

# EIGHTH GRADE SOCIAL STUDIES CURRICULUM GUIDE

## Amherst Regional Middle School

SCHOOL WIDE THEME:

*Change*

### OVERARCHING ENDURING UNDERSTANDING FOR SOCIAL STUDIES:

*The promise of America is one of opportunity. America's story must be told from diverse perspectives to understand how access to opportunities change over time. Because the struggle for opportunity continues today, we have a responsibility to shape American society to make the promise a reality.*

The Social Studies curriculum at Amherst Regional Middle School is based on a number of enduring understandings. Enduring understandings are "big ideas" uncovered by essential questions which guide learning. They help students to see relationships and patterns in the content of the course. While we begin with a common question, "*Is America a land of opportunity?*", the inquiry process enables students to discover their own unique answers.

The 8th grade social studies curriculum includes 6 units. The units we study will span from the founding of the country into late 19th century. In the introductory unit students will apply the historical method of inquiry, based on the collection and evaluation of evidence, to prepare them to uncover the stories of America's past. The next five units examine changes in America: political change, technological change, cultural interaction and change, conflict, compromise and change, and social change. These changes frame the opportunities afforded to various groups in American society. At times, changes brought opportunity to some and obstacles to others. Continuously looking at each unit through the many diverse lenses in America is essential to the investigation and understanding of our past. Units may be taught according to the needs of the students and teacher. Each 8th grade Social Studies teacher will create his/her curriculum chronologically or thematically according to student needs and the interdisciplinary connections of the team.

To support student learning of essential knowledge the use of a variety of skills is necessary. Some skills in Social Studies are content-specific, while others are shared across departments. In 8<sup>th</sup> grade students formulate their own questions as they appreciate historical perspectives, compare competing historical narratives, imagine alternative historical outcomes, and understand that interpretation of history is subject to change as new information is uncovered. In addition, students continue to think chronologically, comprehend a variety of historical sources, engage in historical analysis and interpretation, conduct research and engage in issues analysis and decision-making. Students also continue to practice and improve skills in reading strategies, writing, communication, organization, cooperative learning, study skills, and research.

## Unit Title - Inquiry

**Time Frame: 19 Lessons**

### Unit Enduring Understanding:

To make sense of the past it is essential to study evidence from multiple viewpoints.  
The experiences of people are shaped by the culture and time in which they live.

### Unit Essential Questions:

How can we use evidence to uncover the stories of the past?

<b>School KABA's</b> (Know and Be Able to)	<b>Massachusetts Frameworks</b>
<ul style="list-style-type: none"><li>• Define history. (Question Step)</li><li>• Identify multiple types of evidence. (oral, written, artifacts, and physical) (Gather Step)</li><li>• Evaluate the differences between primary and secondary sources. (Gather Step)</li><li>• Analyze evidence for reliability. (Analyze Step)<ul style="list-style-type: none"><li>○ Defend value of multiple sources. (Gather Step) (Analyze Step)</li><li>○ Understand that history is a selective knowledge about the past. (Analyze Step)</li></ul></li><li>• Use evidence to make generalizations and draw conclusions. (Conclusion Step)</li><li>• Apply Historical Method of Inquiry. (All Steps)</li></ul>	<p><b><u>Massachusetts History and Social Science Curriculum Framework:</u></b> <i>Grades 8-12 Concepts and Skills</i> <b>History and Geography</b></p> <p>2. Identify multiple ways to express time relationships and dates (for example, <i>1066 AD is the same as 1066 CE, and both refer to a date in the eleventh or 11<sup>th</sup> century, which is the same as the 1000s</i>). (H)</p> <p>3. Interpret and construct timelines. (H)</p> <p>8. Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)</p> <p>10. Distinguish historical fact from opinion. (H, E, C)</p> <p><b><u>National Council for Social Studies Standards:</u></b> # 2 Time, Continuity and Change</p>
<b>Summative Assessments:</b>	

# Unit Title – Political Change

**Time Frame: 36 Lessons**

## Unit Enduring Understanding:

People establish order in their communities through a system of government. Our nation was founded on democratic ideals which allow people to shape the government. Political changes transformed America as people acted to create a government according to their interests, needs, and values.

## Unit Essential Questions:

How did Americans create a government based on democratic ideals and how have they transformed that government to better reflect changing interests, needs, and values?

<p style="text-align: center;"><b>School KABA’s</b> (Know and Be Able to)</p>	<p style="text-align: center;"><b>Massachusetts Frameworks</b></p>
<ul style="list-style-type: none"> <li>• Identify the push and pull factors that brought people to America.</li> <li>• Describe the purpose and functions of government.</li> <li>• Investigate the political and economic factors leading to the American Revolution.</li> <li>• Analyze the origins, purpose and key ideas of the Declaration of Independence.</li> <li>• Examine the reasons colonists supported or opposed the Revolution</li> <li>• Analyze the reasons for the American victory and the British defeat in the Revolutionary War</li> <li>• Evaluate the crucial post war events that led to the Constitutional Convention.</li> <li>• Analyze the debates surrounding the writing and ratification of the Constitution.</li> <li>• Describe the evolution, roles, and responsibilities of the three branches of government.</li> <li>• Study examples of the Constitution as a living document.</li> <li>• Explain the rights and responsibilities of citizenship</li> <li>• Explain the evolution and function of political parties</li> <li>• Evaluate the impact of political change on opportunities for Americans</li> <li>• Assess the formal and informal components of the electoral process.</li> <li>• See also: Ongoing Study of Social Change</li> </ul>	<p><b><u>Massachusetts History and Social Science Curriculum Framework:</u></b></p> <p><b><i>Learning Standards</i></b></p> <p>USI.1 Explain the political and economic factors that contributed to the American Revolution. (H, C)</p> <ul style="list-style-type: none"> <li>A. the impact on the colonies of the French and Indian War, including how the war led to an overhaul of British imperial policy from 1763 to 1775</li> <li>B. how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution</li> </ul> <p>USI.2 Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government. (H, C)</p> <ul style="list-style-type: none"> <li>B. the political theories of such European philosophers as Locke and Montesquieu</li> </ul> <p>USI.12 Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy. (H, C)</p> <p>USI.13 Explain why the United States government is classified as a democratic government. (H, C)</p> <p>USI.4 Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war. (H)</p> <p>USI.5 Explain the role of Massachusetts in the revolution, including important events that took place in Massachusetts and important leaders from Massachusetts. (H)</p> <ul style="list-style-type: none"> <li>A. the Boston Massacre</li> <li>B. the Boston Tea Party</li> <li>C. the Battles of Lexington and Concord and Bunker Hill</li> <li>D. Sam Adams, John Adams, and John Hancock</li> </ul> <p>USI.3 Explain the influence and ideas of the Declaration of Independence (H, C)</p> <p>USI.6 Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings of the national government under the Articles; and describe the crucial events (e.g., Shays’s rebellion) leading to the Constitutional Convention. (H, C)</p> <p>USI.6 Articles of Confederation, weak central government, Shays Rebellion, USI.7- Describe the major debates that occurred at the Convention and the “Great Compromise” that was reached. (H, C)</p> <p><b><i>Major Debates</i></b></p> <ul style="list-style-type: none"> <li>A. the distribution of political power</li> <li>B. the rights of individuals</li> <li>C. the rights of states</li> <li>D. slavery</li> </ul> <p><b><i>Founders</i></b></p> <p>USI.8 Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the</p>

importance of an independent judiciary. (H, C)

USI.9 Explain the reasons for the passage of the Bill of Rights. (H, C)

- A. the influence of the British concept of limited government
- B. the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures rights to persons accused of crimes

USI.14 Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights. (H, C)

USI.15 Explain the varying roles and responsibilities of federal, state, and local governments in the United States. (H, C)

USI.16 Describe the evolution of the role of the federal government, including public services, taxation, economic policy, foreign policy, and common defense. (H, C)

USI.17 Explain the major components of Massachusetts' state government, including the roles and functions of the governor, state legislature, and other constitutional officers. (H, C)

USI.18 Explain the major components of local government in Massachusetts, including the roles and functions of school committees, town meetings, boards of selectmen, mayors, and city councils. (H, C)

USI.24 Describe the election of 1828, the importance of Jacksonian democracy, (H)

- B. Jackson's policy of Indian Removal

USI.25 Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in *Marbury v. Madison* (1803). (H, C)

USI.19 Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (H, C)

USI.22 Summarize the major policies and political (H, C)

- A. the origins of the Federalist and Democratic-Republican parties in the 1790s
- B. the conflicting ideas of Thomas Jefferson and Alexander Hamilton

USI.24 Describe the election of 1828, the importance of Jacksonian democracy, (H)

USI.23 Analyze the rising levels of political participation and the expansion of suffrage in -America. (C, H)

USI.20 Explain the evolution and function of political parties. (H, C)

USI.33 Analyze the goals and effect of the antebellum women's suffrage movement. (H)

- A. the 1848 Seneca Falls convention

**Seminal Documents (\* State required, \*\*ARMS required)**

*Mayflower Compact, 1620\**

*Massachusetts Body of Liberties, 1641*

*Treatises of Civil Government, 1690 (John Locke)*

*Declaration of Independence, 1776\*\**

*Suffolk Resolves, 1774*

*Virginia Statute for Religious Freedom, 1786*

*Northwest Ordinance, 1787\**

*U.S. Constitution, 1787\*\**

*Federalist Papers: 1, 9, 10\*\*, 39, 51, 78*

*Bill of Rights, 1791\*\**

*Magna Carta, 1215*

*English Bill of Rights 1689*

*Washington's Farewell Address, 1796*

*Jefferson's First Inaugural Address, 1801*

*Democracy in America Vol. 1, 1835 (DeToqueville)*

*Democracy in America Vol. 2, 1839 (DeToqueville)*

**National Council for Social Studies Standards:**

#3 People, Places and Environment

#6 Power, Authority and Governance

#10 Civic Ideals and Practices

**National Standards for Civics and Government:**

- I. What are civic life, politics and government?
- II. What are foundations of the American political system?
- III. How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- IV. What is the relationship of the United States to other nations and to world affairs?
- V. What are the roles of citizens in American democracy?

## Summative Assessments:

# Unit Title: Technological Change

Time Frame: 19 Lessons

## Unit Enduring Understanding:

New technology changes the way people live. Americans in the 19<sup>th</sup> century experienced a time of dramatic technological change. Technological innovations in areas such as industry, transportation, and communication provided opportunities and challenges in people's daily lives and in American society.

## Unit Essential Questions:

How did new technology impact American society in the 19<sup>th</sup> century?

<b>School KABA's</b> (Know and Be Able to)	<b>Massachusetts Frameworks</b>
<ul style="list-style-type: none"><li>• Compare and contrast the lives of people in a farm economy and an industrial economy.</li><li>• Identify examples of new technologies in the fields of industry, transportation, communication, agriculture, and consumer goods in the 19<sup>th</sup> century.</li><li>• Analyze how a new technology creates both advantages and disadvantages in the ways that people live and work.</li><li>• Investigate how rapid urbanization affected American society</li><li>• Assess the impact of technology on the opportunities for Americans</li><li>• See also: Ongoing Study of Social Change</li></ul>	<p><b><u>Massachusetts History and Social Science Curriculum Framework:</u></b> <i>Grades 8-12 Concepts and Skills</i> <b>General Economics Skills</b> 14. Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E)</p> <p><b><i>Learning Standards</i></b> USI.27 Explain the importance of the Transportation Revolution of the 19<sup>th</sup> century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy. (H, E) USI.28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout America. (H, E)     A. the technological improvements and inventions that contributed to industrial growth     B. the rise of a business class of merchants and manufacturers     C. the roles of women in New England textile factories USI.29 Describe the impact of the cotton gin on the economics of slavery and Southern agriculture. (H) USI.30 Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education. (H)</p> <p><b><u>National Council for Social Studies Standards:</u></b> #3 People, Places and Environment #7 Production, Distribution, and Consumption #8 Science, Technology and Society</p>
<b>Summative Assessments:</b>	

# Unit Title: Cultural Interaction and Change

Time Frame: 19 Lessons

## Unit Enduring Understanding:

As nations expand they experience changes. New cultural interactions resulted from America's expansion in territory and population. By the end of the 19<sup>th</sup> century, America developed an identity as a diverse nation.

## Unit Essential Questions:

How did America expand and what cultural interactions resulted from this change in territory and population?

<p style="text-align: center;"><b>School KABA's</b> (Know and Be Able to)</p>	<p style="text-align: center;"><b>Massachusetts Frameworks</b></p>
<ul style="list-style-type: none"> <li>• Trace the population distribution and territorial expansion of the United States</li> <li>• Analyze the national and individual motivations for migration and expansion</li> <li>• Differentiate the role of diplomatic, military, and private interests in adding territory and population to the United States</li> <li>• Evaluate adaptations and attempts at assimilation in response to cultural interactions as America expanded</li> <li>• Differentiate various forms of resistance to cultural interactions</li> <li>• Assess the impact of cultural interactions on opportunities for all Americans</li> <li>• See also: Ongoing Study of Social Change</li> </ul>	<p><b><u>Massachusetts History and Social Science Curriculum Framework:</u></b></p> <p><b><u>Learning Standards</u></b></p> <p>USI.22 Summarize the major policies and political developments (H, C)</p> <ul style="list-style-type: none"> <li>A. the Alien and Sedition Acts</li> <li>B. the Louisiana Purchase</li> </ul> <p>USI.24 Describe Jackson's actions as President.-(H)</p> <ul style="list-style-type: none"> <li>C. Jackson's policy of Indian Removal</li> </ul> <p>USI.26 Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion.-(H, E, G)</p> <ul style="list-style-type: none"> <li>A. the War of 1812</li> <li>B. the purchase of Florida in 1819</li> <li>C. the 1823 Monroe Doctrine</li> <li>D. the Cherokees' Trail of Tears</li> <li>E. the annexation of Texas in 1845</li> <li>F. the concept of Manifest Destiny and its relationship to westward expansion</li> <li>G. the acquisition of the Oregon Territory in 1846</li> <li>H. the territorial acquisitions resulting from the Mexican War</li> <li>I. the search for gold in California</li> <li>J. the Gadsden Purchase of 1854</li> </ul> <p>USI.28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (H, E)</p> <ul style="list-style-type: none"> <li>B. the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s</li> </ul> <p>USI.32 Describe important religious trends that shaped America. (H)</p> <ul style="list-style-type: none"> <li>C. the influence of these trends on the reaction of Protestants to the growth of Catholic immigration</li> </ul> <p><b><u>National Council for Social Studies Standards:</u></b></p> <ul style="list-style-type: none"> <li>#1 Culture</li> <li>#3 People, Places and Environment</li> <li>#5 Individuals, Groups and Institutions</li> </ul>
<p><b>Summative Assessments:</b></p>	

**Unit Title: Conflict, Compromise, and Change      Time Frame: 27 Lessons**

**Unit Enduring Understanding:**

Conflict emerges when nations fail to reach political compromise. The enslavement of African Americans contradicted America's founding democratic principles. The inability to resolve the issue of slavery and other sectional conflicts led to civil war. The war ended slavery, but the struggle for democracy continued.

**Unit Essential Questions:**

How did the contradiction of slavery and other sectional differences lead to civil war? How did the struggle for opportunities continue after the war?

<p style="text-align: center;"><b>School KABA's</b> (Know and Be Able to)</p>	<p style="text-align: center;"><b>Massachusetts Frameworks</b></p>
<ul style="list-style-type: none"> <li>• Evaluate the economic, social and political justifications for slavery</li> <li>• Describe slave life and explore the various ways slavery was resisted</li> <li>• Compare and contrast the character of the North, South, and West before the start of the Civil War</li> <li>• Trace the sectional conflicts and compromises leading to the Civil War</li> <li>• Compare and contrast the advantages and disadvantages of the Union and Confederacy</li> <li>• Describe the experiences of the Civil War soldier and ordinary Americans during the war</li> <li>• Evaluate the major turning points of the Civil War</li> <li>• Identify the economic, social and political effects of the war</li> <li>• Examine the plans to rebuild the nation</li> <li>• Critique the successes and failures of Reconstruction</li> <li>• Evaluate the lasting impact of Reconstruction on opportunities for Americans</li> <li>• See also: Ongoing Study of Social Change</li> </ul>	<p><b><u>Massachusetts History and Social Science Curriculum Framework:</u></b></p> <p><b><i>Learning Standards</i></b></p> <p>USI.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H)</p> <ul style="list-style-type: none"> <li>A. Frederick Douglass</li> <li>B. William Lloyd Garrison</li> <li>C. Sojourner Truth</li> <li>D. Harriet Tubman</li> </ul> <p>USI.35 Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19<sup>th</sup> century. (H)</p> <p>USI.36 Summarize the critical developments leading to the Civil War. (H)</p> <ul style="list-style-type: none"> <li>A. the Missouri Compromise (1820)</li> <li>B. the South Carolina Nullification Crisis (1832-1833)</li> <li>C. the Wilmot Proviso (1846)</li> <li>D. the Compromise of 1850</li> <li>E. the publication of Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i> (1851-1852)</li> <li>F. the Kansas-Nebraska Act (1854)</li> <li>G. the Dred Scott Supreme Court case (1857)</li> <li>H. the Lincoln-Douglas debates (1858)</li> <li>I. John Brown's raid on Harper's Ferry (1859)</li> <li>J. the election of Abraham Lincoln (1860)</li> </ul> <p>USI.37 On a map of North America, identify Union and Confederate States at the outbreak of the war. (H, G)</p> <p>USI.38 Analyze Abraham Lincoln's presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered. (H, C)</p> <p>USI.39 Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events. (H)</p> <p><b><i>Leaders</i></b></p> <ul style="list-style-type: none"> <li>A. Jefferson Davis</li> <li>B. Ulysses S. Grant</li> <li>C. Robert E. Lee</li> </ul> <p><b><i>Battles</i></b></p> <ul style="list-style-type: none"> <li>A. the Massachusetts 54<sup>th</sup> Regiment and the Battle at Fort Wagner</li> <li>B. Antietam</li> <li>C. Vicksburg</li> <li>D. Gettysburg</li> </ul> <p>USI.40 Provide examples of the various effects of the Civil War. (H, E)</p> <ul style="list-style-type: none"> <li>A. physical and economic destruction</li> <li>B. the increased role of the federal government</li> <li>C. the greatest loss of life on a per capita basis of any U.S. war before or since</li> </ul> <p>USI.41 Explain the policies and consequences of Reconstruction. (H, C)</p> <ul style="list-style-type: none"> <li>A. Presidential and Congressional Reconstruction</li> <li>B. the impeachment of President Johnson</li> <li>C. the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments</li> </ul>

- D. the opposition of Southern whites to Reconstruction
- E. the accomplishments and failures of Radical Reconstruction
- F. the presidential election of 1876 and the end of Reconstruction
- G. the rise of Jim Crow laws
- H. the Supreme Court case, *Plessy v. Ferguson* (1896)

**Seminal Documents (\* State required, \*\*ARMS required)**

*Lincoln's Gettysburg Address 1863 \*\**

*Lincoln's Second Inaugural Address 1865 \*\**

*Lincoln's House Divided Speech, 1858*

**National Council for Social Studies Standards:**

#2 Time, Continuity and Change

#5 Individuals, Groups and Institutions

Summative Assessments:

## Ongoing Study: Social Change

**Time Frame:** Occurs throughout the year in units 2-5

### Enduring Understanding:

Individuals and groups act to improve the quality of life in their communities. American reformers worked to transform society according to their interests and values. 19<sup>th</sup> century reform movements created opportunities for many Americans.

### Essential Questions:

How did 18<sup>th</sup> and 19<sup>th</sup> century reform movements create social change in America?

<p style="text-align: center;"><b>School KABA's</b> (Know and Be Able to)</p>	<p style="text-align: center;"><b>Massachusetts Frameworks</b></p>
<ul style="list-style-type: none"> <li>• Describe the conditions in society which led people to reform</li> <li>• Explore the vision of various reform movements</li> <li>• Assess the results of the reform movements</li> </ul>	<p><b><u>Massachusetts History and Social Science Curriculum Framework:</u></b></p> <p><b><u>Learning Standards</u></b></p> <p>USI.19 Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (H, C)</p> <p>USI.30 Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education. (H)</p> <p>USI.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H)</p> <ul style="list-style-type: none"> <li>A. Frederick Douglass</li> <li>B. William Lloyd Garrison</li> <li>C. Sojourner Truth</li> <li>D. Harriet Tubman</li> </ul> <p>USI.32 Describe important religious trends that shaped <del>antebellum</del> America. (H)</p> <ul style="list-style-type: none"> <li>C. the influence of these trends on the reaction of Protestants to the growth of Catholic immigration</li> </ul> <p>USI.33 Analyze the goals and effect of the <del>antebellum</del> women's suffrage movement. (H)</p> <ul style="list-style-type: none"> <li>A. the 1848 Seneca Falls convention</li> </ul> <p><b><u>Seminal Documents</u></b> (* State required, **ARMS required)</p> <p><i>Seneca Falls Declaration of Sentiments and Resolutions (1848)**</i></p> <p><i>Frederick Douglass Independence Day Speech at Rochester, NY (1852)*</i></p> <p><b><u>National Council for Social Studies Standards:</u></b></p> <ul style="list-style-type: none"> <li>#2 Time, Continuity and Change</li> <li>#4 Individual Development and Identity</li> <li>#5 Individuals, Groups, and Institutions</li> <li>#6 Power, Authority, and Governance</li> <li>#10 Civic Ideals and Practices</li> </ul>

## Social Studies Content Specific Skills

Note: Primary emphasis for the skills by grade level is in parenthesis

School KABA's	Massachusetts Frameworks
<ul style="list-style-type: none"> <li>▪ Think chronologically               <ul style="list-style-type: none"> <li>○ Interpret data presented in a timeline (7/8)</li> <li>○ Identify patterns of historical events which have led to ideas enduring or changing over time (7/8)</li> <li>○ Apply the pattern to explain events in the context of continuity and change (7/8)</li> </ul> </li> <li>▪ Comprehend a variety of historical sources               <ul style="list-style-type: none"> <li>○ Differentiate between historical facts and historical interpretations (8)</li> <li>○ Approach historical narratives imaginatively (8)</li> <li>○ Appreciate historical perspectives by describing the past through the experiences of those who were there, considering the historical context and avoiding “present-mindedness” (8)</li> <li>○ Utilize visual, mathematical, literary and musical sources (7/8)</li> </ul> </li> <li>▪ Engage in historical analysis and interpretation               <ul style="list-style-type: none"> <li>○ Analyze cause and effect relationships (7/8)</li> <li>○ Compare competing historical narratives (8)</li> <li>○ Describe how different choices could have led to different consequences (8)</li> <li>○ Understand that interpretation of history is subject to change as new information is uncovered (8)</li> </ul> </li> <li>▪ Conduct historical research (see Appendix A)               <ul style="list-style-type: none"> <li>○ Formulate historical questions (8)</li> <li>○ Gather historical data from a variety of sources (7, emphasized in 8)</li> <li>○ Analyze historical data for relevance and reliability (7, emphasized in 8)</li> <li>○ Support conclusions with evidence</li> </ul> </li> </ul>	<p><b><u>National History Standards:</u></b></p> <ul style="list-style-type: none"> <li>1.E Interpret data presented in a timeline</li> <li>1.F Reconstruct patterns of historical succession and duration</li> <li>2.D Differentiate between historical facts and historical interpretations</li> <li>2.E Read historical narratives imaginatively</li> <li>2.F Appreciate historical perspectives</li> <li>2.G Draw upon data in historical maps</li> <li>2.H Utilize visual and mathematical data</li> <li>2.I Draw upon the visual literary, and musical sources</li> <li>3.C Analyze cause and effect relationships</li> <li>3.F Compare competing historical narratives</li> <li>3.G Challenge arguments of historical inevitability</li> <li>3.H Hold interpretations of history as tentative</li> <li>4.A Formulate historical questions</li> <li>4.B Obtain historical data</li> <li>4.C Interrogate historical data</li> <li>4.F Support interpretations with historical evidence</li> <li>5.A Identify issues and problems in the past</li> <li>5.D Evaluate alternative courses of action</li> <li>5.E Formulate a position or course of action on an issue</li> </ul> <p><b><u>Massachusetts History and Social Science Curriculum Framework:</u></b></p> <p><b><u>Concepts and Skills, Grades 8-12</u></b></p> <ul style="list-style-type: none"> <li>3. Interpret and construct timelines that show how events and eras in various parts of the world are related to one another</li> <li>4. Interpret and construct charts and graphs that show qualitative information</li> <li>5. Explain how a cause and effect relationship is different from a sequence or correlation of events</li> <li>6. Distinguish between long-term and short-term cause and effect relationships</li> <li>7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments</li> <li>8. Interpret the past within its own historical context rather than in terms of present-day norms and values</li> <li>10. Distinguish historical fact from opinion</li> <li>14. Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen</li> </ul> <p><b><u>Massachusetts History and Social Science Curriculum Framework:</u></b></p> <p><b><u>Concepts and Skills, Grades 6</u></b></p> <ul style="list-style-type: none"> <li>3. Interpret geographic information from a chart and construct a graph or chart that conveys geographic information</li> <li>4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world</li> <li>5. Identify how current world atlases are organized and the kind of information they provide for each continent and country</li> </ul>

(7/8)

- Engage in issues-analysis and decision-making
  - Identify issues and problems in the past and present (7/8)
  - Evaluate the motivation for various courses of action and the consequences of those actions (7/8)
  - Formulate a position or course of action on an issue (emphasized in 7, 8)

## Appendix B

### Skills Shared Across Disciplines (Draft 6/30/06)

Note: These skills are addressed in two or more departments. Students will demonstrate these skills by the end of 8<sup>th</sup> grade

School KABA's	
<b>Reading</b>	<ul style="list-style-type: none"><li>• Use Mosaic of Thought strategies<ul style="list-style-type: none"><li>▪ access prior knowledge</li><li>▪ monitor for meaning</li><li>▪ ask questions</li><li>▪ determine importance</li><li>▪ create mental images</li><li>▪ make inferences</li><li>▪ synthesize information</li></ul></li><li>• Distinguish between main idea and supporting details</li></ul>
<b>Communication</b>	<ul style="list-style-type: none"><li>• Develop oral presentation skills<ul style="list-style-type: none"><li>▪ Know your audience</li><li>▪ Speak clearly</li><li>▪ Make eye contact</li><li>▪ Answer questions</li><li>▪ Share your ideas (in small and large group settings)</li></ul></li><li>• Listen to an idea before responding</li><li>• Demonstrate, in both writing and discussion, different points of view<ul style="list-style-type: none"><li>▪ Re-state the opposing argument before supporting your own</li><li>▪ Think critically about advantages and disadvantages of a position</li></ul></li><li>• Develop multimedia presentation skills</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>• Follow directions</li><li>• Apply techniques to keep assignment book and notebooks current</li><li>• Take notes in class and from a variety of sources</li><li>• Create webs and outlines to categorize information</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Use the Writing Process (Appendix B)</li><li>• Compose formal and informal writing in multiple styles<ul style="list-style-type: none"><li>▪ Analytical</li><li>▪ Persuasive</li><li>▪ Reflective</li></ul></li></ul>
<b>Cooperative Learning</b>	<ul style="list-style-type: none"><li>• Take responsibility for your role</li><li>• Argue persuasively for your point of view</li><li>• Share "air-time"</li><li>• Compromise when necessary</li></ul>

**Study Skills**

(Many Study Skills are addressed in other skill areas)

- Organize and re-read notes and binder items
  - Highlight important information
  - Summarize information
  - Outline important information
  - Quiz yourself
- Prepare individually, with a partner, and/or in a small group
- Anticipate likely test questions
- Manage your time wisely
- Develop Test-Taking Skills
  - Follow test directions
  - Identify key words
  - Check your work

**Research**

- Use the Inquiry Process (Appendix A)
- Use an essential question to begin research
- Use guiding questions to focus research
- Locate appropriate media materials
- Paraphrase information

**Standards referenced in this document:**

*Expectations of Excellence: Curriculum Standards for Social Studies, 1994*

*National Standards for History, 1996*

*National Standards for Civics and Government, 1994*

*Geography for Life: National Geography Standards, 1994*

*Mid-Continent Research for Education and Learning (McRel) Content Knowledge Behavioral Studies Standards, 4<sup>th</sup> edition (embedded throughout the units, numbers indicate primary standard addressed)*

*MA History and Social Science Curriculum Framework, 2003*

## **Inquiry-based Research Standards**

Revised 10/6/05

### **The Inquiry Process**

#### **Step**

#### **1 Question**

- What prior knowledge do you have about the topic?
- What do you want/need to know?
- The 5 W's and an H

#### **2 Gather information from multiple viewpoints/sources**

- Sources include data, primary and secondary sources, print and on-line
- Where can you get information?
- What search terms can you use?
- Take notes

#### **3 Analyze Information**

- Select information that is relevant to the question
- Organize the information
- Evaluate the information- Is it reliable?
  - What is the bias?
  - Is the source an authority on the topic?
  - Is the information accurate?

#### **4 Conclude**

- Make sense of the information
- Use evidence to support an answer to your question.
- Are there new questions you need to research?

#### **5 Communicate**

- Share your understanding through a final product
- Listen to audience feedback

#### **6 Reflect**

- Use a rubric to assess your work.
- Consider audience feedback
- What will you do differently next time?

# Writing Standards

To be inserted from English Department