create an envelope foldable on the impact of the inventions of the American West, with a section on each of the items from the standard that explains the invention and its impact. Students will write two analyses, one on the overall impact of all of these inventions combined on life in the West, and another on what they consider to be the most important invention that changed life in the West, on the 'square' sections of the foldable. Foldable reference (on page 28):

<https://blogs.edutech.nodak.edu/badlandsreadingcouncil/files/2012/03/reading-and-study-skills-foldables.pdf>

Literacy RH.6-8.1,4

8.96 Create a cause and effect chart for the reasons behind and impacts of the Transcontinental Railroad. Use the cause and effect chart to create a written essay to answer the essential question, with a paragraph in the essay on each of the standard items. Content reference: Textbook, Ch. 19 Lesson 1, chart reference:

http://www.readwritethink.org/files/resources/lesson_images/lesson1035/cause.pdf

Literacy RH.6-8.1,4

Curriculum Framework	Quarter 4	Social Studies Grade 8
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<p>8.98 Explain the concepts of the Open Range, Long Drive and cow towns in the development of the American ranching industry.</p>	<p>8.98 How did the American ranching industry develop?</p> <p>Content Vocabulary Tier 3: poll tax, literacy test, grandfather clause, segregation, lynching, integrate, sharecropping, scalawag, subsidy, transcontinental, time zones</p> <p>Content Vocabulary Tier 2: outcome, commission, credit, academy, exclude, sum extract</p>	<p>8.97 Create a brochure on the daily life of an American cowboy, with sections on their skills, clothes, life, and work. A works cited page, showing what sources were used for each section of the brochure, should be included. Reference: http://www.brighthubeducation.com/teaching-methods-tips/75435-rubric-for-brochure-project/</p> <p>Literacy RH.6-8.1,4</p> <p>8.98 Students should take on the role of an American rancher, writing a letter to the editor to a northeastern newspaper. They should explain the major concepts of the ranching industry, its development to that time, and its importance to the rest of the United States.</p> <p>Literacy RH.6-8.1,4; WHST.6-8.1</p>
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Citizenship Unit

Textbook (Anchor Text):

McGraw-Hill Discovering Our Past: A History of the United States, Early Years

TN State recommended Primary Documents and Supporting Readings:

Excerpts from the 13th, 14th, and 15th Amendments to the Constitution (NR) http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html

the U.S. Constitution Textbook: pp. 220-242

The Bill of Rights (NR-L): Textbook, pp. 232-233

TN State Social Studies Standards

Essential Questions and Vocabulary

Suggested Activities and Resources

8.2 Trace and explain the founding of Jamestown, including: Virginia Company, James River, John Smith,

TN HB10 requires students to pass a civics test before completing high school. Topics covered in this unit should

*Trouble with Links? Use Google Chrome or Mozilla Firefox

Pocahontas, Powhatan, John Rolfe, “starving time”, Tobacco, Bacon’s Rebellion, Indentured servants and slaves, The arrival of women and House of Burgesses.

8.4 Analyze the reasons for the settlement of the Massachusetts Bay Colony and the events and the key figures of the colonies, including: Non-Separatists/Puritans, John Winthrop, theocracy, town meeting, Anne Hutchinson and Roger Williams – Rhode Island, Thomas Hooker – Connecticut, Salem Witchcraft Trials.

8.13 Analyze the ideas that significantly impacted the development of colonial self-government by citing textual evidence and examining multiple perspectives using excerpts from the following documents: The First Virginia Charter, 1606; The Mayflower Compact, 1620; Charter of the Massachusetts Bay Colony, 1629; The Fundamental Orders of Connecticut, 1639; The New England Articles of Confederation, 1643; The Maryland Toleration Act, 1649.

8.16 Explain how the practice of salutary neglect, experience with self-government, and wide spread ownership of land fostered individualism and contributed to the American Revolution.

8.22 Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events, including: Mercantilism, Pontiac’s Rebellion, The Proclamation of 1763; The Sugar Act, 1764; The Quartering Act, 1765; The Stamp Act, 1765; The Declaratory Act, 1766; The Townshend Act, 1767; The Boston Massacre, 1770; The Boston Tea Party, 1773; The Intolerable Acts, 1774; Patrick Henry, Benjamin Franklin, John Adams, Sam Adams, John Hancock, Thomas Jefferson, and Sons of Liberty.

8.2, 8.4, 8.13, 8.16, 8.22 What are the responsibilities of a government to its people? What happens if it fails in those responsibilities?

support those efforts while referencing 8th grade standards. TN Public Chapter 1036 also requires students to complete a project-based civics activity once in grades 4-8.

Teachers are encouraged to do projects that speak to them and their classes; suggested activities for individual lessons, possible units, and/or projects follow.

Civics Curriculums (includes units/lessons and materials):
<http://www.crfcap.org/login/index.php>
<http://centeroncongress.org/interactive-learning-modules>
<https://www.icivics.org>

Individual lessons/projects:

<http://landmarkcases.org/en/landmark/home>
<https://www.wilsoncenter.org/budget-hero>
<http://www.mrsoshouse.com/puzpro/100d.html>

8.2, 8.4, 8.13, 8.16, 8.22 Evaluate the colonist’s reaction to the Stamp Act using primary sources and how the colonists complaints formed the basis for the Declaration of Independence. Reference:

https://cdn.icivics.org/sites/default/files/uploads/Get%20Off%20Our%20Backs_2.pdf

Literacy RH.6-8.1,4

8.33 Role play skits based on principles embedded in the Constitution; students analyze the skits to fill in graphic organizers on the rule of law and write a summary of the individual rights granted to citizens through the Bill of Rights and the Constitution, citing evidence from the original documents. Reference:

https://cdn.icivics.org/sites/default/files/uploads/Rule%20of%20Law_4.pdf

8.33 Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, check and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights.

8.33 How do the rights of individuals and the rights of the government intersect?

8.33 How does the Constitution ensure and enshrine the rights of citizens?

Additional documents in full:
Excerpts from the 13th, 14th, and 15th Amendments to the Constitution (NR)
http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html

the U.S. Constitution Textbook: pp. 220-242
The Bill of Rights (NR-L): Textbook, pp. 232-233

Literacy RH.6-8.1,4

8.33 Using case scenarios and examining the Constitution, students should determine constitutional issues and evaluate constitutional protections to citizens citing evidence from both.

Reference:

<https://cdn.icivics.org/sites/default/files/uploads/Constitution%20Day%20Volunteer%20Activity.pdf>

the U.S. Constitution Textbook: pp. 220-242

Literacy RH.6-8.1

8.33 Identify and categorize the rights of citizens through a close reading of the Bill of Rights.

Reference:

https://cdn.icivics.org/sites/default/files/uploads/You've%20Got%20Rights_2.pdf

The Bill of Rights (NR-L): Textbook, pp. 232-233

Literacy RH.6-8.1

8.33 Using a graphic organizer, summarize the rights and responsibilities of citizens of the United States. Reference:

https://cdn.icivics.org/sites/default/files/uploads/Citizenship%20Just%20the%20Facts_1.pdf

8.82 Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution.

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.

8.82 How can the government make the voting process fair?

8.82 Were the Reconstruction Amendments successful at protecting voters?

8.85 How do people respond to injustice?

Literacy RH.6-8.1

8.33 Create a timeline of the major events involved in the election cycle from the preliminaries through the swearing in of the new President. Add annotations that explain each step of the process. OR Choose a past election and create a timeline of the major events involved in the election cycle for that election, from the preliminaries through the swearing in of the President. Reference: https://cdn.icivics.org/sites/default/files/uploads/Electoral%20Process_2015_0.pdf

Literacy RH.6-8.1,2

8.82 Choose an obstacle to voting that's been covered this year. As a person of that time period, write an expose for your local newspaper revealing this obstacle to your readers and how changes need to be made to make voting more equitable. Include a works cited page to support your interpretation of the voting obstacle. Reference: https://cdn.icivics.org/sites/default/files/uploads/Voting%20Rights_1.pdf

Excerpts from the 13th, 14th, and 15th Amendments to the Constitution (NR)
http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html

Literacy RH.6-8.1

8.85 Compare and contrast the philosophies and strategies of WEB Dubois and Booker T Washington in ending Jim Crow laws and improving the lives of African Americans. Reference: https://cdn.icivics.org/sites/default/files/uploads/Jim%20Crow_2.pdf

Content Vocabulary Tier 3:

Civics, citizenship, rule of law, republic, social contract, natural rights, separation of powers, checks and balances,

Academic Vocabulary Tier 2: responsibility, duty, dissent, platform,

Literacy RH.6-8.1

Civics Assessments: Utilize questions from the US Naturalization test for a culminating project on citizenship and American history.

Reference test/study guide:

<https://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/100q.pdf>

Questions 1-19, 21-27, 30-39, 40-42, 44-45, 48-77, 85, 87-100 should have all been covered during the past year or in previous grades.

Potential projects:

- 1) Assign students questions from the exam and create a study guide for the exam. They should write a short summary response to each question assigned that covers all possible answers for that question. Reference:
http://www.educationworld.com/a_lesson/03/lp306-04.shtml

Literacy RH.6-8.1,2

- 2) Create a board game to review US History and Civics. Students should create an original game and brainstorm at least 25 possible questions based on concepts for the Naturalization test. Reference:
<http://www.readwritethink.org/files/resources/lesson-docs/NovelBoardGameRubric.pdf>

Literacy RH.6-8.1; WHST.6-8.2

- 3) Choosing major topics of information from the Naturalization test, students should create a rap reviewing those concepts. Reference: <https://highfivehistory.com/2016/06/06/hip-hop-in-the-classroom-writing-academic-raps/>
- 4) Choosing a major topic from the Naturalization test, students should create a common craft video explaining and summarizing those concepts in full. Reference: <http://www.edutopia.org/blog/using-video-in-classroom-ron-peck>

Literacy RH.6-8.1

- 5) Give students a list of topics from the naturalization test. Have them create their own test using those topics. Questions should be a mix of multiple choice and free response. Students should create a key for their test.

Literacy RH.6-8.1

- 6) Analyze the primary source material and complete the questions and essays in the Powerful Words 8th: booklet.

Literacy RH.6-8.1

ADDITIONAL RESOURCES

Social Studies Practice Tests

<http://www.tennessee.gov/education/topic/social-studies-assessment>

History Atlas: Primary documents, Short Passages, Photos, Timelines

http://www.ushistoryatlas.com/site/members_homepage.html

Library of Congress: Lesson Plans, Photos, Primary Documents

<http://www.loc.gov/teachers/>

National Archives: Lesson Plans, Photos, Primary Documents, Analysis Worksheets

<http://www.archives.gov/education/lessons/>

Britannica Digital Learning (Username: Shelby/ Password: County)

<http://school.eb.com/levels>

Britannica: Resource Packs (Username: Shelby/ Password: County)

<http://packs.eb.com/resourcepacks#/>

Read Works: Social Studies Reading Passages

<http://www.readworks.org/social-studies-reading-passages>

Social Studies Text Book Resources (800) 437-3715

<http://connected.mcgraw-hill.com/>

A GUIDE TO WRITING A DBQ

<http://www.thecaveonline.com/APEH/dbqhowto.html>

Document Based Questions and Constructed Response Questions

<http://www.edteck.com/dbq/basic/lesson.htm>

The Gilder Lehrman Institute of American History: The Gilder Lehrman Collection (Primary Documents)

<https://www.gilderlehrman.org/collections>

Texas: Released Test Questions (All Content Areas)

http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_%28STAAR%29/STAAR_Released_Test_Questions/

The History Project: Lesson and Primary Documents

<http://historyproject.ucdavis.edu/lessons/>

Online Practice Tests

https://login1.cloud2.tds.airast.org/student/V139/Pages/LoginShell.aspx?a=Student&c=Ohio_PT&logout=true

Louisiana: Released and Sample Test Items

<https://www.louisianabelieves.com/resources/library/released-and-sample-test-items>

*Trouble with Links? Use Google Chrome or Mozilla Firefox

ADDITIONAL RESOURCES

Texas: Released Test Questions (All Content Areas)

http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_%28STAAR%29/STAAR_Released_Test_Questions/

Available Databases for All Schools:**Britannica Online and Britannica ImageQuest**

To Log on to **Britannica School**:

Go to: <http://school.eb.co.uk/>

Username – shelby

Password – county

To Log on to **ImageQuest**

Go to: quest.eb.com

Username – shelby

Password - county

World Almanac Online

World Almanac Online (for middle and high schools)

World Almanac for Kids: Includes Unlimited Usage; Onsite and Remote Access

The World Almanac Online (for middle and high)

Go to: <http://online.infobaselearning.com/Direct.aspx?aid=237361&pid=WE29>

Access Credentials: for middle and high

Username: shelbycty-2nd

Password: digital

Additional References for Social Studies Curricula:

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

<http://www.rcschools.net/education/page/download.php?fileinfo=NXR0X0dyYWRIX0VMQV8xc3RFTmluZV9XZWVrc19DdXJyaWN1bHVtX0d1aWRILnBkZjo6Oi93d3c1L3NjaG9vbHMvdG4vcnV0aGVyZm9yZGNvdW50eS9pbWFnZXMvZGVza3RvcF9maWxlcY82ZmlsZTI0My5wZGY=>

Links to Support Vocabulary Instruction & Development

http://www.sde.idaho.gov/site/social_studies/docs/core/Visual%20Evidence.pdf

<http://www.learningunlimitedllc.com/2013/07/5-steps-vocabulary-instruction/>

*Trouble with Links? Use Google Chrome or Mozilla Firefox

ADDITIONAL RESOURCES

<https://wvde.state.wv.us/strategybank/VocabularyStrategies.html>

<https://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>

<http://soltreemrsls3.s3-website-us-west-2.amazonaws.com/marzanoresearch.com/media/documents/List-of-Tier-2-and-Tier-3-Terms-for-ELA-and-Math.pdf>

http://achievethecore.org/content/upload/Liben_Vocabulary_Article.pdf

<http://achievethecore.org/page/61/which-words-do-i-teach-and-how-detail-pg> (Supplemental Resources, click Vocabulary Quadrant)

Nystrom Atlases -

Era 1, Section 1 - The Long Journey to the - Era 1, Section 2 - The World of the First

Era 1, Section 4 - The World of Europe - Era 1, Section 6 - Europeans Explore the New

Era 1, Section 7 - Exploitation and Settlement - Era 2, Section 1 - A New World to the

Era 2, Section 2 - Early Claims, Early Conflicts - Era 2, Section 3 - European Settlements in

Era 2, Section 4 - The Thirteen British - Era 2, Section 5 - Slavery in the Americas

Era 3, Section 1 - The French and Indian War Changes America Nystrom Atlas - Era 3, Section 2 - Patriots Fight the Revolutionary War

Era 3, Section 18 - A New Nation: The United States of America Nystrom Atlas - Era 3, Section 19 - A Growing Population Spreads West

Era 3, Section 20 - Neighbors Gain Their Independence

Supporting primary source documents and additional texts to consider -

Thomas Paine's *Common Sense* - http://www.calhum.org/files/uploads/program_related/TD-How-Patriots-Justify-Separation-Lesson.pdf

Thomas Paine's *The Crisis* - <http://www.ushistory.org/paine/crisis/>

Autobiography of Benjamin Franklin - <https://www.gutenberg.org/files/20203/20203-h/20203-h.htm>

The Northwest Ordinance - http://avalon.law.yale.edu/18th_century/nworder.asp

The Fourteenth Amendment: Part I

- <http://www.pbslearningmedia.org/resource/vtl07.la.ws.style.fourameni/the-fourteenth-amendment-part-i/>

The Fourteenth Amendment: Part II

- <http://www.pbslearningmedia.org/resource/vtl07.la.ws.style.fouramenii/the-fourteenth-amendment-part-ii/>

Freedom's Bureau

- <http://betterlesson.com/community/lesson/19586/lesson-2-freedmen-s-bureau>

- <http://www.schooltube.com/video/75888ce022b24d968ac1/Freedman'sBureau>

The Road to Impeachment

- <http://civclients.com/nehint/impeach/>

Andrew Johnson

- <http://tn.pbslearningmedia.org/resource/3340f0ba-8fce-4990-9ab7-350c915414d1/andrew-johnson-60-second-presidents/>

Civil War Reconstruction

- http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/1385/5_HealingWounds.pdf
- <http://www.teachingushistory.org/pdfs/Flip-FlapBooklet.pdf>
- <http://www.pbslearningmedia.org/resource/bf09.socst.us.const.backlash/reconstruction-brings-white-resistance/>
- <http://www.hmhco.com/country/us/tennessee/social-studies/the-americans-reconstruction-to-the-present>
- <http://www.tngenweb.org/law/constitution1870.html>
- <http://edsitement.neh.gov/lesson-plan/battle-over-reconstruction-aftermath-war>

Yellow Fever

- <http://historic-memphis.com/memphis-historic/yellow-fever/yellow-fever.html>
- http://www.pbs.org/wgbh/amex/fever/peopleevents/e_1878.html

Jim Crow

- <http://tn.pbslearningmedia.org/resource/bf10.socst.us.indust.whowasjim/who-was-jim-crow/>
- <http://www.ferris.edu/jimcrow/links/courses/thunder.pdf>

English

- <http://www.webenglishteacher.com/mtaylor.html>

Coca-Cola

- <http://www.chattanoogacocacola.com/history.asp>
- <http://cococolaunited.com/wp-content/uploads/2012/03/HISTORY-OF-CHATTANOOGA-COCA-COLA-WORLDS-FIRST-BOTTLING-COMPANY.pdf>
- <http://cococolaunited.com/locations/chattanooga/>

The Gilded Age

- <http://www.learnnc.org/lp/editions/nchist-newsouth/5489>

Tennessee History

- http://www.tnhistoryforkids.org/geography/a_6
- http://www.tnhistoryforkids.org/places/cowan_rr_museum

*Trouble with Links? Use Google Chrome or Mozilla Firefox

The Chinese in America

- <http://www.pbslearningmedia.org/resource/akh10.socst.us.how.trchinese/transcontinental-railroad-recruits-chinese-laborers/>
- <http://cpr.org/Museum/Chinese.html>

Westward Expansion

- <http://www.pbslearningmedia.org/resource/akh10.socst.us.how.westexpans/westward-expansion-18601890/>
- <http://tn.pbslearningmedia.org/resource/e9c31779-948d-4a12-8dc8-5c6a9f5fc9a5/homesteading-railroad-land-grants/>
- <http://tn.pbslearningmedia.org/resource/79feef6b-984c-4029-b322-585c79080d81/the-civil-war-and-the-transcontinental-railroad/>
- <https://www.gilderlehrman.org/history-by-era/development-west/resources/transcontinental-railroad-images-and-poetry>
- <https://www.gilderlehrman.org/history-by-era/development-west/resources/all-aboard-making-connections-with-transcontinental-railro>
- http://www.pbs.org/weta/thewest/lesson_plans/lesson01.htm

Ellis Island

- <http://www.history.com/topics/ellis-island/videos/arrival-at-ellis-island>
- <http://www.history.com/topics/ellis-island/videos/ellis-island-in-pictures?m=528e394da93ae&s=undefined&f=1&free=falsehttp://www.history.com/topics/ellis-island/videos/arrival-at-ellis-island>

Tennessee PBS Stations: America, The Melting Pot

- <http://tn.pbslearningmedia.org/resource/fyr14.socst.us.colicchio/20th-century-italian-immigration-america-the-melting-pot-or-not/>

A Very Sad Period in Irish History

- <http://tn.pbslearningmedia.org/resource/foa10.soc.k-6.histus.verysadper/a-very-sad-period-in-irish-history/>
 - <http://tn.pbslearningmedia.org/resource/foa10.soc.k-6.histus.tenantfarm/tenant-farmers/>
- <http://tn.pbslearningmedia.org/resource/f9f21149-5f5a-415d-b00f-33da0157f512/birds-of-passage/>

Sparknotes: Westward Expansion

- <http://www.sparknotes.com/history/american/westwardexpansion/section11.rhtml>

The Battle of the Little Bighorn

- <http://www.eyewitnesstohistory.com/custer.htm>

Images of the West

- http://www.pbs.org/weta/thewest/lesson_plans/lesson05.htm

George Jordan

- <http://www.blackpast.org/aaw/jordan-george-1849-1904>

Prairie Settlement

- <http://www.loc.gov/teachers/classroommaterials/connections/prairie-settlement/history6.html>

*Trouble with Links? Use Google Chrome or Mozilla Firefox

ADDITIONAL RESOURCES

Circle of Stories

- <http://www.pbs.org/circleofstories/educators/lesson2.html>

Buffalo Soldiers

- http://education.texashistory.unt.edu/lessons/psa/Bufalo_Soldiers/
- <http://www.scholastic.com/teachdearamerica/westward.htm>
- http://www.tn4me.org/sapage.cfm/sa_id/96/era_id/6/major_id/20/minor_id/56/a_id/135

The Gilded Age

- <https://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/gilded-age/teaching-resources>

Women and Children in the Workforce

- <http://tn.pbslearningmedia.org/resource/076b6f88-c368-46f8-b1fb-ce04d087e73e/johnson-women-children-in-the-workforce-segment-1/>
- <http://www.pbs.org/wgbh/americanexperience/films/triangle/player/>

Fruits of Thy Labor

- <http://tn.pbslearningmedia.org/resource/a6b6df48-7063-4ff5-a8d5-b96263817a6e/fruits-of-thy-labor/>
- <http://www.havefunwithhistory.com/HistorySubjects/index.html>

Industrial Revolution

- <http://teva.contentdm.oclc.org/cdm/landingpage/collection/Centennial>
- <http://www.socialstudiesforkids.com/subjects/spanishamericanwar.htm>
- <http://tn.pbslearningmedia.org/resource/e750af9d-28e8-4912-9ce3-3cc9b22d10c2/spanish-american-war/>
- <http://www.owlteacher.com/the-progressive-era.html>

Amendments

- <http://kids.laws.com/>

Ida B. Wells

- <http://www.pbslearningmedia.org/resource/bf09.socst.us.const.antilynch/ida-b-wells-a-lifetime-of-activism/>
- <http://tn.pbslearningmedia.org/resource/bf10.socst.us.indust.whowasjim/who-was-jim-crow/>
- <http://people.duke.edu/~ldbaker/classes/AAIH/caaih/ibwells/ibwbkgrd.html>
- <http://www.history.com/shows/men-who-built-america>
- <http://www.scholastic.com/teachers/article/history-child-labor>

*Trouble with Links? Use Google Chrome or Mozilla Firefox

- <http://www.historyplace.com/unitedstates/childlabor/>
<http://teachersites.schoolworld.com/webpages/BRELibrary/scssscurriculumresou.cfm>

www.history.com

www.sanfordhistory.com

Library of Congress is an outstanding and invaluable site for American history and general studies. It contains primary and secondary documents, exhibits, map collections, prints and photographs, sound recordings and motion pictures. The Library of Congress American Memory Historical Collections, a must-see, contains the bulk of digitalized materials, but the Exhibitions Gallery is enticing and informative as well. The Library of Congress also offers a Learning Page that provides activities, tools, ideas, and features for educators and students.

- **The Library of Congress American Memory** in particular is an outstanding resource for American history and general studies. Included are multimedia collections of photographs, recorded sound, moving pictures, and digitized text. Use the Teachers section to explore primary set collections and themed resources. Teachers can get updates on new tools, professional development opportunities, and Library programs, events and services.
- **The Library of Congress: Teachers**
The new Library of Congress Teachers page provides tools and resources for using Library of Congress primary source documents in the classroom and include excellent lesson plans, document analysis tools, online and offline activities, timelines, presentations and professional development resources.

Center for History and New Media: History Matters is production of the American Social History Project/Center of Media and Learning, City of University New York, and the Center for History and New Media, George Mason University, History Matters is a wonderful online resource for history teachers and students. Among the many digital resources are lesson plans, syllabi, links, and exhibits. The Center for History and New Media's resources include a list of "best" web sites, links to syllabi and lesson plans, essays on history and new media, a link to their excellent **History Matters** web site for U.S. History, and more. The CHNM **History News Network** is a weekly web-based magazine that features articles by various historians. Resources are designed to benefit professional historians, high school teachers, and students of history.

Teaching American History is a wonderful collection of thoughtful and thorough lesson plans and other resources on teaching American history. Each project was created by teachers in Virginia at a Center for History and New Media workshop. All projects include a variety of lesson plans and resources, and some even offer instructional videos on source analysis. The lesson plans cover a range of topics in American history and utilize interesting and engaging sources, activities, discussion questions, and assessments. Take your time browsing—there are many to choose from.

ADDITIONAL RESOURCES

These sites can be used to enhance your lesson plans!

- Ever Fi (Economics, financial Literacy & African American History)

www.everfi.com/login

Read Works (Informational Passages/Articles including Paired Texts)

<http://www.readworks.org/>

Newsela (Informational topics)

<https://newsela.com/>

Britannica www.school.eb.com Username: shelby Password: county

To Log on to ImageQuest

Go to: quest.eb.com Username – shelby Password - county

The World Almanac Online (for middle and high)

<http://online.infobaselearning.com/Direct.aspx?aid=237361&pid=WE29>

Access Credentials: for middle and high

Username: shelbycty-2nd

Password: digital

Engage New York

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

Achieve The Core <http://achievethecore.org/>

Gilder-Lehrman

<https://www.gilderlehrman.org/programs-exhibitions/affiliate-school-program>

Teacher Tube (Uses your SCS Log-in)

McGraw Hill: <http://connected.mcgraw-hill.com>

(for SCS teachers only- call 1 (800) 437-3715 for Log-in)

WIDA

*Trouble with Links? Use Google Chrome or Mozilla Firefox

ADDITIONAL RESOURCES

WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards. By referencing the provided MPIs and those MPIs within the given links, teachers have access to “I can” statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.

WIDA Can Do Name charts may be located here: <http://shelbycountyesl.weebly.com/wida.html> (password: SCS-ESL)

WIDA

https://www.wida.us/standards/ELP_standardlookup.aspx

Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.

Example: 6-8 Listening Maps				
Entering: Identify locations of land and water masses on maps based on oral statements, and check with a partner	Beginning: Sort locations on maps by land or water masses based on oral statements, and check with a partner	Developing: Identify specific geographic locations (e.g., time zones, latitude, longitude) on maps based on oral information, and check with a partner	Expanding: Compare and contrast locations on maps (e.g., cities in Northern and Southern Hemispheres) from oral descriptions, and check with a partner	Bridging: Evaluate locations on maps for different purposes from oral descriptions
Example: 6-8 Writing Ancient/Medieval civilizations				
Entering: Identify features of historical periods from illustrations and word/phrase banks and share with a partner in L1 or L2	Beginning: Describe features of historical periods using notes from graphic organizers and share with a partner in L1 or L2	Developing: Compare historical periods using sentences from graphic organizers and share with a partner	Expanding: Produce contrastive summaries of historical periods using information from graphic organizers and share with a partner	Bridging: Create historical essays descriptive of past civilizations