***Resources Provided by NC Department of Public Instruction (NCDPI):***

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| --- | --- | --- | --- | --- | --- |
| [Unpacking Document](https://www.dpi.nc.gov/social-studies-8th-grade-unpacking-document-fall-2021-implementation/open) | [*North Carolina Standards for Grade 8*](https://drive.google.com/file/d/1muhoEw0Hk58bAJiMei3coS6tiP9Vh7xc/view) | [Course of Study Crosswalks](https://www.dpi.nc.gov/social-studies-crosswalks-fall-2021-implementation/open) | [Social Studies Strand Map](https://www.dpi.nc.gov/social-studies-strand-maps-fall-2021-implementation/open) | [*K - 8 Rethink Education Content Hub*](https://docs.google.com/document/d/1If-4ubRoPeVw9UHD75ModCimNsxLmeeEpV453ALPEWA/edit#bookmark=id.84xwilergagk) | [NCDPI Glossary; Grades 6-8](https://www.dpi.nc.gov/glossary-instructional-terms-fall-2021-implementation/open) (pages 7 - 11) |

***School Year at a Glance:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Domain/Cluster/Strand** | **Standards** | | | |
| **1st Nine Weeks/Quarter** | **2nd Nine Weeks/Quarter** | **3rd Nine Weeks/Quarter** | **4th Nine Weeks/Quarter** |
| **Unit/ Module** | ***Module 1:*** Geography/Think like a Historian (10 days)  ***Module 2:*** Colonization  (10 days)  ***Module 3:*** Revolution  (10 days)  ***Module 4:***  New Nation/ Government  (13 days) | ***Module 5:*** Expansion and Reforms (13 days)  ***Module 6:*** Civil War/ Reconstruction (17 days)  ***Module 7:*** Industrialism  (12 days) | ***Module 8:*** World War I  (15 days)  ***Module 9:*** Boom & Bust  (11 days)  ***Module 10:*** World War II  (16 days) | ***Module 11:*** Cold War  (19 days)  ***Module 12:*** Fight for Equality  (13 days)  ***Module 13:*** Modern Era Conflicts  (11 days) |
| **Behavioral Sciences**  *Analyze the impact of group behavior on the development of North Carolina and the nation.* | 8.B.1.1, 8.B.1.2  NCDPI Inquiry Indicators for Grades 6-8 | NCDPI Inquiry Indicators for Grades 6-8 | 8.B.1.2  NCDPI Inquiry Indicators for Grades 6-8 | 8.B.1.2  NCDPI Inquiry Indicators for Grades 6-8 |
| **Civics and Government**  *Understand how democratic principles have influenced the government structure and policies of North Carolina*  *and the nation. Evaluate the effectiveness of societal reforms.* | 8.C&G.1.1, 8.C&G.1.2, 8.C&G.1.3 | 8.C&G.1.3, 8.C&G.2.1 | 8.C&G.2.2 | 8.C&G.2.1, 8.C&G.2.2 |
| **Economics**  *Understand the economic development of North Carolina and the nation.* | 8.E.1.1, 8.E.1.2 | 8.E.1.2 | 8.E.1.1, 8.E.1.4, 8.E.1.3 | 8.E.1.1 |
| **Geography**  *Understand geographic factors that influence the development of North Carolina and the nation.* | 8.G.1.1, 8.G.1.2, 8.G.1.3  8.G.1.4, 8.G.1.5 | 8.G.1.1, 8.G.1.2, 8.G.1.4, 8.G1.5 |  |  |
| **History**  *Understand the role of conflict and cooperation in the development of North Carolina and the nation. Understand how innovation and change have impacted the development of North Carolina and the nation.* | 8.H.1.1, 8.H.1.2, 8.H.1.3, 8.H.1.4, 8.H.2.2 | 8.H.1.1, 8.H.1.2, 8.H.1.3, 8.H.1.4, 8.H.2.1, 8.H.2.2, 8.H.2.3 | 8.H.1.1, 8.H.1.2, 8.H.1.4, 8.H.2.2, 8.H.2.3 | 8.H.1.1, 8.H.1.2, 8.H.1.3, 8.H.1.4, 8.H.2.1, 8.H.2.2, 8.H.2.3 |

***Unit/Module Pacing:***

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| --- | --- | --- | --- | --- | --- |
| **Number**  **of Days** | **Name of Unit/Module** | **Pre-Requisites** | **Standards** | **Academic Vocabulary** | **Instructional Resources** |
| **1st Nine Weeks/Quarter 1 (45 days)** | | | | | |
| 10 | Module 1: Geography/Think like a Historian | 7.G.1, 7.H.1.1, 7.H.1.2, 7.H.1.3 7.H.1.4, 7.H.1.5 | 8.G.1.1, 8.G.1.3  8.G.1.4, 8.G.1.5 | Primary source  Secondary source  Bias  Perspective  Evaluate  Analyze  Claim  Counterclaim  Cardinal directions  Ordinal directions  Region  Natural resource  Mountains  Piedmont  Coastal Plain  Barrier Islands  Naval stores  Sound  Inlet  Cape  Estuary | **Lesson:**  [Paid Resource: Nearpod :Getting to Know North Carolina"](https://nearpod.com/t/social-studies/other/getting-to-know-north-carolina-L37687772)  [Understanding Primary and Secondary Sources](https://moose.nhhistory.org/Moose/media/Default/Documents%20and%20PDFs/Misc.%20Documents/SSM1_LP.pdf)  [Geography Presentation Example](https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/8528/Geography.pptx)  **Text:**  [How do historians write?](https://www.valdosta.edu/history/documents/what-is-history.pdf)  **Learning Activity:**  [NC Regions Map](http://mrsminorhelena.weebly.com/uploads/2/6/7/5/26755825/3_regions_foldable.pdf)  [Geography Interactive Notebook](http://jearle.weebly.com/uploads/6/8/2/4/68249669/interactivenotebookformiddlegradegeographycommoncore59__1_.pdf)  **Assessment:**  [Geography Quiz](https://www.ncpedia.org/Quizzes/geo_quiz.html)  [Quizizz "NC Geography"](https://quizizz.com/admin/quiz/5b5871200bf2c3001ae44433/nc-geography) |
| 10 | Module 2: Colonization  *(American Indians, Early Attempts at Colonization, The Original 13 Colonies, Religion and Government in the Colonies & Slavery in the Colonies)* | 7.B.1.1, 7.G.1.2, 7.G.1.1, 7.G.1.2, 7.E.1.2, 7.B.1.2, 7.H.1.3 | 8.B.1.1 , 8.G1.5, 8.G.1.1 , 8.G.1.2  8.E.1.2 , 8.B.1.2 8.H.1.3 | Mississippian Period, chiefdom, burial mound, slash and burn, 5 civilized tribes “Cherokee, Chickasaw, Creek, Choctaw, Seminole”, Native American League  Colony, The 3 G's, Virginia Dare, Sir Walter Raleigh, The Lost Colony, Jamestown Colony  New England Colonies, Middle Colonies, Southern Colonies  Pilgrims, Quakers, Puritans, Mayflower Compact  Slavery | **Lesson:**  [The Voyage of Slaves in the Transatlantic Slave Trade](https://k12database.unc.edu/wp-content/uploads/sites/31/2012/05/VoyageofSlavesTransatlanticSlaveTrade7_8.pdf)  [Voices from the Trans-Atlantic Slave Trade](https://k12database.unc.edu/wp-content/uploads/sites/31/2019/10/VoicesfromTransAtlanticSlaveTrade.pdf)  **Text:**  [The Fate of North Carolina's Native Peoples](https://www.ncpedia.org/anchor/fate-north-carolinas-native)  [Two Worlds: Prehistory, Contact, and the Lost Colony (to 1600)](https://www.ncpedia.org/anchor/two-worlds-prehistory)  [Colonial North Carolina (1600-1763)](https://www.ncpedia.org/anchor/colonial-north-carolina-1600)  [Life Under Slavery and the Achievements of Free Blacks](https://www.ncpedia.org/african-americans/life-under-slavery)  **Learning Activity:**  [Journal Entry](https://docs.google.com/document/d/1v-O0LMIGIFRiOh6L6QokGS9MXP2drtRP6AMo1AkzeOI/edit)  [Pilgrims, Puritans, and Quakers](https://docs.google.com/document/d/1S0s8PTtF2AVph2wzxmCqPaG5xuSLm5D_vW6KV-W3yjQ/edit)  **Assessment:**  [Module 2 Pre- Assessment](https://docs.google.com/document/d/1eF6Rk1wbD0Wx_QzBcHt2ZT4Zk8m-PKJRCwadX7b3PQs/edit?usp=sharing) |
| 10 | Module 3: Revolution  *(French & Indian War, Taxation Policies, Sons of Liberty, Boston Massacre & Boston Tea Party, Declaration of Independence, War)* | 7.G.1.2,  7.B.1.2,  7.H.1.1  7.C&G.1.3  7.E.1.1, 7.H.1.4, 7.H.1.2  7.H.1.1, 7.C&G.1.3 | 8.G1.5, 8.B.1.2  8.H.1.1, 8.C&G.1.3  8.E.1.1, 8.H.1.4  8.H.2.2, 8.H.1.2, 8.C&G.1.5 | French and Indian War, Salutary neglect, Mercantilism, Sugar Act, Stamp Act, Quartering Act, Loyalists, Patriots, Sons of Liberty, Boston Massacre, Boston Tea Party, John Adams, Intolerable Acts, First Continental Congress, Second Continental Congress, Declaration of Independence, Minutemen, casualty, Battle of Bunker Hill, Siege of Yorktown, 1783 Treaty of Paris | **Lesson:**  [*The French and Indian War:*](https://k12database.unc.edu/wp-content/uploads/sites/31/2012/04/FrenchandIndianWar.pdf)  [*The War That Shaped America’s Destiny*](https://k12database.unc.edu/wp-content/uploads/sites/31/2012/04/FrenchandIndianWar.pdf)  [*Loyalists and Patriots*](https://k12database.unc.edu/wp-content/uploads/sites/31/2012/05/LoyalistsandPatriots.pdf)  [*Missing Pieces of the Puzzle: African Americans in Revolutionary Times*](https://k12database.unc.edu/wp-content/uploads/sites/31/2012/05/AfricanAmericansRevWar.pdf)  [*Exploring Perspectives of the Boston Massacre*](https://k12database.unc.edu/wp-content/uploads/sites/31/2012/04/BostonMassacre.pdf)  [*American Self-Government:*](https://k12database.unc.edu/wp-content/uploads/sites/31/2012/04/AmericanSelfGovtContCongress.pdf)  [*The First and Second Continental Congress*](https://k12database.unc.edu/wp-content/uploads/sites/31/2012/04/AmericanSelfGovtContCongress.pdf)  [*Exploring the Declaration of Indepenódence -*](https://k12database.unc.edu/wp-content/uploads/sites/31/2012/05/DeclarationofIndependence.pdf)  [*Create a Modern Translation*](https://k12database.unc.edu/wp-content/uploads/sites/31/2012/05/DeclarationofIndependence.pdf)  [*On the Road to Revolution: Creating a Living Timeline*](https://k12database.unc.edu/wp-content/uploads/sites/31/2012/05/OntheRoadtoRevolutionLivingTimeline8.pdf)  **Text:**  [*The Revolutionary Times*](https://k12database.unc.edu/wp-content/uploads/sites/31/2012/05/RevolutionaryTimesNewsArticleAssignment.pdf)  [*The French and Indian War (Intro)*](https://www.ncpedia.org/anchor/french-and-indian-war-intro) |
| 13 | Module 4:  New Nation/ Government  *(Articles of Confederation, Problems of the Articles of Confederation, Constitution: Preamble, The 3 Branches of Government, Bill of Rights, Early Challenges/Washin gton’s Farewell)* | 7.H.1.1  7.H.1.2  7.C&G.1.1  7.C&G.1.2  7.C&G.1.3 | 8.H.1.1, 8.H.1.2  8.C&G.1.1,  8.C&G.1.2,  8.C&G.1.3 | Articles of Confederation, Shays Rebellion, Daniel Shays,  Federalists, Anti-federalists  Preamble, US Constitution, Popular sovereignty  Executive Branch, Legislative Branch, Judicial Branch,  Check and balances, Separation of powers  Judicial review  Bill of Rights  Whiskey Rebellion, Washington's Farewell Address | **Lesson:**  [*Federalists v. Anti-Federalists*](https://k12database.unc.edu/wp-content/uploads/sites/31/2019/12/FederalistsAntifederalists.pdf)  [*“You!Better!Check!Yourself!”*](https://k12database.unc.edu/wp-content/uploads/sites/31/2012/05/SeperationofPowersChecksBalances2.pdf)  [*Separation!of!Powers!and!Checks!and!Balances!in!the!US!Government*](https://k12database.unc.edu/wp-content/uploads/sites/31/2012/05/SeperationofPowersChecksBalances2.pdf)  **Text:**  [*Shay’s Rebellion*](https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/shays-rebellion/)  [*Articles of Confederation*](https://www.archives.gov/milestone-documents/articles-of-confederation#:~:text=The%20Articles%20of%20Confederation%20were,day%20Constitution%20went%20into%20effect.)  [*Marbury v. Madison*](https://www.archives.gov/milestone-documents/marbury-v-madison)  [*Washington’s Farewell (full text)*](https://www.govinfo.gov/content/pkg/GPO-CDOC-106sdoc21/pdf/GPO-CDOC-106sdoc21.pdf)  **Video:**  [The Articles of Confederation](https://www.youtube.com/watch?v=y6bu4Ut3rFA)  **Learning Activity:**  [*America’s Founding Principles DBQuest*](https://www.icivics.org/node/2533016/resource)  [*The Bill of Rights*](https://k12database.unc.edu/wp-content/uploads/sites/31/2012/10/BillofRights.pdf) |
| **2nd Nine Weeks/Quarter 2 (42 days)** | | | | | |
| 13 | MODULE 5: EXPANSION and REFORMS  *(Louisiana Purchase, Manifest Destiny, War of 1812, Foreign Policy (Monroe Doctrine), Domestic Policy (Trail of Tears), Various Expansions)* | 7.G.1.1, 7.H.1, 7.H.1.1, 7.H.1.2, 7.C&G.1.3 | 8.G1.5, 8.H.2.1, 8.H.1.1, 8.H.1.2, 8.G.1.4, 8.C&G.1.3 | Louisiana Purchase, Monroe Doctrine, Manifest Destiny, Indian Removal Act, War of 1812, Monroe Doctrine, John Quincy Adams, Trail of Tears, sectionalism, Mexican-American War, Rip Van Winkle & 1835 NC Constitution  Louisiana Purchase  War of 1812  Impressment  Cherokee  Indian Removal  Trail of Tears  Slave labor  Free labor  Rip Van Winkle State  Missouri Compromise  Compromise of 1850  Fugitive Slave Law  Kansas Nebraska Act  Lewis and Clark  Dolley Madison  Andrew Jackson  Thomas Day  Omar ibn Said  David Walker  Harriet Jacobs  Dorothea Dix  Harriet Tubman  George Moses Horton  Sequoyah | [Module Expansion Instructional Resources](https://docs.google.com/document/d/1pry6kdTe6tzH_I9fplz4znIfBp-KyFO706Y-PVNk5M4/edit) |
| 17 | MODULE 6:  Civil War/ Reconstruction  *(Sectionalism, Abolition, Events Leading to the Civil War, Civil War, NC in the Civil War, Reconstruction)* | 7.G.1.2,  7.G.1.1,  7.E.1.2, 7.H.1.3  7.H.1.1  7.H.1.2,  7.H.1.4 | 8.G.1.2 , 8.G.1.1, 8.E.1.2, 8.H.1.3 , 8.H.2.2, 8.H.1.1, 8.H.1.2, 8.H.2.3, 8.H.1.4, 8.C&G.2.1 | Secede/secession  Fort Sumter  Dred Scott Decision  Border States  Gettysburg Address  Sectionalism, abolish, secession, abolitionist, Underground Railroad, Ironclad, Emancipation Proclamation, Inflation, Fort Fisher, Reconstruction Act of 1867, 13th Amendment, 14th Amendment, 15th Amendment, Civil Rights Act of 1866, Freedmen's Bureau  Carpetbaggers  Scalawags  Black Codes  Jim Crow laws  Compromise of 1877  Impeach  Gettysburg Address  Emancipation Proclamation  Appomattox Courthouse  Abraham Lincoln  Jefferson Davis  Robert E. Lee  Ulysses S. Grant  William T. Sherman  Andrew Johnson  Henry Berry Lowry | [Civil War/ Reconstruction Resources](https://docs.google.com/document/d/14MfubQn22LyIUtMCVLGflN4urXjkC3n9vQuqjbCpVPM/edit?usp=sharing)  **Lesson:**  [Icivics: Civil War and Reconstruction](https://www.icivics.org/teachers/lesson-plans/civil-war-reconstruction?page=1)  **Text:**  [Civil War and Reconstruction Timeline](https://www.gilderlehrman.org/history-resources/online-exhibitions/timeline-civil-war-and-reconstruction-1861-1877#:~:text=Civil%20War%20%26%20Reconstruction%2C%201861%E2%80%93,of%20which%20transformed%20American%20society.) |
| 12 | Module 7: Industrialism  *(Urbanization, Immigration, Rise of Industry, Robber Barons vs. Captains of Industry, Progressive Era)* | 7.G.1.2, 7.H.1, 7.E.1.2, 7.H.1.2, | 8.G.1.2, 8.H.2.1, 8.G.1.4, 8.E.1.2, 8.H.2.2, 8.H.1.2 | Urbanization, tenement, mill village, famine, Chinese Exclusion Act, Ellis Island, Industrial Revolution, Bonsack machine, American Tobacco Company, monopoly, robber barons, philanthropist, Progressive Era, Square Deal, muckrakers, women's suffrage, 19th Amendment  Roaring 20s  Jim Crow/Black Wall Street | [Industrialism](https://docs.google.com/document/d/1l-AWlgbacUrYR5rcaA62zNpXUGc_Oz754m77LSXQur4/edit?usp=sharing)  **Lesson:**  [UNC Chapel Hill: Industrial Revolution](https://k12database.unc.edu/wp-content/uploads/sites/31/2012/05/IndustrialRevolution.pdf)  **Text:**  [Library of Congress: Industrial Revolution in the United States](https://www.loc.gov/classroom-materials/industrial-revolution-in-the-united-states/) |
| **3rd Nine Weeks/Quarter 3 (42 days)** | | | | | |
| 15 | Module 8: World War I  *(U.S. Enters WWI, New Technology, War, Propaganda/ Homefront, 14 Points/Treaty of Versailles)* | 7.H.1.1, 7.H.1.2 | 8.H.1.1, 8.H.2.1, 8.H.2.3, 8.H.2.2, 8.H.1.2 | Unrestricted submarine, warfare, neutrality, trench warfare, mustard gas, U-boat, depth charge, Allied Powers, Central Powers, Harlem Hellfighters, war bonds, Propaganda, Fourteen Points, Treaty of Versailles, reparations, demilitarized zone | [World War I](https://docs.google.com/document/d/1tv4P05rb4uWuCONfAeTwnEBf3VDsQ99iiRli5nfrIGY/edit?usp=sharing) |
| 11 | Module 9: Boom & Bust  *(Roaring 20s (Consumerism), Harlem Renaissance, Stock Market Crash, Great Depression, New Deal)* | 7.E.1.1, 7.E.1.4, 7.B.1.2, 7.C&G.1.2 | 8.E.1.1, 8.E.1.4, 8.B.1.2, 8.H.2.2, 8.C&G.2.2, I.1.7 | tenant farming, Great Migration, Harlem Renaissance, Black Thursday, Black Tuesday, Hoovervilles, The Great Depression, New Deal, Social Security Act, Works Progress Administration (WPA) | [Boom & Bust](https://docs.google.com/document/d/1H2IzFZveC2S0OM9DyqD-KVbo6se79QcdilS-KJOybZA/edit?usp=sharing) |
| 16 | Module 10: World War II  *(U.S. Enters WWII, The Holocaust, War, Atomic Bomb, Homefront/ Propaganda)* | 7.H.1.1, 7.H.1.4, 7.E.1.3 | 8.H.1.1, 8.H.1.4, 8.H.2.3, 8.E.1.3, I.1.7 | Allied Powers, Axis Powers, The Holocaust, Nazi Party, Exterminated, Genocide, Tuskegee Airmen, nuclear warfare, rationing, Victory Gardens | [World War II](https://docs.google.com/document/d/1jHs4tLh5VXM_9f4-LtCNmC5DYjvR-K4fvaL6Nb9azgU/edit?usp=sharing) |
| **4th Nine Weeks/Quarter 4 (45 days)** | | | | | |
| 19 | Module 11: Cold War  *(Compromise & Rebuilding, Berlin Airlift, Cuban Missile Crisis, Proxy Wars, McCarthyism, Berlin Wall, Space Race, Compromise)* | 7.H.1.2, 7.H.1.1, 7.H.1.2, | 8.H.1.2, 8.H.1.1, 8.H.2.1, 8.H.2.3, 8.H.2.2, 8.H.1.2, | Cold War, NATO, Containment, Marshall Plan, Eisenhower Doctrine, Iron Curtain, Berlin Blockade, Berlin Airlift, “Operation Little Vittles”, Castro Revolution, Bay of Pigs Invasion, Nuclear Weapons, Impeachment, Proxy War, Korean War, Vietnam War, DMZ, Domino theory, Duck & Cover Drills, Red Scare, McCarthyism, Lavender Scare, Berlin Wall, Death Strip, Brandenburg Gate, Fall of the Berlin Wall, Sputnik, Space Race, NASA, Man on Moon, Glasnost, Perestroika, Soviet Hardliners | [Cold War](https://docs.google.com/document/d/1kp1sLPXZ4tDqW8vFWNBApWQXoUJgslyU076hlUcVMww/edit?usp=sharing) |
| 13 | Module 12:  Fight for Equality  *(Resistance to Change, Civil Rights Protests, Martin Luther King, Jr./Malcolm X, Little Rock Nine, Civil Rights Act, LBJ’s Great Society)* | 7.B.1.2, 7.H.1.3, 7.H.1.4, 7.C&G.1.2 | 8.B.1.2, 8.H.1.3, 8.H.1.4, 8.H.2.2, 8.C&G.2.1, 8.C&G.2.2 | Emmett Till, Lynching, Civil Rights Movement, Segregation, NAACP, Integration, nonviolence, Boycott, Sit-in, Civil Disobedience, Malcolm X, Dr. Martin Luther King, Jr., Women’s Rights, National Farm Workers Association, American Indian Movement, Brown vs Board of Education (BOE), Little Rock Nine, Legacy, Jim Crow Laws, Declaration of Independence, Civil Rights Act of 1964, Voting Rights Act of 1965, 24th Amendment, Affirmative Action, Great Society, War on Poverty, Social Welfare, Economic Opportunity Act | [Fight for Equality](https://docs.google.com/document/d/1-IIONqlHwVjFMeaXHx8Vjh7CNF2Ge1jWa76XnQVNoZA/edit?usp=sharing) |
| 11 | Module 13:  Modern Era Conflicts  *(Watergate Scandal, Iranian Hostage, Reagan Foreign Policies, Major Events of the 90s & 00s, September 11th, 2001, National Debt)* | 7.H.1.1, 7.H.1.4, 7.E.1.1 | 8.H.1.1, 8.H.1.4, 8.E.1.1, 8.H.2.2 | Watergate, “Smoking Gun”, Impeach, Revolution, Shah, Foreign Policy, ⅔ Vote, Reaganomics, Discretionary, Recession, NAFTA, No Child Left Behind, War on Terrorism, Gulf War, War in Iraq, War in Afghanistan, Weapons of Mass Destruction, 9-11 Commission, USA Patriot Act, Nationalism, Economy, Debt, Debt Ceiling, GNP, Debt Crisis | [Modern Era Conflicts](https://docs.google.com/document/d/15yUBoDKDkw4Z7c5wz6VwuGLJr_2hOAfAkXbdQcmewpc/edit?usp=sharing) |
| ***Final Exam/Course Review & Final Exam/EOG Testing Window (typically reserved for last 10 days of school year)*** | | | | | |

***Learning Targets for Course:***

***\* Some assessments may also be blended with the instructional delivery (as depth, rigor, and length of time dictate).***

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| **MODULE 1 Geography/Think Like a Historian (10 days)** | | |
| **Day #** | **Daily Learning Target** | **How will the daily learning target be assessed?** |
| 1 | I can summarize the human and physical characteristics of North Carolina.  8.G.1.1 | **Graphic organizer, Rubric, Per review:** Using a rubric students will complete a graphic organizer summarizing human and physical characteristics of NC then present to the class. [Graphic Organizer Example](https://geoalliance.asu.edu/sites/default/files/LessonFiles/Ekiss/Themes/Alliance5ThemesS.pdf) |
| 2 | I can identify the human and physical characteristics of the nation.  8.G.1.1 | **Map Skills** Students will be given a USA map. Students will color code a map identifying each region and any other distinctive features such as bodies of water, climate, ect.  [US Map template](https://www.waterproofpaper.com/printable-maps/united-states-maps/printable-map-of-the-united-states-labeled.pdf) |
| 3 | I can explain how location, resources, and human geography have influenced the development of North Carolina.  8.G.1.2 | **Exit Ticket:** Students will complete an exit ticket showing overall mastery by answering questions. Example: Give an example of how location influenced the development of North Carolina.. 3.2.1 Exit ticket: Students will provide 3 historical events they learned, 2 historical events they did not understand and 1 historical event that they would like to know more about.  [How to use 3.2.1 exit tickets](https://ziplet.com/3-2-1-exit-tickets)  [3..2..1.. Exit Ticket Google form](https://forms.gle/Mjxe4haWLSg8auWW7) |
| 4 | I can describe how location, resources, and human geography have influenced the development of the nation. | **Venn Diagram, Spiral:** Students will compare and contrast the factors that influenced the development of North Carolina and the nation.  **Critical thinking Questions:** Divide the class into two teams. The teams will answer questions about the development of the nation that will require them to activate prior knowledge. Key factors to consider, did the same factors that influenced the development of NC influence the Nation? What resources did NC have or did not have that could have contributed to the development of the nation |
| 5 | I can explain how location and human geography have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the nation.  8.G.1.3 | **Quick Write:** Students will choose between two short essay topics: **Topic 1**:explaining how geography has presented opportunities for the movement of people goods and ideas in North Carolina and the nation. **Topic 2:** explaining how geography has presented challenges for the movement of people goods and ideas in North Carolina and the Nation  [Exit Slip Template](https://massteacher.org/-/media/massteacher/files/employment-licensure/ed-evaluation/ddms/editable-exit-slip-templates.pdf?la=en)  [Exit Tickets anyone?](https://www.nbss.ie/sites/default/files/publications/exit-entry_slip_-_comprehension_strategy_handout_copy_2_0.pdf) |
| 6 | Describe and explain the factors that contribute to the identity of being from a specific place (e.g., a “New Yorker,” a “Southerner,” a “Texan,” a postal code such as 27910 ).  8.G.1.3 | **Comparative Essay:** Students will complete a comparative essay comparing opportunities presented to people based upon the area in which they reside. Encourage students to consider factors such as cultural identities, accessibility to specific resources and geographic land features. |
| 7 | I can explain the reasons and effects of forced and voluntary migration on various groups in North Carolina and the nation.  8.G.1.4 | **Storyboard:** Students will create a storyboard with reasons and effects of forced and voluntary migration.  [Storyboard Resource: Create an account for use](https://www.storyboardthat.com/) |
| 8 | I can describe the effects of forced and voluntary migration on various groups in North Carolina and the nation. | **Data Assessment:** Using historical data students will create charts and graphs showing forced displacement, refugee settlement, internally displacement, mixed movement, and disaster related movement in the US. Using the data from the charts and graphs, students will create a flip grid or infomercial advertising forced/voluntary migration in the US. |
| 9 | I can explain how geographic expansion has impacted the development of North Carolina and the nation.  8.G.1.5 | **Idea Wheel:** Students will complete an idea wheel explaining each geographic expansion that impacted North Carolina’s development.  [Idea Wheel](https://freeology.com/wp-content/files/mainideawheel6.pdf) |
| 10 | Review and Assessments | [**North Carolina Geography Quiz**](https://www.ncpedia.org/Quizzes/geo_quiz.html)  [**North Carolina Geography Quiz Resource**](https://k12database.unc.edu/wp-content/uploads/sites/31/2012/05/NCGeography.pdf) |
| **Module 2 Colonization (10 days)** | | |
| **Day #** | **Daily Learning Target** | **How will the daily learning target be assessed?** |
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| 1 | I can compare & contrast American Indian tribe cultures and contributions.  8.B.1.1 | **Venn diagram or graphic organizer:** Provide students with a Venn diagram or a graphic organizer where they can compare and contrast the cultures and contributions of two or more American Indian tribes.  [Venn Diagram option 1](https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson378/venn.pdf)  [Venn Diagram option 2](https://celt.cuw.edu/wp-content/uploads/2016/10/Venn-Diagrams-with-Lines-1.pdf)  [Native American PDF Reading Passage Worksheet](https://www.edhelper.com/Native_Americans.htm) |
| 2 | I can describe how American Indians were living before European colonization  8.B.1.1 | **Written response:** Assign students to write a descriptive essay or a written response outlining the ways in which American Indians lived before European colonization. Encourage them to cover aspects such as social structures, economic systems, religious beliefs, cultural practices, and interactions with the environment. [Echoes of the Past: Exploring American Indian Life Before European Colonization](https://docs.google.com/document/d/1VzyLCdCWkqynpA0HlbMY909UOhfdD-PTbqhN_BnWOg8/edit?usp=sharing)  **Project-based assessment:** Assign a project where students can create dioramas, models, or artwork representing pre-colonial American Indian life.  [Life Before Columbus Exhibit Project](https://www.k12.wa.us/sites/default/files/public/indianed/curriculum/ReadytoGo/Life%20Before%20Columbus%20Museum%20Exhibit%20Project%20%28HS%29.pdf) |
| *3* | I can describe the motivations for exploration and colonization.-  8.G1.5 | **Graphic organizer:** Provide students with a graphic organizer or a concept map with three branches representing Gold, Glory, and God. Ask them to fill in each branch with supporting details, examples, and explanations of how each motivation played a role in exploration and colonization.  [God, Glory and Gold Graphic Organizer](https://hannaheduc.files.wordpress.com/2017/12/graphi-organizer-renaissance-to-age-of-exploration.pdf)  **Written response:** Assign students to write an essay or a written response specifically focusing on the motivations of the 3 Gs. They should describe each motivation (Gold, Glory, God) in detail and explain how they influenced  and drove exploration and colonization.  [God, Glory and God, Push/Pull Factors](https://borderlandsnarratives.utep.edu/images/Lesson_2_Student_Handout.pdf)  **Creative project:** Assign students a creative project where they can express the motivations of the 3 Gs in a visually engaging and imaginative way. This can include creating artwork, designing a poster, producing a short video, or composing a song or poem. |
| *4* | I can explain the challenges and sacrifices of Roanoke and Jamestown.  8.G1.5 | **Written response:** Assign students to write an essay or a written response that explains the challenges and sacrifices faced by the settlements of Roanoke and Jamestown. They should describe the difficulties encountered, such as harsh environments, lack of resources, conflicts with indigenous populations, and internal struggles. [Written Response - Challenges and Sacrifices of Roanoke and Jamestown Settlements](https://docs.google.com/document/d/1P58iJt8FYxFeIYMfhByhRB6bHbPlnzeUoC5e6zHdxLs/edit?usp=sharing)  **Comparative analysis:** Ask students to compare and contrast the challenges and sacrifices of Roanoke and Jamestown. They can create a chart, table, or written analysis that identifies similarities and differences in the difficulties faced by each settlement. [Comparative analysis: How are the alike and how do they differ?](https://www.readwritethink.org/sites/default/files/CompareContrast.pdf)  **Visual representation:** Have students create a visual representation, such as an infographic, timeline, or storyboard, that highlights the challenges and sacrifices of Roanoke and Jamestown. They can include key events, important figures, and significant hardships encountered by the settlers. [Timeline](https://docs.google.com/presentation/d/1iBi0OcgGKgMEelym9J9iIp5jzBdoQ-qA/edit?usp=sharing&ouid=117955414621974136846&rtpof=true&sd=true)/ [Storyboard Template](https://docs.google.com/document/d/1w9qpwEID-BohsYfaIUsLwgjJ9GDRZp5t/edit?usp=sharing&ouid=117955414621974136846&rtpof=true&sd=true)  **Group presentation**: Assign students to work in groups and prepare presentations on the challenges and sacrifices of either Roanoke or Jamestown. Each group can focus on a specific aspect, such as environmental difficulties, relations with Native Americans, or internal conflicts.  **Role-play or simulation:** Conduct a role-play activity or a simulation where students can take on the roles of settlers in Roanoke or Jamestown. They can act out scenarios that depict the challenges and sacrifices faced by the early colonists, such as dealing with food shortages, constructing shelters, or negotiating with Native American tribes. |
| *5* | I can describe how geography impacted the English colonists who settled there.  8.G.1.1, 8.G.1.2, 8.E.1.2 | **Map analysis:** Provide students with maps depicting the English colonies, including geographical features such as rivers, mountains, coastlines, and settlements. Ask them to analyze the maps and identify how the geography influenced the development and challenges faced by the colonists in each region.  [13 Colonies Map Analysis](https://www.ccusd93.org/cms/lib/AZ02204140/Centricity/Domain/3174/Map%20of%2013%20Colonies.pdf)  **Case study analysis:** Assign students specific English colonies, such as Jamestown, Plymouth, or Massachusetts Bay, and ask them to conduct a case study on how geography influenced the development and challenges of that particular colony. They should research and describe the specific geographical features, resources, and constraints that impacted the colonists' lives.  **Visual representation**: Have students create a visual representation, such as a map, diagram, or infographic, illustrating the impacts of geography on the English colonists. They can highlight key geographical features, depict trade routes, and showcase the ways geography shaped settlement patterns and economic activities.  **Group presentation:** Assign students to work in groups and prepare presentations on how geography impacted the English colonists.  [Jamestown Digital Resource: Payment required](https://www.teacherspayteachers.com/Product/Jamestown-Settlement-Digital-Exit-Tickets-VS3-6117032) |
| *6* | I can analyze the contributions, economy and climate of three geographic regions (New England, Middle and Southern)  8.G.1.1, 8.G.1.2, 8.E.1.2 | **Comparative essay:** Assign students to write a comparative essay that analyzes the contributions, economy, and climate of the New England, Middle, and Southern colonies. They should examine the unique characteristics of each region, including their economic activities, agricultural practices, major industries, and how the climate influenced their development. [Comparative Essay Writing Outline](https://www.hancockcollege.edu/writing/documents/Compare%20and%20Contrast%20Essay%20Outline%20-%20Fillable.pdf)  **Infographic or visual representation:** Have students create an infographic or visual representation comparing the contributions, economy, and climate of the three geographic regions. They can use charts, maps, and images to highlight key features and present the information in a visually engaging manner.  **Group presentation**: Assign students to work in groups, with each group focusing on one geographic region (New England, Middle, or Southern). Instruct each group to prepare a presentation that analyzes the contributions, economy, and climate of their assigned region. They should compare and contrast their region with the other two regions, highlighting the similarities and differences.  **Research project:** Assign students to conduct a research project on the contributions, economy, and climate of the New England, Middle, and Southern colonies. They should gather information from primary and secondary sources, analyze the data, and present their findings in a written report.  **Role-play activity:** Conduct a role-play activity where students take on the roles of individuals from different geographic regions and discuss the contributions, economy, and climate from their perspectives. They can engage in dialogue, present their viewpoints, and consider the influences of geography on their region.  [**Graphic organizer**](https://docs.google.com/document/d/1xr2ZX2D8PJ2YDFjlyR5dha_JP2JJX8_BD9AavGWsf_0/edit?usp=sharing)**:** Instruct students to fill out the graphic organizer with relevant information about the contributions, economy, and climate of each region. This allows students to compare and contrast the characteristics of each region in a structured format, making it easier to analyze and understand the unique aspects of New England, Middle, and Southern colonies.  [13 colonies Exit Tickets](https://teamhaughton.weebly.com/uploads/4/3/9/1/43913413/13_colonies_exit_ticket_1.pdf) |
| *7* | -I can examine the beliefs of various English religious groups who settled in North America  8.B.1.2 | **Comparative chart or table:** Provide students with a chart or table template where they can compare and contrast the beliefs of different English religious groups who settled in North America. Instruct them to list the religious groups in rows and various aspects of their beliefs (such as religious authority, salvation, sacraments, worship practices) in columns. Assess their ability to accurately compare and contrast the beliefs of the different groups and identify similarities and differences. [Comparative Chart or Table](https://docs.google.com/document/d/1u6RpX0falNsuZ8bIj2j_5Qs7eSpGAtbxF2NhXF4nxYg/edit?usp=sharing)  **Group presentation**: Assign students to work in groups, with each group focusing on one English religious group that settled in North America. Instruct them to prepare a presentation that examines the beliefs, practices, and impact of their assigned religious group. They can provide historical context, describe key beliefs and practices, and discuss how these beliefs influenced the colonies socially, politically, or culturally.  **Discussion or debate:** Organize a class discussion or debate where students can examine and discuss the beliefs of various English religious groups who settled in North America. Assign different students or groups to represent specific religious groups, and encourage them to engage in dialogue, present their beliefs, and discuss the impact of these beliefs on the colonies.  **Research-based essay:** Assign students to write an essay that examines the beliefs of various English religious groups who settled in North America. Instruct them to research and analyze the religious beliefs, practices, and values of groups such as the Puritans, Pilgrims and Quakers.  [Pilgrims, Puritan and Quakers Prezi Example](https://prezi.com/jkgoxaak209n/pilgrims-puritansand-quakers-compare-and-contrast/) |
| *8* | I can compare & contrast the successes and challenges of various religious groups (Puritans, Pilgrims, Quakers)  8.B.1.2 | **Venn diagram:** Provide students with a Venn diagram template or have them create their own. Instruct them to compare and contrast the successes and challenges of the Puritans, Pilgrims, and Quakers. They can identify commonalities and differences in areas such as religious beliefs, settlement experiences, relationships with Native Americans, social structures, and impacts on the colonies. [Venn Diagram Template](https://drive.google.com/file/d/1Xus7Tf9bKXFsMPmwgAL1Crx8Q2dwf83d/view?usp=sharing)  **Case study analysis:** Assign students to conduct a case study on one of the religious groups (Puritans, Pilgrims, or Quakers) and explore their successes and challenges in-depth. [Case Study Resource](https://hardscrabblehandcrafts.com/2020/02/10/puritans-pilgrims-and-quakers/)  **Visual presentation:** Have students create visual presentations (e.g., PowerPoint slides, posters, or infographics) that compare and contrast the successes and challenges of the Puritans, Pilgrims, and Quakers. They can use images, key points, and supporting details to illustrate the achievements and difficulties faced by each religious group.  **Written reflection:** Assign students to write a reflective essay or journal entry where they analyze and reflect on the successes and challenges of the Puritans, Pilgrims, and Quakers. They should discuss the factors that contributed to their achievements, such as religious commitment or adaptation to the new environment, as well as the obstacles they encountered, such as conflicts with Native Americans or internal disagreements. |
| *9* | I can describe how the Pilgrims were motivated to create a democracy (Mayflower Compact)  8.B.1.2 | **Written explanation:** Ask students to write a detailed explanation of how the Pilgrims were motivated to create a democracy through the Mayflower Compact. Instruct them to provide historical context, describe the Pilgrims' religious beliefs and values, and explain how these factors influenced their decision to establish a democratic system of governance.  **Graphic organizer:** Provide students with a graphic organizer or template focused on the motivations and key elements of the Mayflower Compact. Instruct them to fill in the organizer by identifying and describing the specific motivations that led the Pilgrims to create a democracy. They can include information about their religious beliefs, desire for self-governance, and the need for social order and cooperation in a new land. [Garden Gate](https://drive.google.com/file/d/1Xg7R4DLLWf2paCgt483P7CkiSIkBNKGx/view?usp=sharing)  **Presentation with visual aids:** Ask students to prepare a presentation on the motivations for creating a democracy through the Mayflower Compact. They can use visual aids such as slides, images, or diagrams to support their explanations. ["Founding Democracy: Unveiling the Motivations behind the Mayflower Compact" ppt](https://docs.google.com/presentation/d/1TVutHic5qvdGKws36dCIwNiO0Drg1ML8-n07reqbLaE/edit?usp=sharing)  **Classroom discussion:** Facilitate a classroom discussion where students can explore and discuss the motivations of the Pilgrims in creating a democracy through the Mayflower Compact. Encourage students to share their insights, ask questions, and engage in dialogue with their peers. |
| *10* | I can analyze why slavery started in a land built on the ideals of religious & economic freedom  8.H.1.3, 8.B.1.2 | **Research-based essay:** Assign students to write an essay that analyzes why slavery started in a land built on the ideals of religious and economic freedom. Instruct them to research and examine the historical factors, social attitudes, and economic considerations that contributed to the establishment and growth of slavery in colonial America*.*  **Cause and effect diagram:** Provide students with a cause and effect diagram template or have them create their own. Instruct them to identify and analyze the various factors that led to the initiation of slavery in a land espousing religious and economic freedom. They can include categories such as economic factors, labor needs, racial attitudes, legal structures, and religious justifications.[Fishbone Cause and Effect Template](https://drive.google.com/file/d/1ZOzTljHRmmYCB8ld9HK6DZVm58Y-boNT/view?usp=sharing)  **Visual presentation**: Have students create visual presentations (e.g., PowerPoint slides, posters, or infographics) that explore why slavery started in a land built on the ideals of religious and economic freedom. They can use visuals, key points, and supporting evidence to present their analysis.  [Slavery In Americas National Geographic Kahoot](https://education.nationalgeographic.org/resource/test-your-knowledge-slavery-united-states/) |
|  | Assessments and Review: | [13 Colonies Assessment](https://www.commackschools.org/Downloads/studyguide-thirteen%20colonies-20182.pdf) |
| **MODULE 3 REVOLUTION (10 days)** | | |
| **Day #** | **Daily Learning Target** | **How will the daily learning target be assessed?** |
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| *1* | I can describe the causes & effects of the French & Indian War  8.G1.5, 8.B.1.2, 8.H.1.1 | **Cause and effect diagram:** Provide students with a cause and effect diagram template or have them create their own. Instruct them to identify and describe the causes and effects of the French and Indian War. They can include factors such as territorial disputes, competition for resources, alliances with Native American tribes, and political tensions between France and Britain. [Cause and Effect Template](https://docs.google.com/presentation/d/1PHe3rkJULy9Ezpxsp461nAgvtJQoc8kR/edit?usp=sharing&ouid=117955414621974136846&rtpof=true&sd=true)  **Written analysis:** Ask students to write a detailed analysis of the causes and effects of the French and Indian War. Instruct them to provide historical context, describe the key causes leading to the conflict, and discuss the long-term effects on the North American colonies, Native American tribes, and the relationship between Britain and France.  **Timeline creation:** Have students create a timeline that highlights the causes and effects of the French and Indian War. Instruct them to include significant events, key figures, and relevant dates leading up to the war and its aftermath. Assess their ability to sequence events accurately, explain their significance, and demonstrate an understanding of the cause-and-effect relationships within the context of the war. [Timeline Template](https://docs.google.com/presentation/d/1iBi0OcgGKgMEelym9J9iIp5jzBdoQ-qA/edit?usp=sharing&ouid=117955414621974136846&rtpof=true&sd=true)  **Visual presentation:** Ask students to prepare a visual presentation (e.g., PowerPoint slides, posters, or infographics) that describes the causes and effects of the French and Indian War. They can use visuals, key points, and supporting details to illustrate the factors that led to the conflict and its consequences.  **Group discussion:** Organize a class discussion where students can explore and discuss the causes and effects of the French and Indian War. Encourage students to share their insights, ask questions, and engage in dialogue with their peers.  [French and Indian War Video with Quiz](https://study.com/academy/lesson/trial-of-anne-hutchinson-history-significance-timeline.html) |
| *2* | I can explain whether or not the French & Indian war was successful and I can identify George Washington’s role in the conflict.  8.G1.5, 8.B.1.2, 8.H.1.1 | **Persuasive essay:** Assign students to write a persuasive essay where they argue whether the French and Indian War was successful or not. Instruct them to present a well-supported argument, considering different perspectives and evidence. They should evaluate the objectives, outcomes, and long-term consequences of the war to support their position.  **Debate:** Divide the class into two groups and assign one group to argue that the French and Indian War was successful, while the other argues the opposite. Conduct a debate where students present their arguments, counter arguments, and evidence to support their positions.  [Class Debate Template](https://ablconnect.harvard.edu/files/ablconnect/files/want_to_facilitate_a_debate_in_your_class.pdf)  **Cause and effect analysis:** Ask students to conduct a cause and effect analysis of the French and Indian War. Instruct them to identify the objectives of the war, evaluate whether those objectives were achieved, and assess the consequences of the war on various aspects, such as territorial control, colonial relationships, and international power dynamics.  [Cause and effect analysis of the French and Indian War](https://charliesprinkle.weebly.com/uploads/4/9/5/9/49591117/us1.5d_french_and_indian_war_worksheet.pdf)  **Visual representation**: Have students create visual representations, such as infographics or posters, that explain whether or not the French and Indian War was successful. Instruct them to present key facts, data, and arguments in a visually engaging manner.  **Historical analysis:** Assign students to conduct a historical analysis of primary and secondary sources related to the French and Indian War. Instruct them to evaluate different viewpoints and interpretations of the war's success or failure.  [French and Indian War Read Aloud](https://www.nps.gov/teachers/classrooms/upload/The-French-and-Indian-War-1754-1763-Unit-6.pdf)  **Biographical profile:** Assign students to create a biographical profile of George Washington focusing specifically on his role in the conflict. Instruct them to research and gather information about Washington's involvement in the French and Indian War, including his military service, leadership, strategic decisions, and significant contributions.  **Timeline creation:** Have students create a timeline that highlights the key events and milestones related to George Washington's involvement in the French and Indian War. Instruct them to include significant battles, diplomatic efforts, and other important moments where Washington played a role.[Timeline Template](https://docs.google.com/presentation/d/1iBi0OcgGKgMEelym9J9iIp5jzBdoQ-qA/edit?usp=sharing&ouid=117955414621974136846&rtpof=true&sd=true)  **Visual presentation:** Ask students to prepare a visual presentation (e.g., PowerPoint slides, posters, or infographics) that highlights George Washington's role in the French and Indian War. They can use visuals, key points, and supporting details to illustrate Washington's contributions, leadership qualities, and impact on the conflict.  **Class presentation or discussion:** Give students an opportunity to present their findings on George Washington's role in the conflict through a class presentation or discussion. Encourage them to share their research, interpretations, and insights, and engage in dialogue with their peers.  [George Washington Role in the French and Indian War](https://www.nps.gov/common/uploads/teachers/lessonplans/Resource%20timeline%20unit%203%20BGW%20(508)1.pdf) |
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| *3* | I can determine if the British taxation policies were effective & fair and I can describe the motivation, strategies and goals of the Sons of Liberty.  8.C&G.1.3, 8.E.1.1, 8.H.1.4, 8.H.2.2 | **Written analysis:** Ask students to write an analysis of the British taxation policies during the colonial period, focusing on their effectiveness and fairness. Instruct them to evaluate the objectives of the policies, their impact on the colonists, and the resulting reactions and protests.  **Case study:** Assign students a case study where they examine a specific British taxation policy, such as the Stamp Act or the Sugar Act. Instruct them to evaluate the policy's objectives, implementation, and impact on the colonists.  [Stamp Act](https://www.parliament.uk/about/living-heritage/evolutionofparliament/legislativescrutiny/parliament-and-empire/parliament-and-the-american-colonies-before-1765/the-stamp-act-and-the-american-colonies-1763-67/)  [who's Who Road to Revolution](https://schoolwires.henry.k12.ga.us/cms/lib/GA01000549/Centricity/Domain/9394/The%20Road%20to%20Revolution.pdf)  **Class discussion:** Facilitate a class discussion where students can explore and debate the effectiveness and fairness of British taxation policies. Encourage students to share their insights, provide evidence, consider different perspectives, and evaluate the policies' consequences.  **Survey or opinion poll:** Create a survey or opinion poll where students can express their views on the effectiveness and fairness of British taxation policies. Ask them to provide justifications for their opinions and support them with evidence or reasoning.  **Written report:** Assign students to write a comprehensive report that describes the motivation, strategies, and goals of the Sons of Liberty. Instruct them to conduct research on the organization, including its origins, key members, and activities.  [**Graphic organizer:**](https://docs.google.com/document/d/1X4owQiVgAxHOwI3GXcapc5DkIChuLOrY-ODk612oIMs/edit?usp=sharing)Provide students with a graphic organizer template or have them create their own. Instruct them to identify and categorize the motivation, strategies, and goals of the Sons of Liberty. They can use headings or sections to organize their information and provide supporting details.  **Role-playing activity:** Divide the class into small groups and assign each group a specific role within the Sons of Liberty. Instruct them to research and prepare a role-play activity where they portray members of the organization discussing their motivation, strategies, and goals.  **Presentation**: Ask students to create a presentation (e.g.PowerPoint slides, video, or poster) that describes the motivation, strategies, and goals of the Sons of Liberty. Instruct them to provide key points, examples, and visual aids to support their description. [PowerPoint Slides Template](https://docs.google.com/presentation/d/1J1VFOtwhY7dRa2nZhbx0uHr51uZdexFtGBJOZDZuvjU/edit?usp=sharing)  [Sons of Liberty Compelling Questions](https://s28543.pcdn.co/wp-content/uploads/sites/39/2021/04/Sons-and-Daughters-of-Liberty-WS.pdf) |
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| *4* | I can determine if the Sons of Liberty should be remembered as patriots or terrorists and I can identify key members in the Sons of Liberty  8.H.1.4, 8.H.2.2 | **Persuasive essay:** Assign students to write a persuasive essay where they argue whether the Sons of Liberty should be remembered as patriots or terrorists. Instruct them to provide a well-supported argument, considering the actions, motivations, and impact of the Sons of Liberty. They should analyze different perspectives, historical context, and primary and secondary sources to support their stance.  **Debate**: Divide the class into two groups, one arguing that the Sons of Liberty should be remembered as patriots, and the other arguing that they should be remembered as terrorists. Conduct a debate where students present their arguments, counter arguments, and evidence to support their positions.  **Case study analysis:** Assign students a case study focusing on a specific event or action associated with the Sons of Liberty. Instruct them to analyze the event from different perspectives and determine whether it aligns more with patriotic or terrorist actions. They should consider the motivations, impact, and historical context of the event.  [Sons and Daughters of Liberty Read and Respond](https://www.onslow.k12.nc.us/cms/lib/NC02213593/Centricity/ModuleInstance/74834/4th-grade-supplemental-worksheets.pdf)  **Panel discussion:** Organize a panel discussion where students can share their viewpoints and engage in a dialogue about whether the Sons of Liberty should be remembered as patriots or terrorists. Encourage them to present evidence, consider different perspectives, and evaluate the moral and ethical dimensions of the Sons of Liberty's actions.  **Visual presentation:** Have students create visual presentations, such as infographics or posters, that present arguments and evidence regarding whether the Sons of Liberty should be remembered as patriots or terrorists. Instruct them to use visuals, key points, and supporting details to illustrate their stance.  **Class vote and reflection:** Conduct a class vote where students anonymously express their opinion on whether the Sons of Liberty should be remembered as patriots or terrorists. After the vote, ask students to write a reflection explaining their choice and providing reasons based on their understanding of the Sons of Liberty's actions and historical context.  [Student Reflective Questions](https://www.cde.state.co.us/standardsandinstruction/es-student-reflections-mc)  **Matching activity:** Provide students with a list of names of individuals associated with the Sons of Liberty and a corresponding list of their contributions or roles. Instruct students to match each name with the correct description.  **Biography research:** Assign each student or a group of students a specific key member of the Sons of Liberty to research and create a biography. Instruct them to gather information about the individual's background, involvement in the Sons of Liberty, notable actions, and contributions.  **Visual representation:** Have students create a visual representation (e.g., poster, infographic, or digital collage) that showcases the key members of the Sons of Liberty. Instruct them to include images, names, and brief descriptions or bullet points highlighting each individual's role or contribution.  **Class presentation or discussion:** Allocate time for students to give brief presentations or engage in a class discussion where they share their findings about key members of the Sons of Liberty. Encourage them to discuss the contributions, roles, and significance of each individual in the organization.  [American Revolution Exit Tickets, Vocabulary, Matching and Short Reading](https://cdnsm5-ss2.sharpschool.com/UserFiles/Servers/Server_1112915/Image/Teachers/Mr.%20Schmidt/Social%20Studies%20Workbook%20Unit%204%20Ch%208.pdf) |
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| *5* | I can analyze the different perspectives of the Boston Massacre and I can explain John Adams’ role in the Boston Massacre  8.H.1.1 | **Written analysis:** Assign students to write an analysis of the different perspectives surrounding the Boston Massacre. Instruct them to research and examine primary and secondary sources representing various viewpoints, such as colonial accounts, British perspectives, and loyalist interpretations.  [Boston Massacre, You Be the Judge](https://chnm.gmu.edu/tah-loudoun/index.html%3Fp=942.html)  **Debate or mock trial:** Divide the class into small groups representing different perspectives on the Boston Massacre, such as colonists, British soldiers, loyalists, or the legal authorities. Conduct a debate or mock trial where students present arguments, evidence, and counter arguments based on their assigned perspectives.  [Boston Massacre mock trial](https://rendellcenter.org/wp-content/uploads/2021/08/Trial-Based-on-the-Boston-Massacre.pdf)  **Venn Diagram**: Provide students with a blank Venn diagram template, either on paper or digitally, with two or more overlapping circles representing different perspectives.  Instruct students to research and analyze the different perspectives of the Boston Massacre, such as the colonial viewpoint, British perspective, loyalist interpretation, or the views of the legal authorities. Encourage students to find commonalities and differences between the perspectives by placing shared beliefs or similar arguments in the overlapping areas of the diagram and unique viewpoints in the non-overlapping sections.  [Boston Massacre 360 Resource: Venn Diagram pg 17](https://static1.squarespace.com/static/56b253fd3c44d880b1061856/t/56be0bd84c2f85965a603002/1455295470914/Boston+MassacreImages.pdf)  **Presentation:** Have students prepare a presentation on John Adams' role in the Boston Massacre. They can create slides, deliver a speech, or use multimedia tools to explain Adams' involvement, actions, and significance in the event. Encourage students to use visual aids, quotes, and relevant examples to support their explanation.  **Written analysis:** Assign students to write an explanatory essay or research paper focusing on John Adams' role in the Boston Massacre. Instruct them to conduct research and analyze primary and secondary sources to gather information about Adams' involvement, actions, and impact. Ask students to explain and evaluate Adams' role, considering his defense of the British soldiers involved in the event and his overall contributions to the legal proceedings. |
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| *6* | I can describe the cause & effect of the Boston Tea Party and I can analyze whether or not the Declaration of Independence was necessary.  8.H.1.1, 8.C&G.1.5 | **Cause and effect graphic organizer:** Provide students with a cause and effect graphic organizer template or ask them to create their own. Instruct them to identify and describe the causes leading to the Boston Tea Party in one section of the graphic organizer, and the corresponding effects or outcomes in another section. Students should include multiple causes and effects, considering both immediate and long-term consequences.  [Graphic Organizer Boston Massacre Boston Tea Party](https://www.studiesweekly.com/wp-content/uploads/2021/09/Boston-Tea-Party-graphic-organizer-1.pdf)  **Written explanation:** Assign students to write a descriptive essay or a structured paragraph explaining the causes and effects of the Boston Tea Party. Instruct them to research and analyze primary and secondary sources to gather information about the events leading up to the Boston Tea Party and the consequences that followed.  **Cause and effect timeline:** Ask students to create a timeline that illustrates the cause-and-effect relationship of the Boston Tea Party and its aftermath. Instruct them to include key events leading up to the Tea Party, the event itself, and the subsequent effects on the American colonies and the relationship with Britain.  **Visual representation:** Have students create a visual representation, such as a poster, infographic, or storyboard, that highlights the cause and effect of the Boston Tea Party. Instruct them to include key causes, such as the Tea Act and colonial opposition, as well as the effects, such as the Intolerable Acts and increased colonial unity.  **Class discussion or presentation:** Facilitate a class discussion or ask students to prepare brief presentations where they describe the causes and effects of the Boston Tea Party. Encourage students to use evidence from their research to support their explanations and engage in meaningful dialogue with their peers.  [Boston Tea Party Short Read for class discussion](https://mrnussbaum.com/uploads/activities/bundles/btplive.pdf)  **Persuasive essay:** Assign students to write a persuasive essay presenting their analysis of whether the Declaration of Independence was necessary. Instruct them to research and gather evidence supporting both sides of the argument. Students should critically analyze the historical context, events, and motivations leading to the declaration, as well as the potential consequences of not declaring independence.  **Socratic seminar or debate:** Organize a Socratic seminar or debate where students can discuss and analyze the necessity of the Declaration of Independence. Divide the class into groups representing different perspectives, such as supporters and critics of the declaration. Instruct students to research and gather evidence to support their arguments.  [Socratic seminar Template and Samples](https://www.ccsoh.us/cms/lib/OH01913306/Centricity/Domain/207/Socratic%20Seminar%20Template%20and%20Samples.pdf)  **Visual representation:** Ask students to create a visual representation, such as an infographic or poster, that examines the necessity of the Declaration of Independence. Instruct them to present the historical context, key events, and reasons for and against declaring independence.  **Structured class discussion:** Facilitate a structured class discussion where students can share their analysis and perspectives on the necessity of the Declaration of Independence. Provide guiding questions to prompt their thinking and encourage students to support their arguments with evidence from their research. |
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| *7* | I can examine the purpose of the Declaration of Independence and I can describe the democratic ideals of the Declaration of Independence  8.C&G.1.5 | **Multimedia presentation:** Have students create a multimedia presentation, such as a slideshow, video, or podcast, that examines the purpose of the Declaration of Independence. Instruct them to incorporate visuals, quotes, and relevant examples to support their analysis. Students should consider the historical context, the principles and ideals expressed in the document, and the intended impact on the American colonies and the world.  **Written analysis:** Assign students to write an analytical essay or research paper that examines the purpose of the Declaration of Independence. Instruct them to research and analyze primary and secondary sources to gather information about the historical context, events leading up to the declaration, and the intentions of the Founding Fathers.  **Written response:** Assign students to write a descriptive essay or a structured paragraph that explains and describes the democratic ideals expressed in the Declaration of Independence. Instruct them to analyze the document, specifically focusing on passages related to democratic principles such as equality, natural rights, consent of the governed, and the right to alter or abolish an unjust government.  **Graphic organizer**: Provide students with a graphic organizer or ask them to create their own to visually represent the democratic ideals of the Declaration of Independence. Instruct them to identify and describe key democratic principles expressed in the document, such as popular sovereignty, individual rights, and government accountability.  **Visual representation:** Ask students to create a visual representation, such as an infographic, poster, or timeline, that highlights the democratic ideals of the Declaration of Independence. Instruct them to select key concepts and principles, and visually depict them along with brief explanations. |
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| *8* | I can describe the causes & effects of the American Revolution and I can examine the contributions of African Americans, women and the French in the American Revolution.  8.H.2.3, 8.H.1.1 | **Cause and effect diagram:** Ask students to create a cause and effect diagram or graphic organizer that illustrates the causes and effects of the American Revolution. Instruct them to identify and describe key events, actions, and ideologies that led to the revolution as causes. Then, have them analyze and explain the significant outcomes and consequences of the revolution as effects.  **Written response**: Assign students to write a comprehensive essay or research paper that describes the causes and effects of the American Revolution. Instruct them to conduct research and analyze primary and secondary sources to gather information about the political, economic, and social factors that sparked the revolution.  **Timeline creation:** Have students create a timeline that outlines the causes and effects of the American Revolution. Instruct them to identify and chronologically order key events, such as the Stamp Act, Boston Tea Party, and the signing of the Treaty of Paris. Students should describe the causes of each event and the subsequent effects it had on the course of the revolution  **Interactive presentation:** Ask students to create an interactive presentation, such as a slideshow or video, that highlights the causes and effects of the American Revolution. Instruct them to incorporate visuals, quotes, and relevant examples to support their descriptions. Students can include interactive elements such as quizzes or discussion prompts to engage their audience.  **Research project:** Assign students a research project where they investigate and examine the contributions of African Americans, women, and the French during the American Revolution. Instruct them to explore primary and secondary sources to gather information about the roles, actions, and impact of these groups.  **Gallery walk or poster presentation:** Organize a gallery walk or poster presentation activity where students create displays highlighting the contributions of African Americans, women, and the French in the American Revolution. Each student or group can focus on one of the groups and present key individuals, events, or achievements. Assign classmates to walk through the gallery or view the posters and provide feedback or engage in discussions.  **Multimedia project:** Assign students to create a multimedia project, such as a video documentary or podcast, that explores the contributions of African Americans, women, and the French in the American Revolution. |
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| *9* | I can explain and analyze the major battles which led the colonists to defeat the British and I can analyze how North Carolina was impacted by the war as well as their role in the war.  8.H.2.3, 8.H.1.1 | **Battle analysis essay:** Assign students to write an essay analyzing the major battles of the American Revolution and their significance in the colonists' defeat of the British. Instruct them to select and describe key battles such as Lexington and Concord, Saratoga, or Yorktown. Students should explain the strategies, key events, and outcomes of each battle, and analyze how they contributed to the ultimate victory of the colonists.  **Graphic organizer:** Provide students with a graphic organizer or ask them to create their own to visually represent the major battles of the American Revolution. Instruct them to identify and describe key battles, including the locations, dates, commanders, and outcomes. Students should analyze the significance of each battle and the strategies employed by the colonists.  **Visual presentation:** Ask students to create a visual presentation, such as a slideshow or poster, that highlights the major battles of the American Revolution. Instruct them to include maps, images, and concise descriptions of each battle, along with an analysis of their significance. Students should effectively communicate the key events, strategies, and outcomes of the battles to demonstrate their understanding of how they contributed to the colonists' victory.  **Research-based essay:** Assign students to write an essay analyzing the impact of the American Revolution on North Carolina and its role in the war. Instruct them to research and gather information about key events, individuals, and contributions from North Carolina during the Revolutionary War. Students should analyze the social, political, and economic impacts of the war on the state and evaluate the significance of North Carolina's role in the overall outcome of the conflict.  **Group presentation:** Assign students to work in groups and prepare presentations on North Carolina's role in the American Revolution. Each group can focus on a specific aspect, such as military contributions, political leadership, or the impact on the civilian population. Instruct them to research and analyze primary and secondary sources to gather information. Students should present their findings, including key facts, analysis, and visual aids, to effectively communicate North Carolina's impact and role in the war. |
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| *10* | Review & Assessment | |
| **MODULE 4 GOVERNMENT (13 days)** | | |
| **Day #** | **Daily Learning Target** | **How will the daily learning target be assessed?** |
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| *1* | I can describe the reasoning for various ideals in the Articles of Confederation  8.C&G.1.1 | **Collaborative discussion:** Divide the class into small groups and assign each group a specific ideal or provision from the Articles of Confederation. Instruct students to research and prepare a discussion on the reasoning behind their assigned ideal.  **Visual representation:** Ask students to create a visual representation, such as an infographic or poster, that outlines and explains the reasoning behind various ideals in the Articles of Confederation. Instruct them to visually represent the ideals and provide concise descriptions or captions explaining the reasoning behind each one.  **Historical analysis essay:** Assign students to write a historical analysis essay that explores the reasoning behind the ideals in the Articles of Confederation. Instruct them to examine the historical events, debates, and challenges faced by the newly independent states that influenced the inclusion of specific ideals. Students should analyze the reasoning, consider both the benefits and drawbacks, and evaluate the effectiveness of the Articles of Confederation in addressing the concerns of the time.  **Written response**: Assign students to write a detailed explanation of the reasoning behind various ideals present in the Articles of Confederation. Instruct them to analyze and describe the reasons for specific provisions. |
| *2* | I can explain the failures of the first plan of the government and I can describe how Shay’s Rebellion was caused by the failures of the Articles of Confederation.  8.C&G.1.1, 8.H.1.1, 8.H.1.2 | **Written analysis:** Assign students to write an analysis that explains the failures of the first plan of government, referring to the Articles of Confederation. Instruct them to identify and describe specific aspects or provisions of the Articles of Confederation that contributed to its failures, such as the lack of a strong central government, difficulties in raising revenue, or challenges in enforcing laws**.**  **Graphic organizer**: Provide students with a graphic organizer or ask them to create their own to visually represent the failures of the first plan of government. Instruct them to identify and describe key aspects of the Articles of Confederation that led to its failures, such as the weak central government, lack of national unity, or inability to resolve disputes between states. Students should analyze the consequences of these failures and their impact on the functioning of the government.  **Written response:** Assign students to write a detailed response that describes how Shay's Rebellion was caused by the failures of the Articles of Confederation. Instruct them to provide historical context, explain the specific failures of the Articles of Confederation that contributed to the rebellion, and analyze the connection between those failures and the motivations of the rebels. Students should also describe the events and consequences of Shay's Rebellion.  **Cause-and-effect diagram:** Ask students to create a cause-and-effect diagram or flowchart that illustrates the relationship between the failures of the Articles of Confederation and Shay's Rebellion. Instruct them to identify and describe the failures of the Articles of Confederation that led to economic hardships, such as the inability to levy taxes or regulate commerce. Students should then trace the cause-and-effect relationship that connects these failures to the uprising of Shay's Rebellion.  **Historical analysis essay:** Assign students to write a historical analysis essay that examines how the failures of the Articles of Confederation contributed to the outbreak of Shay's Rebellion. Instruct them to conduct research on both the failures of the Articles of Confederation and the events of Shay's Rebellion. Students should analyze how specific failures, such as economic instability or lack of centralized authority, led to the grievances and frustrations that fueled the rebellion.  **Multimedia presentation:** Ask students to create a multimedia presentation, such as a video or slideshow, that describes how Shay's Rebellion was caused by the failures of the Articles of Confederation. Instruct them to include visuals, narration, and supporting evidence to explain the failures of the Articles of Confederation and their direct impact on the events of Shay's Rebellion. |
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| *3* | I can compare & contrast the views of the Federalists & Anti-Federalists.  8.H.1.1, 8.H.1.2 | **Venn diagram or T-chart:** Provide students with a Venn diagram or T-chart template and ask them to compare and contrast the views of the Federalists and Anti-Federalists. Instruct them to identify and describe the key beliefs, positions, and arguments of each group. Students should analyze similarities and differences in areas such as the role of government, the structure of the Constitution, and the balance of power between the states and the federal government.  **Written essay:** Assign students to write an essay that compares and contrasts the views of the Federalists and Anti-Federalists.  **Political cartoon analysis:** Provide students with political cartoons representing the views of the Federalists and Anti-Federalists. Instruct them to analyze the cartoons and identify visual and symbolic elements that convey the respective viewpoints. Students should then compare and contrast the messages, arguments, and attitudes portrayed in the cartoons.  **Research project:** Assign students a research project where they explore the views of the Federalists and Anti-Federalists in depth. Instruct them to gather primary and secondary sources that represent the perspectives of each group. Students should analyze the sources, identify key beliefs and arguments, and provide a comprehensive comparison of the views of the Federalists and Anti-Federalists. |
| *4* | I can describe the major goals outlined in the Preamble.  8.C&G.1.1 | **Graphic organizer:** Provide students with a graphic organizer that represents the Preamble of the United States Constitution. Instruct them to analyze the text and identify the major goals outlined in the Preamble. Students should describe each goal and provide a brief explanation of its significance.  **Summarized statements:** Ask students to create concise summarizations of each major goal outlined in the Preamble. Instruct them to write clear and succinct statements that capture the essence of each goal.  **Written response:** Assign students to write a written response that describes the major goals outlined in the Preamble. Instruct them to provide a detailed explanation of each goal and its significance in the context of the United States Constitution.  **Creative representation:** Encourage students to create a creative representation of the major goals outlined in the Preamble. This can take the form of artwork, a visual poster, a multimedia presentation, or any other creative medium. Instruct them to visually depict each goal and provide accompanying explanations or descriptions. |
| *5* | I can explain how the Constitution addressed & fixed the failures of the Articles of Confederation  8.C&G.1.1 | **Written response:** Assign students to write a comprehensive essay or a structured response that explains how the Constitution addressed and fixed the failures of the Articles of Confederation. Instruct them to identify and describe specific failures of the Articles, such as the weak central government and lack of federal power, and then analyze how the Constitution addressed these issues through the creation of a stronger federal government, separation of powers, checks and balances, and other relevant provisions.  **Compare and contrast chart:** Provide students with a compare and contrast chart or a table. Instruct them to compare the failures of the Articles of Confederation with the solutions provided by the Constitution. Students should list the specific failures and then describe the corresponding provisions in the Constitution that addressed and fixed those failures.  **Visual representation:** Ask students to create a visual representation, such as an infographic, timeline, or flowchart, that highlights the failures of the Articles of Confederation and the corresponding solutions in the Constitution. Instruct them to visually depict the key points and provide explanatory captions or annotations. |
| *6* | I can compare & contrast the roles and responsibilities of the 3 branches of government.  8.C&G.1.1 | **Venn diagram:** Provide students with a Venn diagram or a similar graphic organizer that allows them to compare and contrast the roles and responsibilities of the legislative, executive, and judicial branches of government. Instruct them to list the unique responsibilities of each branch in separate sections and identify the shared responsibilities in the overlapping sections.  **Written comparison:** Assign students to write a comparison essay or a structured response that compares and contrasts the roles and responsibilities of the three branches of government. Instruct them to provide detailed explanations of the functions, powers, and limitations of each branch, and analyze how they interact and complement each other.  **Group presentation:** Divide students into groups and assign each group one branch of government. Instruct them to prepare a presentation that compares and contrasts the roles and responsibilities of their assigned branch with the other two branches. Each group should highlight the unique functions and powers of their branch, discuss examples of how it exercises its authority, and explain how it interacts with the other branches.  **Case study analysis:** Provide students with case studies or scenarios that involve the interaction of the three branches of government. Instruct them to analyze the roles and responsibilities of each branch within the context of the given cases, and explain how they work together or come into conflict.  **Interactive discussion:** Facilitate an interactive class discussion where students actively participate in comparing and contrasting the roles and responsibilities of the three branches of government. Pose questions and prompts that encourage students to share their insights, provide examples, and engage in critical thinking. |
| *7* | I can explain how each branch can ‘check’ the other branches and I can describe the purpose of checks & balances.  8.C&G.1.1 | **Written response:** Assign students to write an explanatory essay or a structured response that outlines how each branch of government can check the powers of the other branches. Instruct them to provide specific examples and explanations of the checks and balances established by the Constitution.  **Graphic organizer:** Provide students with a graphic organizer or a similar visual tool that illustrates the checks and balances between the three branches of government. Instruct them to identify and describe the specific checks each branch has over the others. Students can use arrows, lines, or other symbols to indicate the nature of the checks and explain their significance.  **Interactive multimedia presentation:** Ask students to create an interactive multimedia presentation that explains how each branch can check the other branches. They can use digital tools to create slides, videos, or interactive elements that highlight the checks and balances.  **Written explanation:** Assign students to write a clear and concise explanation of the purpose of checks and balances. Instruct them to describe why checks and balances are necessary in a system of government, what they aim to achieve, and how they contribute to the functioning of a democratic society.  **Concept map or graphic organizer:** Provide students with a concept map or a graphic organizer and ask them to visually represent the purpose of checks and balances. Instruct them to identify and illustrate the key concepts and ideas related to checks and balances, such as preventing abuse of power, ensuring accountability, and maintaining a balance of authority.  **Real-world application analysis:** Assign students to analyze real-world examples where checks and balances have played a crucial role. They can examine historical events, current events, or case studies related to government systems and institutions. Instruct them to describe how checks and balances have been effective in preventing the abuse of power, promoting accountability, or maintaining a balance of authority in these situations.  **Peer teaching or presentation:** Divide students into pairs or small groups and assign each group the task of preparing a teaching presentation on the purpose of checks and balances. Instruct them to research and gather relevant information, create visual aids, and deliver a presentation to their classmates. |
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| *8* | I can explain the rights listed in the Bill of Rights  8.C&G.1.1, 8.H.1.1 | **Visual representation:** Ask students to create a visual representation or infographic that explains the rights listed in the Bill of Rights. They can use diagrams, charts, or illustrations to highlight each right and its associated concepts.  **Collaborative discussion:** Organize a class discussion where students can collectively explore and explain the rights listed in the Bill of Rights. Provide guiding questions or prompts to facilitate the discussion, such as "What does this right protect?" or "Why is this right important in a democratic society?" Assess students based on their contributions to the discussion, their ability to articulate their understanding of the rights, and their engagement with their peers' explanations and interpretations.  **Multimedia presentation:** Ask students to create a multimedia presentation, such as a video or slideshow, that explains the rights listed in the Bill of Rights. They can incorporate visuals, audio, and narration to convey their explanations effectively. |
| *9* | I can categorize the rights listed in the Bill of Rights as either individual freedoms, rights of the accused or protection of government power  8.C&G.1.1, 8.H.1.1 | **Sorting activity:** Provide students with a list of the rights listed in the Bill of Rights, either in their entirety or in summarized form. Instruct them to categorize each right into one of the three categories: individual freedoms, rights of the accused, or protection of government power. This can be done through a physical sorting activity with cards or a digital sorting activity using online tools. Assess their ability to accurately categorize the rights and explain their reasoning for each placement.  **Graphic organizer:** Provide students with a graphic organizer that consists of three columns representing individual freedoms, rights of the accused, and protection of government power. Instruct them to fill in the organizer by listing the specific rights from the Bill of Rights under the appropriate category.  **Role-playing activity:** Divide students into small groups and assign each group a specific right from the Bill of Rights. Instruct them to create a short skit or role-play scenario that demonstrates the application of that right in a real-life situation. After performing the skit, have the class discuss and determine which category the right belongs to. |
| *10* | I can analyze early challenges to the United States.  8.C&G.1.1, 8.H.1.1 | **Written analysis:** Assign students to write an analytical essay or research paper on early challenges faced by the United States. Instruct them to identify and discuss specific challenges that the country encountered during its early years, such as political conflicts, economic difficulties, foreign relations issues, or social tensions.  **Visual representation:** Ask students to create visual representations, such as infographics, timelines, or concept maps, that illustrate and analyze early challenges to the United States. Instruct them to identify and categorize different challenges, provide explanations or descriptions for each challenge, and depict the connections or relationships between these challenges.  **Oral presentation:** Have students deliver oral presentations on specific early challenges faced by the United States. Each student can choose a particular challenge, conduct research, and present their findings to the class. They should explain the nature of the challenge, discuss its historical context, analyze its impact, and evaluate the responses or solutions implemented. |
| *11* | I can examine the role George Washington played in the Whiskey Rebellion.  8.C&G.1.1, 8.H.1.1 | **Research-based essay:** Assign students to write an essay that examines the role of George Washington in the Whiskey Rebellion. Instruct them to conduct research on the rebellion, George Washington's actions and decisions, and the historical context surrounding the event. Students should analyze Washington's motivations, his response to the rebellion, and the impact of his actions on the outcome.  **Multimedia presentation:** Ask students to create a multimedia presentation, such as a video or slideshow, that examines George Washington's role in the Whiskey Rebellion. Instruct them to incorporate visuals, text, and narration to present an overview of the rebellion, discuss Washington's actions and motivations, and analyze the impact of his involvement.  **Class discussion:** Facilitate a class discussion where students can explore and analyze George Washington's role in the Whiskey Rebellion. Provide guiding questions or prompts to stimulate discussion, such as "What were the key decisions made by Washington during the rebellion?" or "How did Washington's actions shape the outcome and public perception of the rebellion?" |
| *12* | I can summarize the main points in Washington’s Farewell Address  8.C&G.1.1, 8.H.1.1 | **Summary writing:** Ask students to write a concise summary of the main points in Washington's Farewell Address. Instruct them to read the address carefully, identify the key themes or ideas, and condense the information into a clear and coherent summary.  **Graphic organizer:** Provide students with a graphic organizer, such as a concept map or a summarization chart, and ask them to fill it out based on Washington's Farewell Address. Instruct them to identify the main ideas or themes in the address and organize them in a visual format. Students can use bullet points, keywords, or short phrases to summarize each main point.  **Collaborative discussion**: Divide students into small groups and assign each group a different section or aspect of Washington's Farewell Address. Instruct them to read and analyze their assigned portion, discuss the main points, and summarize them as a group. Each group can then present their summary to the class, and students can engage in a collaborative discussion to compare and contrast the main points across different sections.  **Visual representation:** Ask students to create a visual representation, such as a poster or infographic, that summarizes the main points in Washington's Farewell Address. Instruct them to select the most important ideas, use visuals, text, and symbols to represent them, and provide a brief explanation or summary alongside each point.  **Quiz or assessment questions:** Develop a set of quiz or assessment questions that require students to demonstrate their understanding of the main points in Washington's Farewell Address. These questions can be in multiple-choice, short-answer, or essay format. |
| *13* | Review & Assessment [US Government Unit Test](https://resources.finalsite.net/images/v1551130473/davisk12utus/ixxczo3xmgbmeps1gy0t/USGovernmentandCitizenshipTest-PracticeTest2019.pdf) | |
| ***End of 1st 9 Weeks*** | | |

***\*\*\*ESTIMATED Start of Second Nine Weeks\*\*\****

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| **MODULE 5: EXPANSION (13 days)** | | |
| **Day #** | **Daily Learning Target** | **How will the daily learning target be assessed?** |
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| 1-2 | I can analyze the geographical, political and economic effects of the Louisiana Purchase  8.G1.5 | **Create a Historical Expedition:** Divide students into small groups and assign each group a specific aspect of the Louisiana Purchase's effects (geographical, political, or economic). Ask them to imagine they are part of a historical expedition tasked with documenting and analyzing the impact of the purchase. They can prepare presentations or multimedia projects showcasing their findings, complete with maps, visuals, and narratives.  **Historical Debate**: Organize a class debate where students take on the roles of key historical figures involved in the Louisiana Purchase, such as Thomas Jefferson, Napoleon Bonaparte, or Meriwether Lewis. Assign each student a specific perspective (geographical, political, or economic) and have them debate the pros and cons of the purchase from that standpoint. Encourage students to use historical evidence and persuasive arguments to support their positions.  **Multimedia Presentations:** Allow students to demonstrate their understanding of the effects of the Louisiana Purchase through multimedia presentations. They can create videos, interactive slideshows, or podcasts highlighting the geographical, political, and economic aspects. Encourage them to use visuals, sound effects, and narration to engage their classmates and present their findings in a captivating manner.  **Historical Mapping Project:** Assign students the task of creating an interactive map that showcases the geographical, political, and economic effects of the Louisiana Purchase. They can use online mapping tools or even hand-draw their maps. The maps should include markers or layers highlighting important locations, events, and changes related to the purchase. Students can then present their maps to the class, explaining the significance of each marker.  **Simulated Town Hall Meeting:** Organize a simulated town hall meeting where students take on the roles of citizens living in the newly acquired territories after the Louisiana Purchase. Assign different roles, such as farmers, merchants, Native Americans, or government officials, and encourage students to discuss and debate the geographical, political, and economic effects they experienced. This interactive activity will allow students to understand the various perspectives and engage in lively discussions.  **Historical News Reports:** Divide students into small groups and assign each group a specific effect of the Louisiana Purchase. Ask them to create engaging news reports as if they were journalists reporting on the purchase. They can include interviews with historical figures, dramatizations, and visual elements to make the reports engaging and informative. Afterward, students can present their news reports to the class. |
| 3-4 | I can explain the economic, political, racial, and religious roots of Manifest Destiny and analyze how the concept influenced the nation's westward expansion  8.H.2.1, 8.G1.5 | **Role-Playing Activity:** Organize a role-playing activity where students take on the roles of key historical figures, such as James K. Polk, Andrew Jackson, or Native American leaders. Divide students into small groups representing different perspectives (economic, political, racial, and religious). Conduct a mock debate or negotiation session where students discuss and defend their viewpoints on Manifest Destiny and its influence on westward expansion. Encourage students to prepare persuasive arguments and engage in respectful dialogue.  **Artistic Expression:** Allow students to express their understanding of Manifest Destiny and its roots through artistic means. Assign each student or group a specific aspect (economic, political, racial, religious) and ask them to create artwork, such as posters or collages, that symbolically represents the concept and its impact. Students can present their artwork to the class and explain the symbolism behind their creations.  **Historical Inquiry Project:** Encourage students to conduct a research project on a specific aspect of Manifest Destiny and its influence on westward expansion. Provide guiding questions related to economics, politics, race, and religion to help them investigate primary and secondary sources. Students can create a multimedia presentation, a research paper, or a video documentary to showcase their findings, perspectives, and conclusions. |
| 5-6 | I can analyze the causes and effects of the War of 1812  8.H.1.1 | **Historical Trial:** Divide the class into groups and assign each group a specific historical figure or group involved in the War of 1812, such as President James Madison, Native American leaders, British officials, or American military commanders. Organize a mock trial where each group presents arguments, evidence, and witnesses to defend their perspective on the causes or effects of the war. Encourage students to research and role-play their assigned characters to make the trial engaging and informative.  **Create a Historical Comic Strip:** Allow students to work individually or in small groups to create a comic strip that illustrates the causes and effects of the War of 1812. Encourage them to include dialogue, captions, and visuals to convey the historical events and their significance. This visual and creative approach allows students to demonstrate their understanding while catering to different learning styles.  **Historical Role Play**: Assign students specific roles, such as President James Madison, Native American leaders, British officials, or American military commanders. Ask them to research their assigned roles and prepare short monologues or dialogues that explore the causes and effects of the War of 1812 from their perspective. Allow students to perform their role play in front of the class, promoting historical empathy and understanding.  **Historical Infographics:** Assign students the task of creating infographics that visually represent the causes and effects of the War of 1812. Provide them with guidelines on content, such as including key events, individuals, and the connections between causes and effects. Students can use digital tools or draw infographics by hand, allowing for differentiated assessments based on their technological preferences or artistic skills.  **Choice Boards:** Develop a choice board with different tasks related to the causes and effects of the War of 1812. Offer a variety of activities, such as creating a skit, writing a persuasive essay, designing a board game, or conducting a historical interview. Students can choose activities that align with their interests and strengths, allowing for differentiated assessment while ensuring engagement. |
| 7 | I can explain the purpose of the Monroe Doctrine.  8.H.1.2 | **Create a Political Cartoon:** Assign students the task of creating a political cartoon that illustrates the purpose of the Monroe Doctrine. Encourage them to incorporate symbols, characters, and captions that represent the main ideas and goals of the doctrine. Students can use digital tools or traditional drawing materials, allowing for differentiated assessments based on their artistic preferences or skills.  **Collaborative Concept Map:** Divide students into small groups and provide each group with a large sheet of paper or a digital concept mapping tool. Instruct them to create a collaborative concept map that visually represents the purpose of the Monroe Doctrine. Students can use keywords, arrows, and illustrations to demonstrate the connections between different aspects of the doctrine. This activity promotes collaboration, critical thinking, and visual organization skills.  **Role-Play Interview**: Have students participate in a role-play interview, where they take on the role of a historical figure related to the Monroe Doctrine, such as James Monroe, John Quincy Adams, or a journalist from that time period. Students can prepare questions and answers that explore the purpose and motivations behind the doctrine. This activity encourages historical empathy, research skills, and oral communication.  **Written Analysis with Multiple Formats:** Provide students with the option to choose their preferred written format to analyze the purpose of the Monroe Doctrine. They can choose to write a persuasive essay, a newspaper article, a letter to a European leader, or even a fictional diary entry from the perspective of someone affected by the doctrine. Differentiated instruction is incorporated by allowing students to choose a format that aligns with their writing strengths and interests. |
| 8 | I can compare & contrast various perspectives involved in the Indian Removal Act.  8.G.1.4, 8.C&G.1.3 | **Voices from the Past" Role-Play**  Divide students into small groups and assign each group a specific role to represent, such as a Native American chief, President Andrew Jackson, a missionary, or a concerned citizen. Encourage students to research their assigned role and their corresponding perspectives on the Indian Removal Act. Then, conduct a role-play activity where each group presents their viewpoints, engaging in a lively debate or discussion.  **Visual Representation:** Ask students to create a visual representation (poster, infographic, or comic strip) that depicts the different perspectives involved in the Indian Removal Act. The visual should include key arguments, emotions, and historical events associated with each perspective.  **Letter-Writing Campaign:** Assign students the task of writing letters from different perspectives involved in the Indian Removal Act. For instance, they could write a letter as a Native American leader pleading their case to the government or a concerned citizen expressing opposition to the Act. Emphasize the importance of empathy and understanding different viewpoints.  **Reflective Journal**: Provide students with a series of thought-provoking questions and prompts related to the Indian Removal Act. Ask them to write journal entries reflecting on the different perspectives they have studied. Encourage students to analyze the complexities, ethical considerations, and long-term consequences of the Act. |
| 9 | I can describe Jacksonian Democracy & critique its policies.  8.G.1.4, 8.C&G.1.3 | **Policy Infographic:** Ask students to create an infographic that visually represents the key policies of Jacksonian Democracy. They should include the main features, such as universal white male suffrage, spoils system, Indian removal, and the Bank War. Additionally, students should critique each policy by providing arguments for and against its effectiveness, fairness, and long-term impact.  **Editorial Writing:** Have students write editorials for a fictional newspaper, representing different perspectives on Jacksonian Democracy. They can choose to write as a supporter of Jackson, an opponent, or an individual affected by his policies. Emphasize the importance of logical reasoning, historical context, and effective persuasive writing techniques.  **Primary Source Analysis:** Provide students with primary sources, such as speeches, letters, and newspaper articles, related to Jacksonian Democracy. Assign different sources to small groups and ask them to critically analyze the content. Students should identify arguments, biases, and evidence presented in the sources. Each group presents their findings, highlighting both support and critique of Jacksonian Democracy.  **Podcast**. Divide the class into small groups and assign each group a specific aspect of Jacksonian Democracy to focus on, such as suffrage, Indian removal, economic policies, or political reforms. In their groups, students create a podcast episode discussing the assigned topic. They should present a balanced analysis that includes both the achievements and criticisms of Jacksonian Democracy. The podcast episodes can be shared within the class or published for a wider audience. |
| 10 | I can analyze the effects of the Indian Removal Act on Native American tribes  8.G.1.4, 8.C&G.1.3 | **Journey on the Trail.** Divide the class into small groups, assigning each group a specific Native American tribe affected by the Indian Removal Act, such as the Cherokee, Choctaw, Creek, Seminole, or Chickasaw. Each group researches their assigned tribe's history, culture, and experiences during the forced removal. Students create a visual representation of their tribe's journey on the Trail of Tears, including key events, hardships, and emotions. They can use maps, drawings, or digital tools to depict the journey.  **Infographic Gallery Walk:** Assign each student or small group a specific aspect of the effects of the Indian Removal Act, such as loss of land, cultural assimilation, forced resettlement, or mortality rates. Students create infographics representing their assigned aspect and display them in a gallery walk format. Classmates tour the gallery, taking notes on each infographic and engaging in discussions about the effects.  **Cause and Effect Analysis:** Provide students with a cause and effect graphic organizer related to the Indian Removal Act. Students identify and analyze the causes that led to the Act, such as expansionist ideologies, conflicts over land, or political motivations. They then examine the effects of the Act on Native American tribes, both immediate and long-term, such as loss of ancestral lands, cultural disruption, population decline, and intergenerational trauma. |
| 11 | I can explain how western expansion increased sectionalism within the United States.  8.G1.5, 8.H.1.1 | **Editorial Cartoon Creation:** Students create editorial cartoons that illustrate the impact of western expansion on sectionalism. They should depict key events, conflicts, and sentiments that fueled sectional tensions. Encourage students to use symbols, captions, and visual metaphors to convey their message effectively. After creating the cartoons, students write a reflection explaining the historical context and significance of their artwork.  **Sectional Collage:** Students create collages representing the different sections of the United States during the era of western expansion. They should include images, headlines, and quotes that depict the economic, social, and political aspects of each section. Students write a brief analysis explaining how these collages demonstrate the growth of sectionalism and its connection to western expansion. |
| 12 | I can analyze the geographical, political and economic effects of the Mexican-American War  8.G1.5, 8.H.1.1 | **Territory Mapping.** Provide students with maps of the United States before and after the Mexican-American War. In small groups, students analyze the changes in territorial boundaries resulting from the war. They identify and label the acquired territories, such as the Mexican Cession and the Gadsden Purchase. Students then discuss the geographical implications of these changes, considering factors like natural resources, migration patterns, and potential conflicts.  **Cause and Effect Graphic Organizer:** Provide students with a cause and effect graphic organizer related to the Mexican-American War. Students identify and analyze the causes that led to the war, such as territorial disputes, the concept of manifest destiny, and conflicts over Texas annexation. They then examine the political and economic effects of the war, both for the United States and Mexico. Students should identify and explain the long-term consequences of these effects.  **Political Cartoon Analysis:** Provide students with a collection of political cartoons from the era of the Mexican-American War. In small groups, students analyze the cartoons, identifying symbols, caricatures, and visual metaphors. Ask them to interpret the cartoons in the context of the war's political impact. Each group presents their findings to the class, discussing the intended messages and possible criticisms embedded in the cartoons.  **Multimedia Presentation:** Assign each student or small group a specific aspect of the Mexican-American War's impact, such as territorial expansion, political shifts, or economic transformation. Students create multimedia presentations (e.g., PowerPoint, video, or digital storytelling) that provide a comprehensive analysis of their assigned aspect. The presentations should include visuals, maps, graphs, and historical evidence to support their analysis. |
| 13 | Review & Assessment [Expansion Quiz](https://teachnthrive.com/exams/quiz-westward-expansion-with-pdf-download/) | |
| **MODULE 6: Civil War/ Reconstruction (17 days)** | | |
| **Day #** | **Daily Learning Target** | **How will the daily learning target be assessed?** |
|
| 1-2 | I can analyze how the differences (economic, social and political) of the North and South led to conflict.  8.G.1.2, 8.G.1.1, 8.E.1.2 | **Regional Showdown Game.** Divide the class into two teams, representing the North and the South. Students participate in a game that highlights the economic, social, and political differences between the regions. Each team takes turns answering questions or completing tasks related to these differences. Questions can cover topics such as industrialization, slavery, agriculture, transportation, and political ideologies. The game encourages friendly competition while promoting a deeper understanding of the regional disparities that contributed to conflict.  **Debate Tournament:** Organize a debate tournament where students research and defend the interests of the North or the South. Students prepare arguments and evidence to support their regional perspective, showcasing how the economic, social, and political differences fueled conflict. Encourage respectful and evidence-based arguments, and provide guidance on structuring debates and rebuttals.  **North-South Differences Graphic Organizer**. Provide students with the empty graphic organizer and assign them to research and fill in the relevant information for each section. They can use textbooks, online resources, primary sources, or class materials to gather information about the economic, social, and political differences between the North and South. Students should focus on identifying key factors and explaining how these differences contributed to conflict.  Once completed, students can use their graphic organizers to write a brief analysis or essay that synthesizes the information and discusses how these differences ultimately led to conflict between the North and South. |
| 3 | I can describe the contributions of various Abolitionists (Harriet Tubman, Frederick Douglass, John Brown, etc)  8.H.1.3, 8.H.2.2 | **Abolitionist Biography Fair.** Organize an Abolitionist Biography Fair where students become experts on different abolitionists. Assign each student or small group an abolitionist figure, such as Harriet Tubman, Frederick Douglass, John Brown, Sojourner Truth, or William Lloyd Garrison. Students research their assigned abolitionist, focusing on their background, key contributions, methods, and impact on the abolitionist movement. During the fair, students set up booths with visuals, and interactive elements to showcase their abolitionist's life and work. Students rotate around the fair, learning about each abolitionist and engaging in discussions.  **Abolitionist Character Analysis:** Assign students an abolitionist character to analyze and develop a character profile. Students should research and examine the motivations, challenges, and accomplishments of their assigned abolitionist. They can create a character sketch, write a journal entry, or even present a monologue to embody the abolitionist's persona.  **Collaborative Abolitionist Timeline:** Divide the class into small groups, with each group focusing on one abolitionist. Groups create a timeline showcasing the major events, milestones, and contributions of their assigned abolitionist. Encourage students to include visuals, quotes, and descriptions that capture the essence of their abolitionist's impact. Once completed, groups can present their timelines and discuss the interconnectedness of the various abolitionist movements.  **Abolitionist Poster Campaign:** Assign each student or small group an abolitionist and have them create a persuasive poster campaign that highlights their abolitionist's contributions and message. Students should consider the target audience, visual design, and persuasive language to effectively communicate the importance of their abolitionist's work. Encourage students to be creative and use compelling visuals and slogans to engage viewers.  **Multimedia Presentation:** Assign each student or small group an abolitionist and have them create multimedia presentations (e.g., PowerPoint, video, or digital storytelling) that explore the contributions and impact of their assigned abolitionist. Students should include visuals, primary source excerpts, and historical evidence to support their analysis. Encourage them to present their abolitionist's story in a captivating and informative manner. |
| 4 | I can identify causes that led to the abolition of slavery  8.H.1.3, 8.H.2.2 | **Underground Railroad Escape Room.** Transform your classroom into an Underground Railroad-themed escape room. Students work in small groups to solve puzzles, riddles, and challenges related to the causes of abolition. Each puzzle reveals a clue about a specific cause or event that contributed to the abolition of slavery. Students must work collaboratively, using critical thinking skills and historical knowledge, to escape the room. This interactive activity creates an immersive experience that engages students in a hands-on exploration of the causes of abolition.  **Cause and Effect Diagram:** Provide students with a cause and effect diagram template. In small groups, students analyze and identify the causes that led to the abolition of slavery. They categorize these causes into social, political, and moral factors. Students draw connections between the causes and their effects, explaining how each cause contributed to the ultimate goal of abolition. The diagram can be visually enhanced with images, symbols, and captions to depict the interconnectedness of the causes.  **Creative Writing:** Assign students to write a persuasive letter or speech advocating for the abolition of slavery. Students should incorporate the causes they have identified and use historical evidence to support their arguments. Encourage students to assume the roles of key historical figures or fictional characters to bring their writing to life. They can present their letters or speeches to the class, fostering discussion and reflection on the causes of abolition.  **Multimedia Presentation:** Divide the class into small groups and assign each group a cause or event that contributed to the abolition of slavery, such as the Enlightenment ideals, religious movements, the American Revolution, or the impact of slave narratives. Groups create multimedia presentations (e.g., PowerPoint, video, or digital storytelling) that explore their assigned cause in detail. Presentations should include visuals, primary source excerpts, and historical evidence to illustrate the significance of the cause. Students can present their findings to the class, promoting a comprehensive understanding of the causes of abolition.  **Visual Timeline:** Assign students or small groups specific causes or events that led to the abolition of slavery. Students create visual timelines that depict the chronological order and significance of these causes. They can use drawings, symbols, and captions to represent each cause, and include relevant dates and descriptions. This visual representation helps students grasp the progression of the abolitionist movement and the factors that influenced its success.  **Socratic Seminar:** Conduct a Socratic seminar where students engage in a guided discussion on the causes of abolition. Prepare a set of open-ended questions that encourage critical thinking and analysis. Students take turns sharing their perspectives, supporting their ideas with evidence from their research. The seminar allows students to actively participate in thoughtful dialogue and gain insights from their peers. |
| 5-6 | I can explain and describe various causes of the Civil War.  8.H.1.1, 8.H.1.2 | **Cause and Effect Graphic Organizer:** Provide students with a cause and effect graphic organizer template. Students independently or in small groups identify and describe the various causes of the Civil War, such as slavery, sectionalism, economic differences, and political disagreements. They analyze the connections between these causes and their effects, explaining how each cause contributed to the outbreak of the war. The graphic organizer promotes critical thinking and helps students visualize the cause-and-effect relationships.  **Collaborative Jigsaw Activity:** Divide the class into small groups and assign each group a specific cause of the Civil War, such as slavery, states' rights, or economic differences. Students become experts on their assigned cause, conducting research to gather information and evidence. Then, regroup the students so that each new group has one representative from each cause. In their new groups, students share their research findings and engage in discussions to understand how the different causes interconnected to ignite the Civil War. They collaborate to create a comprehensive cause-and-effect chart or presentation that demonstrates their collective understanding.  **Multimedia Presentation:** Assign each student or small group a specific cause of the Civil War and have them create multimedia presentations (e.g., PowerPoint, video, or digital storytelling) to explain and describe their assigned cause. Students should incorporate visuals, primary source excerpts, and historical evidence to support their analysis. They can present their presentations to the class, promoting engagement and deeper understanding of the causes of the Civil War. |
| 7 | I can describe the role the Election of 1860 played in the start of the Civil War.  8.H.1.1, 8.H.1.2 | **Campaign Headquarters Simulation.** Transform your classroom into campaign headquarters for the 1860 presidential election. Divide the class into small groups, with each group representing a different political party: Republican, Democratic, Constitutional Union, and Southern Democrats. Each group researches their party's platform, candidate, and campaign strategies. Students create campaign materials such as posters, speeches, slogans, and buttons. They engage in mock debates, analyze primary sources, and strategize their party's approach to win the election. The activity culminates in a class-wide campaign event where each group presents their candidate and platforms to the rest of the class.  **Campaign Speeches:** Assign each student or small group a specific candidate from the Election of 1860 (e.g., Abraham Lincoln, Stephen Douglas, John Bell, or John C. Breckinridge). Students research their assigned candidate and write a persuasive campaign speech. Encourage students to incorporate the candidate's stance on key issues and the impact their election might have on the country. Students can deliver their speeches in front of the class, promoting public speaking skills and demonstrating their understanding of the election's significance.  **Political Cartoon Analysis:** Provide students with a selection of political cartoons from the Election of 1860. Assign each student or small group a specific cartoon and have them analyze its symbolism, imagery, and message. Students explain how the cartoon reflects the tensions and issues surrounding the election and the role it played in the start of the Civil War. They can present their analysis through written responses, multimedia presentations, or class discussions.  **Electoral College Simulation:** Divide the class into groups representing the different states in the 1860 election. Assign each group a specific state and provide them with information about the state's demographics, economic interests, and political leanings. Students research the state's election outcome and determine how their state's votes influenced the overall election results. They analyze the impact of key swing states and their role in shaping the outcome of the Election of 1860. Students can present their findings through visual representations, written reports, or interactive discussions.  **Newspaper Article Writing:** Ask students to imagine themselves as journalists reporting on the Election of 1860. Assign each student or small group a specific perspective, such as a Northern newspaper, Southern newspaper, or a neutral press outlet. Students research their assigned perspective and write newspaper articles that describe the election, its outcome, and the potential implications for the country. They should consider the role the election played in the start of the Civil War and how different regions reacted to the results. Students can share their articles in a class newspaper or through oral presentations. |
| 8 | I can examine the contributions of African Americans and women in the Civil War  8.H.1.3, 8.H.2.3 | **Living History Museum.** Transform your classroom into a living history museum showcasing the contributions of African Americans and women in the Civil War. Divide the class into small groups, with each group researching and representing a notable figure or group such as Harriet Tubman, Frederick Douglass, the United States Colored Troops, or the nurses of the Civil War. Each group creates a display or interactive exhibit featuring photographs, primary source excerpts, and multimedia elements that bring their chosen figure or group to life. Students become docents for the museum, guiding visitors through the exhibits and sharing the stories and accomplishments of their assigned heroes.  **Hero Spotlight Presentation:** Assign each student or small group a specific African American or female figure from the Civil War. Students research their assigned hero's background, contributions, and impact on the war effort. They create multimedia presentations (e.g., PowerPoint, video, or digital storytelling) that highlight their hero's achievements and significance. Encourage students to incorporate visuals, primary sources, and historical evidence to support their presentations. Students can present their findings to the class, fostering engagement and a comprehensive understanding of the contributions of African Americans and women in the Civil War.  **Diary or Journal Entry:** Ask students to imagine themselves as an African American soldier or a female nurse during the Civil War. Students write diary or journal entries that detail their experiences, challenges, and contributions during the war. They should incorporate historical facts and primary source excerpts to provide authentic perspectives. Students can share their entries through a gallery walk or in small groups, promoting empathy and historical understanding.  **Collaborative Research Project:** Divide the class into small groups and assign each group a specific topic related to the contributions of African Americans or women in the Civil War, such as the Underground Railroad, the Emancipation Proclamation, the role of African American regiments, or the Sanitary Commission. Each group conducts research, using a variety of sources, and creates a collaborative research project that explores their assigned topic in depth. Students can choose the format of their project, such as a poster, infographic, multimedia presentation.They present their projects to the class, encouraging critical thinking and a comprehensive understanding of the contributions of African Americans and women in the Civil War.  **Historical Role Play:** Divide the class into pairs or small groups and assign each group a specific scenario related to the contributions of African Americans or women in the Civil War. For example, one group can role-play a meeting between Frederick Douglass and Abraham Lincoln, discussing the recruitment of African American soldiers. Another group can act out a conversation between a female nurse and a wounded soldier, highlighting the challenges and importance of their contributions. Students engage in discussions, research, and scriptwriting to prepare for their role play. They perform their scenes in front of the class, fostering empathy, historical understanding, and public speaking skills.  **Multimedia Timeline:** Assign each student or small group a specific event or contribution related to African Americans or women in the Civil War. Students create a multimedia timeline that showcases the chronological order of these events or contributions, incorporating images, primary source excerpts, and brief explanations. The timelines can be presented digitally or in a physical display. Students share their timelines with the class, promoting visual learning and a comprehensive understanding of the contributions made by African Americans and women throughout the war. |
| 9-10 | I can explain and analyze the major battles which led the Union to defeat the Confederacy  8.H.1.3, 8.H.2.3 | **Battle Analysis Essay**: Assign each student or small group a specific major battle that contributed to Union victory, such as Gettysburg, Antietam, or Vicksburg. Students research their assigned battle and write an analysis essay that explains the key events, strategies, and outcomes of the battle. They should analyze the significance of the battle in shifting the course of the war and ultimately leading to Union victory. Students can incorporate primary source excerpts, maps, and illustrations to support their analysis. Encourage them to consider multiple perspectives and discuss the consequences of the battle on the Confederacy. This assessment strategy allows for individual research, critical thinking, and effective written communication.  **Interactive Battle Mapping:** Provide students with large-scale battle maps of key engagements such as Gettysburg, Antietam, or Vicksburg. Assign each student or small group a specific battle, and instruct them to mark and annotate the map with relevant information such as troop movements, key objectives, and significant events. Students should explain the significance of each marked element and analyze how it contributed to Union victory. They can present their maps to the class, fostering visual learning, and encouraging a comprehensive understanding of the battles' importance. |
| 11 | I can summarize the meaning and importance of the Emancipation Proclamation  8.H.1.3, 8.H.2.3 | **Creative Writing:** Assign each student or small group a specific perspective related to the Emancipation Proclamation, such as an enslaved person, a Union soldier, or a Northern abolitionist. Students write a creative narrative or journal entry from their assigned perspective, imagining the emotions, thoughts, and experiences surrounding the proclamation. They should capture the significance of the proclamation in their character's life and reflect on its meaning and importance. Students can share their writings through readings, group discussions, or multimedia presentations.  **Visual Representation:** Instruct students to create a visual representation of the Emancipation Proclamation using a medium of their choice, such as a poster, infographic, or comic strip. Students should summarize the main points of the proclamation, highlight its impact on enslaved individuals and the nation, and visually convey its significance. They can present their visual representations to the class, explaining their design choices and engaging in discussions about the meaning and importance of the proclamation.  **Reflective Podcast:** Ask students to research and analyze the Emancipation Proclamation independently or in small groups. Then, instruct them to create a reflective podcast episode where they summarize the meaning and importance of the proclamation. Students can script their episodes, incorporating historical context, primary source excerpts, and personal reflections on the proclamation's impact. They can record their podcasts and share them with the class or create a class podcast series on the Emancipation Proclamation. |
| 12 | I can describe the effects of the Civil War  8.H.2.2, 8.H.1.1 | **Gallery Walk.** Transform your classroom into a gallery walk showcasing the effects of the Civil War. Divide the class into small groups, with each group focusing on a different aspect of the war's impact, such as political changes, social transformations, economic shifts, or the experience of African Americans and women. Each group creates a display with visual representations, primary source excerpts, and interactive elements to illustrate the effects. Students become gallery guides, leading their peers through the displays and facilitating discussions about the various effects of the Civil War.  **Cause and Effect Graphic Organizer:** Provide students with a cause and effect graphic organizer related to the effects of the Civil War. Assign each student or small group a specific effect to focus on, such as the abolition of slavery, the growth of industry, or the Reconstruction era. Students research and complete their portion of the graphic organizer, identifying the causes that led to the effect and explaining the consequences. This strategy promotes critical thinking, organization, and understanding of the interconnected nature of the war's effects.  **Personal Reflection Letter:** Ask students to imagine themselves as individuals living during the aftermath of the Civil War, such as former enslaved persons, soldiers returning home, or citizens grappling with the war's consequences. Students write a personal reflection letter expressing their thoughts, emotions, and observations about the effects of the war on their lives. They should incorporate historical facts, primary source excerpts, and empathy to provide authentic perspectives. Students can share their letters through partner exchanges, small group discussions, or as part of a class reflective writing activity.  **Multimedia Presentation:** Assign each student or small group a specific effect of the Civil War, such as the impact on women's rights, the rise of the industrial economy, or the challenges of Reconstruction. Students create multimedia presentations (e.g., PowerPoint, video, or digital storytelling) that describe and analyze their assigned effect. They should incorporate visuals, primary source excerpts, and historical evidence to support their presentation. Students can present their findings to the class, fostering engagement, digital literacy, and a comprehensive understanding of the war's effects. |
| 13 | I can analyze how North Carolina was impacted by the war as well as their role in the war  8.H.2.2, 8.H.1.1 | **Civil War Documentary:** Assign each student or small group a specific aspect of North Carolina's impact or role in the war, such as battles fought within the state, contributions of North Carolinian soldiers, or the state's economic and political changes during the war. Students create a mini-documentary that summarizes and analyzes their assigned aspect. They can incorporate visuals, primary source excerpts, interviews, or reenactments to bring their topic to life. Students present their documentaries to the class, promoting research skills, media literacy, and effective communication.  **North Carolina's Role in the War Timeline:** Assign each student or small group a specific period of time during the Civil War, such as 1861-1862, 1863-1864, or 1865. Students create a timeline that highlights key events, battles, and contributions specific to North Carolina during their assigned period. They explain the significance of these events and analyze North Carolina's role in the broader context of the war. Students can present their timelines to the class, fostering chronological thinking, research skills, and historical analysis. |
| 14 | I can evaluate the effectiveness of the Reconstruction Amendments.  8.H.1.4, 8.C&G.2.1 | **Historical Analysis Essay:** Provide students with a list of thought-provoking essay prompts related to the Reconstruction Amendments. Students will choose one prompt and write an essay analyzing the impact and effectiveness of the Reconstruction Amendments in promoting equality and securing civil rights in post-Civil War America. Encourage students to support their arguments with evidence from primary and secondary sources, such as historical documents, speeches, or scholarly articles.  Offer guidance on structuring their essays, developing clear thesis statements, and incorporating relevant historical context.  **Socratic Seminar:** Organize a Socratic Seminar, where students engage in a structured discussion about the effectiveness of the Reconstruction Amendments. Provide students with key questions related to the amendments' impact on equality, the challenges faced during the Reconstruction era, and their relevance in contemporary society. Facilitate the discussion, ensuring all students have an opportunity to share their perspectives, challenge ideas, and build upon each other's arguments. Encourage students to support their viewpoints with evidence from historical sources and personal experiences.  **Graphic Organizer Analysis:** Provide students with a blank graphic organizer template that focuses on the Reconstruction Amendments.  The graphic organizer should have sections or categories related to the key aspects of the Reconstruction Amendments, such as the 13th Amendment (abolition of slavery), 14th Amendment (equal protection and due process), and 15th Amendment (voting rights). Instruct students to fill in the graphic organizer with information, examples, and supporting evidence for each amendment. They should include specific details about the purpose, impact, and limitations of each amendment. Encourage students to include relevant historical events, influential figures, court cases, and societal changes in their graphic organizers. After completing the graphic organizers, students can use them as a reference to write an essay, create a presentation, or participate in a class discussion about the effectiveness of the Reconstruction Amendments. |
| 15 | I can analyze whether Reconstruction was a success  8.H.1.4, 8.C&G.2.1 | **Multimedia Presentation**: Allow students to create multimedia presentations (e.g., PowerPoint, Prezi, video) that analyze the success of Reconstruction. Students can use visuals, text, audio, and video elements to present their arguments and support their analysis.  **Visual Representation:** Allow students to create a visual representation, such as an infographic or poster, that presents their analysis of Reconstruction's success. Students can use visuals, captions, and concise summaries to highlight key achievements and challenges during Reconstruction. Encourage students to provide evidence-based arguments and use historical images or symbols to support their analysis.  **Structured Class Discussion:** Organize a structured class discussion where students can share their perspectives on the success or failure of Reconstruction. Provide guiding questions to encourage critical thinking and analysis of key factors that contributed to the outcome. Facilitate the discussion, ensuring all students have an opportunity to contribute their viewpoints and support them with evidence. |
| 16 | I can summarize the goals of the Freedmen’s Bureau  8.H.1.4, 8.C&G.2.1 | **Goal Brochure**: Students will design a brochure highlighting the goals of the Freedmen's Bureau. Ask students to imagine they are travel agents promoting the goals of the Freedmen's Bureau.  Instruct students to create a tri-fold brochure that includes information about each goal. Students should provide a summary of each goal, its benefits, and any specific programs or initiatives related to it.  Encourage students to use persuasive language, relevant images, and headings to make the brochure engaging.  **Graphic Organizer.** Students will create a graphic organizer to summarize the goals of the Freedmen's Bureau. Students will label the main categories: Education, Land Ownership, Legal Rights, and Employment Opportunities. Students will list the subgoals under each main category and provide brief descriptions for each subgoal, explaining their significance. |
| 17 | Review & Assessment [Civil War and Reconstruction Unit Test](https://filecabinet9.eschoolview.com/25A79B41-6FC4-423F-97E3-2C01A0E535C0/CivilWarandReconstructionTEST.pdf) | |
| **Module 7: Industrialism (12 days)** | | |
| **Day #** | **Daily Learning Target** | **How will the daily learning target be assessed?** |
|
| 1 | I can explain how urbanization impacted the development of North Carolina.  8.G.1.2, 8.H.2.1 | **Urbanization in NC Timeline Activity:** Students will create a timeline of key events and policies that have aided or hindered Urbanization in the state. Once they have completed their timelines, they will have the opportunity to choose an event or policy to look into further. They could create a visual representation, a written summary, or a short oral presentation to communicate their findings. |
| 2-3 | I can explain how urbanization contributes to both positive and negative changes in North Carolina and the United States  8.G.1.2, 8.H.2.1 | **Urbanization Class Discussion and Debate:** Students will research the pros and cons of urbanization, and find examples of urbanization on a local, state, and federal scale. Students will create a fact sheet that they will use to aid their position when discussing the issues with the class. |
| 4 | I can describe the immigration process used at Ellis Island  8.G.1.4 | [**Virtual Field Trip - Ellis Island:**](http://teacher.scholastic.com/activities/immigration/index.htm) Students will complete a virtual field trip, where they will learn about the history and significance of the island. They will examine primary and secondary sources, and examine multimedia in order to attain an understanding of the immigration process. Students may then reflect on what they’ve learned via written response or Political Cartoon |
| 5 | I can explain the push and pull factors of immigrants coming to the United States  8.G.1.4 | **Immigration Advertisements:** Students will create advertisements based on the push-pull factors of immigration. They will choose a city/town/county in North Carolina to advertise, focusing on the pull of their chosen area. |
| 6-7 | I can explain how the rise of industry impacted North Carolina and the United States (economically and socially)  8.H.2.1, 8.E.1.2 | **Deep Dive: NC’s Top Industries:** Students will determine North Carolina’s top industries, and choose the industry that is most interesting to them to conduct research on its impact and significance. |
| 8 | I can explain how new technology and innovations have contributed to change in North Carolina and the United States  8.H.2.1, 8.E.1.2 | **Research Triangle Park:** Students will learn about the RTP and some key features and breakthroughs. They will then identify key technology and innovations that have come from NC and choose one to discuss with the class. |
| 9 | I can explain the impact of various tycoons (Carnegie, Morgan, and Vanderbilt) in North Carolina and the United States during times of innovation and change.  8.H.2.2 | **Titans of Industry Biography Activity:** Students will choose or be assigned a tycoon to research. They will write biographies of these tycoons, including their impact in NC and the United States. Students will then create a visual representation of the ways in which this tycoon’s existence has left a lasting impact on American society today. |
| 10-11 | I can explain causes and effects of Progressive Era reforms  8.H.1.2 | **Progressive Era Creative Writing:** After learning about the reforms of the Progressive Era, Students will create a character fighting for or against one of the era’s reforms. They will then write journal entries from the perspective of the character they have created. |
| 12 | Review & Assessment [Industrialism Unit Assessment](https://www.ahschools.us/cms/lib08/MN01909485/Centricity/Domain/4494/Unit%203.pdf) | |
| ***End of 2nd 9 Weeks*** | | |
| ***\*\*\*ESTIMATED Start of Third Nine Weeks\*\*\**** | | |
| **Module 8: World War I (15 days)** | | |
| **Day #** | **Daily Learning Target** | **How will the daily learning target be assessed?** |
|
| 1-2 | I can explain the reasons the United States entered World War I.  8.H.1.1 | **Cause and Effect Diagram**. Students will create a cause and effect diagram illustrating the reasons the United States entered World War I. Provide students with a blank cause and effect diagram template.  Instruct students to identify and categorize the reasons that led to the U.S. involvement in World War I. Have students write each reason in a separate box and draw arrows to show the cause-and-effect relationships between them. Encourage students to include key reasons such as the sinking of the Lusitania, the Zimmerman Telegram, economic interests, and the desire to protect democracy.  **Persuasive Writing**. Students will write a persuasive essay explaining the reasons the United States entered World War I. Instruct them to present a clear argument supporting their stance and provide evidence to substantiate their claims. Encourage students to consider multiple reasons, such as unrestricted submarine warfare, the Zimmermann Telegram, and the desire to protect American interests.  Remind students to structure their essays with an introduction, body paragraphs presenting their arguments, and a conclusion summarizing their key points. |
| 3-4 | I can describe the role and implications of the United States’ involvement in or isolation from global conflicts.  8.H.1.1 | **Visual Collage:** Students will create a visual collage using the primary sources and additional images that represent the role and implications of the United States' involvement or isolation. Ask them to include captions or annotations to explain their choices and provide context.  **Gallery Walk**: Set up stations around the classroom with different primary/secondary sources. Allow students to rotate and analyze multiple sources, encouraging discussions and collaboration.  **Historical Podcast Episode**. Students will create a podcast episode that explores the role and implications of the United States' involvement in or isolation from World War I. Instruct students to research and gather information about the United States' role in World War I and its implications. Have students work individually or in small groups to create a podcast episode that presents a narrative of the United States' involvement or isolation during the war. Encourage students to incorporate storytelling techniques, interviews, sound effects, and music to engage the audience and provide an informative and captivating episode. |
| 5 | I can explain the impact of industrialism on World War I  8.H.2.1 | **War Machine Showdown.** Divide the class into small groups and assign each group a major technological innovation from World War I (e.g., tanks, machine guns, airplanes, submarines). Using online resources or textbooks, have each group research their assigned technology and create a visually appealing poster or PowerPoint presentation. Give each group an opportunity to present their findings, highlighting the impact of their assigned technology on the war.  Facilitate a class discussion to compare and contrast the contributions of each technological innovation and their effects on the outcome of the war. |
| 6-7 | I can identify and describe new technology used in the war  8.H.2.1 | **Technology Showcase:** Organize a technology showcase where students research and present various World War 1 technologies. Divide the class into groups and assign each group a specific technology. Encourage students to create engaging presentations using multimedia elements such as images, videos, and props to describe the technology's features, advantages, and impact on the battlefield.  **War Tech News Broadcast:** Divide the class into small groups and assign each group a different World War 1 technology to research. Have students create a short news broadcast, presenting their findings in the style of a news report. They can include scripted dialogues, interviews with fictional characters, and visual aids to make it engaging and informative.  **Virtual Reality Field Trip:** Utilize virtual reality (VR) technology or online resources to take students on a virtual field trip to explore World War 1 battlefields and experience the technologies firsthand. VR experiences or online simulations can provide students with an immersive understanding of the environments and the technologies' role in shaping the war's outcome.  **War Tech Infographics:** Challenge students to create visually appealing infographics that depict the different technologies used in World War 1. Provide them with templates and design tools to present key information, statistics, and images. Encourage creativity while ensuring that the infographics effectively communicate the technological advancements and their impact on the war. |
| 8 | I can explain the role of African Americans during World War I  8.H.2.3, 8.H.1.1 | **Heroic Profiles:** Assign each student a notable African American figure who played a significant role during World War I, such as the Harlem Hellfighters or the Tuskegee Airmen. Have students research and create "heroic profiles" that include key biographical information, achievements, and contributions to the war effort. They can present their profiles using multimedia presentations, posters, or even short skits.  **Newspaper Headlines:** Divide the class into groups and assign each group a specific event or achievement related to African Americans during World War I. Challenge them to create attention-grabbing newspaper headlines and articles that highlight the significance of these events. Students can present their headlines and articles to the class, fostering discussion and understanding of African American contributions.  **Multimedia Presentations:** Allow students to work individually or in small groups to create multimedia presentations on the role of African Americans during World War I. They can incorporate images, videos, interviews, and music to engage their peers while providing an overview of the contributions, challenges, and impact of African Americans in the war.  **Timeline of Achievements:** Assign each student or small group a specific African American individual, organization, or event related to World War I. Students can create a timeline that highlights the achievements and milestones of African Americans during the war. They can use visuals, captions, and brief descriptions to present their timelines to the class, fostering a comprehensive understanding of the contributions made.  **Collaborative Artwork:** Engage students in a collaborative art project where they create a collage that represents the role of African Americans in World War I. Each student can contribute a visual element or symbol that represents an aspect of African American involvement. This visually appealing artwork can be displayed in the classroom or school to celebrate their contributions. |
| 9-10 | I can explain the major battles which led the Allies to defeat the Central Powers  8.H.2.3, 8.H.1.1 | **Battle Reports:** Assign each student or small group a major battle from World War I. Students can research and create engaging battle reports that include key information such as dates, locations, commanders, strategies, and outcomes. They can use multimedia elements, such as images, maps, and firsthand accounts, to enhance their reports. Students can then present their reports in an engaging and informative manner.  [WWI Major Battles Quiz](https://study.com/academy/practice/quiz-worksheet-famous-battles-of-wwi.html)  **Interactive Battle Maps:** Provide students with large, detailed maps of the major battles of World War I. Instruct them to create interactive elements such as movable markers, pop-up information cards, or labels to indicate key locations, troop movements, and important events during each battle. This hands-on activity allows students to visually explore and understand the significance of each battle in the context of the overall war.  **Battle Analysis Videos:** Divide the class into small groups and assign each group a major battle from World War I. Instruct students to create short analysis videos explaining the significance of their assigned battle. They can incorporate historical footage, animated maps, and voice-over narration to present their analysis. Students can then showcase their videos to the class, fostering discussion and deeper understanding of the battles.  **Virtual Reality Battle Experience:** Utilize virtual reality (VR) technology or online resources to provide students with an immersive virtual experience of major battles in World War I. VR experiences or online simulations can transport students to the battlefields, allowing them to explore the environments, view the trenches, and witness key moments of the battles. This interactive experience can help students better understand the challenges and tactics employed during the conflicts. |
| 11 | I can explain the impact of the role women played on the homefront during World War I  8.H.2.3, 8.H.2.2 | **Women's History Exhibition:**  Organize a women's history exhibition in the classroom or school, focusing on the role of women on the homefront during World War I. Assign each student or small group a specific aspect of women's contributions. Students can create informative displays, interactive presentations, or even short skits to showcase their research and highlight the impact of women during the war.  **War Correspondent Reports:** Divide the class into groups and assign each group a different aspect of women's involvement on the homefront, such as working in munitions factories, serving as nurses, or participating in suffrage movements. Instruct students to create "war correspondent reports" as if they were journalists reporting on the impact and challenges faced by women during World War I. They can present their reports through written articles, multimedia presentations, or recorded news broadcasts.  **Propaganda Analysis:** Provide students with examples of propaganda materials from World War I that targeted women on the homefront. This can include posters, pamphlets, and magazine covers. Guide students in analyzing and discussing the messages, symbols, and appeals used in the propaganda to shape women's roles and contributions. Students can present their findings in small group discussions or create visual presentations to share their analysis.  **Multimedia Presentations:** Allow students to work individually or in small groups to create multimedia presentations on the impact of the role women played on the homefront during World War I. They can incorporate images, videos, interviews, and music to engage their peers while providing an overview of women's contributions, challenges, and changing societal roles during the war. |
| 12 | I can analyze the various propaganda techniques used on the homefront  8.H.2.3, 8.H.2.2 | **Propaganda Poster Gallery Walk:** Create a gallery walk activity where students analyze and interpret a collection of World War I propaganda posters. Hang the posters around the classroom or in a designated area. Provide students with worksheets or guided questions to consider as they examine the posters. Encourage them to analyze the visual elements, symbols, slogans, and persuasive techniques used in the posters. Students can record their observations and interpretations on their worksheets or in small group discussions.  **Propaganda Campaign Analysis:** Divide the class into small groups and assign each group a specific propaganda campaign or theme from World War I, such as recruitment, patriotism, or demonization of the enemy. Instruct students to research and analyze the propaganda techniques used within their assigned campaign. They can create multimedia presentations, written reports, or visual displays to showcase their findings and present their analysis to the class.  **Propaganda Detective Activity:** Engage students in a "propaganda detective" activity where they become investigators examining different propaganda materials from World War I. Provide students with a variety of primary sources, such as posters, newspaper articles, speeches, and songs. Instruct them to identify and analyze the persuasive techniques employed, such as emotional appeals, patriotic imagery, testimonies, or demonization of the enemy. Students can present their findings in a creative format, such as a detective's report, a storyboard, or a multimedia presentation.  [Propaganda Techniques](https://www.proprofs.com/quiz-school/story.php?title=propaganda-techniques_1) |
| 13 | I can explain the impact World War I had on North Carolina  8.H.2.3, 8.H.2.2 | **War Remembrance Art Project:** Engage students in a creative art project where they create their own artwork that reflects the impact of World War I on North Carolina. Encourage students to incorporate symbols, imagery, and colors that represent the state and its involvement in the war. They can use various mediums such as painting, drawing, or collage. Students can display their artwork in a class exhibition, sharing their inspirations and explanations with their peers.  **Local Heroes Research Project:** Assign each student or small group a local hero or notable figure from North Carolina who played a significant role in World War I. Students can research their assigned individual's background, contributions, and impact on the war effort. They can create presentations, posters, or multimedia projects to showcase their findings, highlighting the unique connection between North Carolina and the war.  **Historical Timeline:** Assign each student or small group a specific aspect or event related to the impact of World War I on North Carolina. Students can create a historical timeline that highlights key moments and developments during the war. They can include visuals, captions, and brief descriptions to present their timelines to the class, fostering a comprehensive understanding of the war's impact on the state.  **Homefront Research Project:** Assign each student or small group a specific aspect of the homefront in North Carolina during World War I, such as the role of women, African Americans, or industries. Students can research their assigned topic and create informative presentations, posters, or multimedia projects to showcase their findings. They can explore the impact on the economy, society, or cultural changes in North Carolina during the war. |
| 14 | I can summarize Wilson’s Fourteen Points & the Treaty of Versailles.  8.H.1.2 | **Point-by-Point Comic Strip:** Divide the class into small groups and assign each group one of Wilson's Fourteen Points or a key provision of the Treaty of Versailles. Instruct students to create a comic strip that visually represents their assigned point or provision. The comic strip should include speech bubbles or captions that succinctly explain the main idea. Students can present their comic strips to the class, allowing for a comprehensive understanding of both the Fourteen Points and the Treaty of Versailles.  **News Report Broadcast:** Divide the class into small groups and assign each group a specific event or provision related to Wilson's Fourteen Points or the Treaty of Versailles. Instruct students to create news reports in the style of a broadcast, summarizing the main points, causes, and impacts of their assigned event or provision. They can include scripted dialogues, interviews, and visuals to engage their peers. Students can present their news reports to the class, fostering discussion and understanding.  **Multimedia Presentations:** Allow students to work individually or in small groups to create multimedia presentations summarizing Wilson's Fourteen Points and the Treaty of Versailles. They can use images, videos, infographics, and voice-over narration to effectively communicate the main ideas, goals, and outcomes of both documents. Students can present their multimedia presentations to the class, fostering engagement and understanding. |
| 15 | Review & Assessment [WWI Multiple Choice Exam](https://teachnthrive.com/exams/world-war-1-multiple-choice-exam-pdf-download/) | |
| **Module 9: Boom & Bust (11 days)** | | |
| **Day #** | **Daily Learning Target** | **How will the daily learning target be assessed?** |
|
| 1 | I can summarize new technologies and inventions of the 1920s  8.E.1.1, 8.E.1.4 | **Invention Wars:** Students will choose an invention of the 1920’s and create an advertisement for the invention. They will present these ads to the class, and go head to head, competing to be named the most impactful. |
| 2 | I can explain how consumerism during the 1920s impacted individuals, groups, and businesses in North Carolina and the United States  8.E.1.1, 8.E.1.4 | **Class Discussion:** Students will discuss Consumerism in North Carolina during the 1920’s and make connections to other modern and historical examples  **Creative Writing:** Students will create a character and write a series of diary entries on their behalf, illustrating common behaviors and issues for various groups concerning consumerism, |
| 3 | I can explain the impact of the Harlem Renaissance.  8.B.1.2 | **Biographical Research:** Students will write a biography or create a visual presentation concerning a key player in the Harlem Renaissance, their role, and their impact.  **Cultural Research:** Students will analyze the influence of the Harlem Renaissance on a key element of culture (fashion, art, music, literature, politics, theater, etc. ) and communicate their findings through written, visual, or oral means. |
| 4 | I can explain how the Great Migration impacted African Americans in North Carolina  8.B.1.2 | **Group Discussion**:Students will examine the actions taken to slow the flow of African Americans out of NC and discuss their findings with their classmates |
| 5 | I can determine the factors that led to the Stock Market Crash  8.E.1.1 | **Timeline Activity:** Students will create a timeline, illustrating the events leading up to the Stock Market Crash.  **Written Summary:** Students will summarize the events leading the the Stock Market Crash |
| 6 | I can explain how the Stock Market Crash impacted various groups of people in North Carolina and the United States  8.E.1.1 | **Written or Oral Discussion:** Students will discuss the impacts of the stock market crash on various groups, and explain the efforts made to put these people back to work |
| 7 | I can explain the economic and social impact of the Great Depression and I can explain how the Great Depression impacted individuals in North Carolina  8.E.1.1 | **T-Chart:** Students will Create a T-Chart, explaining the social impacts and economic impacts of the Great Depression.  **Summarize:** Students will write a summary on the impacts of New Deal Programs on North Carolinians |
|
| 8 | I can explain how President Franklin D. Roosevelt provided relief for Americans during the Great Depression  8.H.2.2, 8.C&G.2.2, I.1.7 | **New Deal Agencies Recruitment Poster:** Students will choose one of the New Deal Agencies and create recruitment poster. They will need to do a little research to find out what kind of jobs and wages were available, as well as other key details and fun facts.  **Brochure:** Students will create a brochure, explaining the goals and functions of New Deal Agencies/Programs |
| 9 | I can compare and contrast President Hoover and President F. Roosevelt’s responses to the Great Depression.  8.H.2.2, 8.C&G.2.2, I.1.7 | **Venn Diagram:** Students will create a Venn Diagram to compare and Contrast the responses of Presidents Hoover and FDR to the Great Depression. |
| 10 | I can critique the effectiveness of New Deal Era reforms on individuals in terms of their lasting impact  8.H.2.2, 8.C&G.2.2, I.1.7 | **Case Studies:** Students choose a group of Americans (Farmers, Women, Minorities, People living in Rural Communities, etc.) and study the impacts of New Deal Era Reforms on that group. They can work in groups or individually to create a visual aid and present this information to the class. |
| 11 | Review and Assessment | **Teacher and students:** Will go over the heaviest weight standards and cover them and then go back and do the least weighted question standards using jumpstart, the book and other apps online.  [Great Depression and the New Deal Assessment](https://www.seaford.k12.ny.us/cms/lib/NY01000674/Centricity/Domain/324/1930s%20Test%20Questions%20MILANO.pdf) |
| **Module 10: World War II (16 days)** | | |
| **Day #** | **Daily Learning Target** | **How will the daily learning target be assessed?** |
|
| 1 | I can summarize the events that prompted the Japanese to bomb Pearl Harbor  8.H.1.1 | [**Path To Pearl Harbor Virtual Field Trip**](https://www.nationalww2museum.org/students-teachers/distance-learning/k-12-distance-learning/electronic-field-trips/path-pearl-harbor)*From the National WW2 Museum.* Students will utilize the information presented to summarize the major events leading up to Pearl Harbor.  **Path to Pearl Harbor Timeline:** Students will create a timeline of major events leading up to Pearl Harbor, and explain why each of these events may have had a hand in prompting the attack. |
| 2 | I can explain the impact of the Japanese attack on Pearl Harbor  8.H.1.1 | **The Art of Persuasion:** Students will create a political cartoon or propaganda poster, advocating for or against US entry into WWII as a result of the attack. |
| 3 | I can explain the causes and reasons the United States entered World War II  8.H.1.1 | **Newspaper Article**: Students will write a Newspaper Article, explaining the decision to enter WWII to US citizens. |
| 4-5 | I can explain the impact of the Holocaust and how it shaped the history of North Carolina and the United States.  8.H.1.4 | [**Virtual Field Trip: Anne Frank House**](https://www.annefrank.org/en/museum/web-and-digital/), A virtual tour of the Anne Frank House Museum. Students will discuss Anne Frank’s legacy in exposing the horrors of the Holocaust  [**Virtual Field Trip: Auschwitz70 The Past is Present**](https://www.teachingwithtestimony.com/PastisPresent)From Discovery Education and the Shoah Foundation. Students will examine various sources and perspectives regarding the experience of Holocaust survivors. They will write a reflection on the importance of confronting hatred and bigotry and the consequences of not doing so. |
| 6 | I can summarize the response of the United States during the Holocaust  8.H.1.4 | **American Response Writing Assignment:** Students will research and discover the American response to the Holocaust and Concentration Camps. They will write an essay discussing the American response, things that went well, and things that should have been handled differently. |
| 7 | I can explain the role of African Americans during World War II  8.H.2.3, 8.H.1.1 | [**Fighting for the Right to Fight Virtual Field Trip**](https://www.nationalww2museum.org/students-teachers/educator-resources/distance-learning/electronic-field-trips/right-to-fight-eft)*From the National WW2 Museum.* Students complete this accompanying [Kahoot Quiz](https://play.kahoot.it/v2/?quizId=39691b76-3a81-4253-8282-3b786636e804) |
| 8-9 | I can explain and analyze the major battles which led the Allies to defeat the Axis Powers  8.H.2.3, 8.H.1.1 | **Divide and Conquer - Peer Teaching:** Students will choose a key WWII Battle to research and present to the class. Students will take notes on each others presentations, and should be prepared to answer which battle they believe was the most impactful for the Allied victory. |
| 10-11 | I can explain the causes and effects of the United States’ decision to drop the Atomic Bomb  8.H.1.1 | [**The Manhattan Project Virtual Field Trip**](https://www.nationalww2museum.org/students-teachers/distance-learning/k-12-distance-learning/electronic-field-trips/manhattan-project): *From the National WW2 Museum.* Students Write 3 things they learned, 2 things that interested them, and 1 question they still have |
| 12 | I can explain how the Allies defeated the Axis powers ending WWII  8.H.1.1 | **The Atom Bombs:** Students will examine the immediate timeline leading up to and following the events of Hiroshima and Nagasaki, and write a reflection on the effects of the atomic bombs. |
| 13-14 | I can summarize the role women and other groups played on the homefront during World War II  8.E.1.3, 8.H.2.3, I.1.7 | [**Manufacturing Victory Virtual Field Trip**](https://www.nationalww2museum.org/manufacturing-victory#watch)*From the National WW2 Museum.* Students reflect on 3 key groups and their contributions to the war effort.  **Women in the Military:** Students choose a branch of the military and study the impact of women on the branch during WWII, creating a TikTok-style video, informing their peers of women’s contribution to the branch they have chosen.  **Compare/Contrast The Role of Minorities on the Homefront:** Students will examine the role of Latin Americans, African Americans, and Women on the Homefront |
| 15 | I can analyze the various propaganda techniques used on the homefront during World War II  8.E.1.3, 8.H.2.3, I.1.7 | **Make Your Own Propaganda**: Students will create and present their own WWII Mobilization Propaganda. Students could create products manually or on Canva or another graphic design tool.  **Propaganda Analyzation:** Students will analyze various examples of propaganda from WWII and reflect on the techniques used and their impacts. |
| 16 | Review and Assessment [WWII Unit Test](https://www.sunnyvaleisd.com/cms/lib3/TX01001155/Centricity/Domain/450/WWII%20Test.pdf) | |
| ***End of 3rd 9 Weeks*** | | |
| ***\*\*\*ESTIMATED Start of Fourth Nine Weeks\*\*\**** | | |
| **Module 11: Cold War (19 days)** | | |
| **Day #** | **Daily Learning Target** | **How will the daily learning target be assessed?** |
|
| 1 | I can explain how World War II impacted Europe and how the United States responded.  8.H.1.2 | **Interactive Timeline:** Have students create an interactive timeline that illustrates the major events and key turning points of World War II in Europe. Instruct them to include specific dates, locations, and descriptions of significant battles, invasions, or other events. Students can use digital tools or create physical timelines with visuals, captions, and interactive elements to engage their peers.  **Multimedia News Reports:** Divide the class into small groups and assign each group a different aspect of World War II's impact on Europe or the United States' response. Instruct students to create multimedia news reports, presenting their assigned aspect as breaking news stories. They can include video clips, interviews, news anchors, and visual aids to provide an engaging and informative presentation to the class.  **Political Cartoons Analysis:**  Provide students with a selection of World War II-era political cartoons from both European and American perspectives. Instruct students to analyze and interpret the cartoons, identifying the main messages, symbols, and attitudes portrayed. Students can create their own political cartoons that reflect the impact of the war on Europe or the United States' response. They can present their analyses and share their own cartoons with the class. |
| 2 | I can summarize the United States domestic and foreign policies following World War II (Marshall Plan, Truman Doctrine, etc)  8.H.1.2 | **Political Campaign Ads:** Have students create political campaign ads to summarize and promote post-World War II policies. Assign each student or small group a specific policy to focus on. Instruct students to design posters, digital ads, or even short video clips that highlight the main ideas, goals, and impacts of their assigned policy. Students can present their campaign ads to the class, explaining their creative choices and summarizing the policy in an engaging manner.  **Policy News Broadcast:** Divide the class into teams and assign each team a specific post-World War II policy. Instruct students to create a news broadcast segment that presents and summarizes their assigned policy. They can include scripted dialogues, interviews, visuals, and infographics to communicate the policy's key points, goals, and impacts. Students can present their news broadcasts to the class, fostering engagement and understanding of the policies.  **Multimedia Presentations:** Allow students to work individually or in small groups to create multimedia presentations summarizing post-World War II policies. They can use images, videos, infographics, and voice-over narration to effectively communicate the main ideas, goals, and impacts of each policy. Students can present their multimedia presentations to the class, fostering engagement and understanding.  **Policy Analysis Gallery Walk:** Assign each student or small group a specific post-World War II policy to analyze, such as the Marshall Plan, Truman Doctrine, or the formation of NATO. Instruct students to create posters or displays that summarize their assigned policy's main points, goals, and impacts. Organize a gallery walk activity where students rotate and analyze each other's displays. Provide guided questions or worksheets to encourage critical thinking and reflection on the policies. |
| 3 | I can compare and contrast Democracy & communism.  8.H.1.2 | **Venn Diagram:** Provide students with a democracy and communism by identifying the shared characteristics as well as the unique features of each system. Students can include brief descriptions, examples, or images in each section of the Venn diagram. This visual representation allows for clear comparisons and contrasts between the two systems.  **Systems of Government Showcase:** Organize a "Systems of Government Showcase" where students create displays or presentations comparing and contrasting democracy and communism. Each student or small group can research and present key aspects of each system, such as the role of the government, individual rights, and economic structures. Students can use visuals, infographics, and examples to engage their peers and foster understanding. |
| 4 | I can explain the motives of the Soviet Union’s blockade of West Berlin and I can explain the United States’ response to the Berlin Blockade  8.H.1.1 | **News Report Investigation:** Divide the class into small groups and assign each group the role of investigative journalists. Instruct students to research and analyze primary and secondary sources, such as news articles, speeches, and official statements, to uncover the motives behind the Soviet Union's blockade of West Berlin. Each group can then create a news report that presents their findings, including interviews, visuals, and expert opinions. Students can present their news reports to the class, fostering engagement and understanding.  **Blockade Dossier:** Assign each student or small group a specific motive that may have influenced the Soviet Union's decision to blockade West Berlin. Motives could include geopolitical strategy, political pressure, or concerns over West German rearmament. Instruct students to create a "Blockade Dossier" that includes evidence, quotes, and explanations supporting their assigned motive. Students can present their dossiers to the class, fostering engagement and understanding of the complex factors involved.  **Visual Infographic:** Instruct students to create visual infographics that illustrate the motives behind the Soviet Union's blockade of West Berlin. They can include maps, symbols, images, and captions to convey the geopolitical, ideological, and strategic factors that influenced the blockade. Students can present their infographics to the class, explaining the motives and encouraging discussion and analysis.  **Multimedia Timeline:** Instruct students to create a multimedia timeline that showcases the United States' response to the Berlin Blockade. They can include images, videos, audio clips, and captions to represent key events, decisions, and actions taken by the United States during the crisis. Students can present their timelines to the class, fostering engagement and understanding of the response to the blockade.  **Podcast Episodes:** Divide the class into small groups and assign each group a specific aspect of the United States' response to the Berlin Blockade, such as the Berlin Airlift or diplomatic negotiations. Instruct students to create podcast episodes that explain and discuss their assigned aspect. Students can include interviews, scripted dialogues, sound effects, and narration to engage their peers. They can present their podcast episodes to the class, fostering engagement and understanding. |
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| 5 | I can explain the Soviet Union’s justification for placing missiles in Cuba and I can explain the causes and effects of the Cuban Missile Crisis.  8.H.1.1, 8.H.2.1 | **Collaborative Mind Map:** Instruct students to create a collaborative mind map that explores the various factors and justifications for the Soviet Union's decision to place missiles in Cuba. Provide them with a large sheet of paper or a digital platform where they can contribute their ideas, connecting them with lines and arrows. Students can research and add their insights, arguments, and evidence to the mind map, fostering engagement and understanding of the Soviet perspective.  **Historical Headlines:**  Divide the class into small groups and assign each group a specific role, such as a journalist from the time period of the Cuban Missile Crisis. Instruct students to research and create newspaper headlines that reflect the Soviet Union's justification for placing missiles in Cuba. They can design newspaper front pages or digital displays that include headlines, images, and brief summaries of the Soviet perspective. Students can present their headlines to the class, fostering engagement and understanding.  **Justification Dossier:** Assign each student or small group a specific aspect of the Soviet Union's justification for placing missiles in Cuba, such as national security, strategic balance, or the perceived threat from the United States. Instruct students to create a "Justification Dossier" that includes evidence, quotes, and explanations supporting their assigned aspect. Students can present their dossiers to the class, fostering engagement and understanding of the Soviet perspective.  **Political Cartoon Analysis:** Provide students with a selection of political cartoons that represent the Soviet Union's justification for placing missiles in Cuba. Instruct students to analyze and interpret the cartoons, identifying the main messages, symbols, and attitudes portrayed. They can create their own political cartoons that reflect the key arguments or justifications of the Soviet Union. Students can present their analyses and share their own cartoons with the class.  **Multimedia Presentations:** Allow students to work individually or in small groups to create multimedia presentations that explain the Soviet Union's justification for placing missiles in Cuba. They can use images, videos, infographics, and voice-over narration to effectively communicate the main arguments, motivations, and perspectives of the Soviet Union. Students can present their multimedia presentations to the class, fostering engagement and understanding.  **Cause and Effect Chain:** Instruct students to create a cause and effect chain that visually represents the causes and effects of the Cuban Missile Crisis. They can use a large sheet of paper or a digital platform to connect the causes and effects with arrows and descriptions. Encourage students to include specific events, decisions, and actions that led to the crisis and its consequences. Students can present their cause and effect chains to the class, fostering engagement and understanding. |
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| 6 | I can summarize the roles of Kennedy, Castro and Khruschev during the Cuban Missile Crisis  8.H.1.1, 8.H.2.1 | **Character Monologues:** Divide the class into three groups, with each group focusing on one individual: President John F. Kennedy, Fidel Castro, or Nikita Khrushchev. Instruct students to research their assigned character and write monologues that capture their perspective, motivations, and actions during the Cuban Missile Crisis. Students can perform their monologues, either individually or as a group, to showcase their understanding of the roles played by each figure.  **Press Conference Panel:** Organize a press conference panel where students assume the roles of Kennedy, Castro, and Khrushchev. Each student or small group should research their assigned role and prepare responses to questions related to their actions and motivations during the Cuban Missile Crisis. Conduct the press conference, allowing students to showcase their understanding of their assigned roles through their responses and interactions.  **"In Their Shoes" Reflection:** Assign each student one of the three roles: Kennedy, Castro, or Khrushchev. Instruct students to research their assigned role and then write a reflective essay or journal entry from the perspective of that character. They should explain the motivations, decisions, and challenges faced during the Cuban Missile Crisis, providing insights into their assigned role's thoughts and experiences.  **Historical Figure Comparison Chart:** Provide students with a comparison chart template that includes the roles of Kennedy, Castro, and Khrushchev during the Cuban Missile Crisis. Instruct students to research and complete the chart, highlighting the similarities and differences in their roles, motivations, and actions. Students can present their completed charts to the class, fostering engagement and understanding of the key figures involved in the crisis. |
| 7 | I can explain the impact of the creation of nuclear weapons  8.H.1.1, 8.H.2.1 | **Multimedia Timeline:** Instruct students to create a multimedia timeline that showcases the development and impact of nuclear weapons during the Cold War. They can include images, videos, audio clips, and captions to represent key events, decisions, and consequences. Students can present their timelines to the class, fostering engagement and understanding of the impact of nuclear weapons.  **Impact Collage:**  Provide students with a selection of magazines, newspapers, and images related to the impact of nuclear weapons during the Cold War. Instruct students to create a collage that visually represents the impact of nuclear weapons on various aspects such as politics, society, environment, or international relations. Students can present their collages to the class, explaining their creative choices and summarizing the impact.  **Personal Reflection Letters:**  Ask students to write personal reflection letters imagining themselves as individuals who experienced the impact of nuclear weapons during the Cold War. Instruct them to reflect on how their lives and perspectives would be shaped by the existence of nuclear weapons. Students can share their letters with the class, fostering empathy and understanding of the human impact of nuclear weapons.  **Impact Infographic Gallery:**  Assign each student or small group a specific aspect of the impact of nuclear weapons during the Cold War, such as the fear of nuclear war, the development of civil defense programs, or the rise of anti-nuclear movements. Instruct students to create informational infographics that summarize their assigned aspect. Organize an infographic gallery walk where students showcase their infographics, fostering engagement and understanding of the various impacts. |
| 8 | I can explain the causes and effects of the United States’ involvement in the Korean War, Vietnam and Cold War  8.H.2.3, 8.H.1.1 | **Historical News Report:**  Divide the class into small groups and assign each group one of the three topics: United States' involvement in the Korean War, Vietnam War, or the Cold War. Instruct students to research and create a historical news report that explains the causes and effects of their assigned topic. They can incorporate visuals, interviews, and news segments to engage their peers. Each group can present their news report to the class, fostering engagement and understanding.  **Interactive Cause and Effect Chart:** Instruct students to create an interactive cause and effect chart that visually represents the causes and effects of the United States' involvement in the Korean War, Vietnam War, and the Cold War. They can use a large sheet of paper or a digital platform to connect the causes and effects with arrows and descriptions. Encourage students to include specific events, decisions, and actions that led to the conflicts and their consequences. Students can present their charts to the class, fostering engagement and understanding.  **Multimedia Presentations:** Allow students to work individually or in small groups to create multimedia presentations that explain the causes and effects of the United States' involvement in the Korean War, Vietnam War, and the Cold War. They can use images, videos, infographics, and voice-over narration to effectively communicate the main events, decisions, and consequences. Students can present their multimedia presentations to the class, fostering engagement and understanding. |
| 9 | I can explain the role of African Americans and other minority groups contributed to the Korean, Cold, and Vietnam War  8.H.2.3, 8.H.1.1 | **Hero Spotlight:** Assign each student or small group a specific African American or minority individual who played a significant role in the Korean War, Cold War, or Vietnam War. Instruct students to research their assigned individual and create a "Hero Spotlight" that includes a biography, key contributions, and challenges faced. Students can present their spotlights to the class, fostering engagement and understanding of the diverse contributions made by African Americans and other minority groups.  **Collaborative Research Project:** Divide the class into small groups and assign each group a specific minority group, such as African Americans or Native Americans. Instruct students to research and create a collaborative research project that explores the contributions and challenges faced by their assigned minority group during the Korean War, Cold War, and Vietnam War. Each group can present their findings to the class, fostering engagement and understanding of the different experiences and perspectives.  **Multimedia Presentations:** Allow students to work individually or in small groups to create multimedia presentations that highlight the contributions of African Americans and other minority groups during the Korean War, Cold War, and Vietnam War. They can use images, videos, infographics, and voice-over narration to effectively communicate the main events, individuals, and accomplishments. Students can present their multimedia presentations to the class, fostering engagement and understanding.  **Reflection Letters:** Ask students to write reflection letters from the perspective of an African American or minority individual who served in the Korean War, Cold War, or Vietnam War. Instruct them to reflect on their experiences, contributions, and challenges faced as a member of a minority group. Students can share their letters with the class, fostering empathy and understanding of the diverse roles played by African Americans and other minority groups. |
| 10 | I can explain major events of the Korean, Cold, and Vietnam War  8.H.2.3, 8.H.1.1 | **Conflict Timeline:** Instruct students to create a visual timeline that highlights the major events of the Korean War, Cold War, and Vietnam War. They can use a large sheet of paper or a digital platform to illustrate the timeline with images, captions, and descriptions of key events. Encourage students to include specific dates, locations, and brief explanations of the significance of each event. Students can present their timelines to the class, fostering engagement and understanding.  **War Correspondent Reports:**  Assign each student or small group a specific event from the Korean War, Cold War, or Vietnam War and instruct them to research it as if they were war correspondents. Students should create written or multimedia reports that describe the event, its causes, key figures involved, and its impact. They can include eyewitness accounts, interviews, and images to engage their peers. Students can present their reports to the class, fostering engagement and understanding.  **Interactive Map Activity:** Instruct students to create an interactive map that displays the major events of the Korean War, Cold War, and Vietnam War. They can use a digital platform or physical materials to mark the locations of key events and provide brief descriptions or images. Students can present their interactive maps to the class, fostering engagement and understanding of the geographical aspects of the conflicts.  **Multimedia Presentations:** Allow students to work individually or in small groups to create multimedia presentations that explain the major events of the Korean War, Cold War, and Vietnam War. They can use images, videos, infographics, and voice-over narration to effectively communicate the main events, their causes, key figures involved, and their impact. Students can present their multimedia presentations to the class, fostering engagement and understanding. |
| 11 | I can explain the importance of the DMZ (38th parallel)  8.H.2.3, 8.H.1.1 | **DMZ Gallery Walk:** Create a gallery walk activity where students move around the classroom or designated area to explore and analyze visuals related to the DMZ. Provide a variety of photographs, maps, and infographics that showcase the DMZ and its significance. Instruct students to observe and reflect on each visual, answering questions such as: What do you notice about the DMZ? Why do you think it is important? How does it represent the division of Korea? Students can discuss their observations and insights in small groups or through a class-wide discussion.  **DMZ Diorama:**  Instruct students to create a diorama that represents the DMZ and its significance. Provide art supplies and materials to allow students to build a three-dimensional model of the area. Encourage them to include key elements such as fences, checkpoints, landmines, observation posts, and surrounding landscapes. Students can present their dioramas to the class, explaining the importance of the DMZ and its impact on the Korean Peninsula.  **Historical Investigation:** Assign each student or small group a specific aspect of the DMZ's importance, such as military, political, environmental, or cultural significance. Instruct students to research their assigned aspect and prepare an investigative report or presentation. They should include key historical events, ongoing tensions, diplomatic efforts, and any cultural or ecological impact related to the DMZ. Students can share their findings through presentations, reports, or multimedia projects.  **DMZ News Broadcast:** Divide the class into small groups and assign each group a specific role, such as news anchors, reporters, or expert analysts. Instruct students to research the DMZ and its significance, and then create a news broadcast that covers different aspects of the DMZ's importance. They can include interviews, news reports, and analysis segments to engage their peers. Each group can present their news broadcast to the class, fostering engagement and understanding. |
| 12 | I can summarize the arguments made for and against McCarthyism as a plan for national security, including the actual effects of McCarthyism on American society  8.H.1.2 | **Panel Debate:** Divide the class into two teams: one representing the arguments for McCarthyism as a plan for national security, and the other representing the arguments against it. Instruct students to research and prepare their arguments based on historical evidence and perspectives. Conduct a panel debate where students present their arguments, counter arguments, and evidence while engaging in a structured and respectful discussion.  **Impact Collage:** Provide students with a selection of magazines, newspapers, and images that represent the actual effects of McCarthyism on American society. Instruct students to create a collage that visually represents the impact of McCarthyism, including its effects on individuals, politics, and the overall climate of fear and suspicion. Students can present their collages to the class, explaining their creative choices and summarizing the effects of McCarthyism on American society.  **Multimedia Presentations:** Allow students to work individually or in small groups to create multimedia presentations that summarize the arguments made for and against McCarthyism as a plan for national security, as well as its actual effects on American society. They can use images, videos, infographics, and voice-over narration to effectively communicate the main arguments and consequences. Students can present their multimedia presentations to the class, fostering engagement and understanding. |
| 13 | I can compare and contrast the lives of Germans living in both East Germany and West Germany  8.H.1.1 | **Venn diagram**.Provide students with a blank Venn diagram template or ask them to draw their own Venn diagram on a piece of paper. Instruct students to label one circle as "East Germany" and the other circle as "West Germany". Have students research and identify key aspects of life in each region, such as political systems, economic structures, social conditions, education, and cultural expressions. Instruct students to write or draw the similarities between the two regions in the overlapping area of the circles. In the separate areas of each circle, have students write or draw the unique characteristics or differences of life in East Germany and West Germany. Encourage students to use specific examples or evidence to support their comparisons and contrasts. Once students have completed their Venn diagrams, they can share and discuss their findings with the class, either through small-group discussions or as a whole-class activity. |
| 14 | I can explain the impact of the Berlin wall  8.H.1.1 | **"Behind the Wall" Documentary:** Divide the class into small groups and assign each group a specific aspect of the impact of the Berlin Wall, such as separation of families, restriction of movement, political tensions, or cultural divisions. Instruct students to research their assigned aspect and create documentary-style videos that explain and illustrate the impact. They can incorporate interviews, historical footage, animations, and voice-over narration. Each group can present their documentaries to the class, fostering engagement and understanding.  **Graphic Organizer**: Provide students with a blank graphic organizer template or ask them to draw their own on a piece of paper.  Instruct students to divide the organizer into sections or categories that represent different aspects of the impact of the Berlin Wall, such as social, political, economic, and emotional consequences. Within each section, have students identify and write key points or examples that illustrate the impact of the Berlin Wall in that particular aspect. Encourage students to provide specific details, evidence, or anecdotes to support their points. Students can use arrows, lines, or connectors to show connections or cause-and-effect relationships between different aspects of the impact. Once students have completed their graphic organizers, they can use them as a reference to write a summary or essay that explains the overall impact of the Berlin Wall, incorporating the information and connections they made in their graphic organizers. Alternatively, students can share and discuss their graphic organizers with their peers, either through small-group discussions or as a whole-class activity, to foster collaboration and further understanding of the impact of the Berlin Wall. |
| 15 | I can explain how women and minorities groups contributed the development and success of NASA  8.H.2.3, 8.H.2.1, 8.H.2.2 | **"Hidden Figures" Character Profiles**: Assign each student or small group a specific woman or minority individual who made significant contributions to NASA, such as Katherine Johnson, Mary Jackson, or Dorothy Vaughan. Instruct students to research their assigned individual and create a character profile that highlights their achievements, challenges, and impact on NASA. They can include biographical information, key accomplishments, and personal anecdotes. Students can present their character profiles to the class, fostering engagement and understanding of the contributions made by women and minority groups.  **Collaborative Research Project:** Divide the class into small groups and assign each group a specific aspect of NASA's development and success, such as space exploration, engineering, or computer programming. Instruct students to research the contributions of women and minority groups in their assigned aspect and create a collaborative research project that highlights their achievements. Each group can present their findings to the class, fostering engagement and understanding of the diverse roles played by women and minority groups  **Multimedia Presentations:** Allow students to work individually or in small groups to create multimedia presentations that showcase the contributions of women and minority groups to the development and success of NASA. They can use images, videos, infographics, and voice-over narration to effectively communicate the main accomplishments, challenges faced, and impact of these individuals. Students can present their multimedia presentations to the class, fostering engagement and understanding.  **"NASA Diversity Chronicles" Podcast:** Instruct students to work in small groups and create podcast episodes that explore the contributions of women and minority groups to the development and success of NASA. Each group can focus on different individuals or areas of expertise and discuss their impact on NASA's missions. Students can include interviews, narration, and sound effects to engage their peers. They can share their podcast episodes with the class, fostering engagement and understanding.  **Timeline of Achievements:** Instruct students to create a timeline that highlights the achievements of women and minority groups in NASA's development and success. They should include key individuals, milestones, and breakthroughs that showcase the contributions made by these individuals and groups. Students can present their timelines to the class, fostering engagement and understanding. |
| 16 | I can identify the reasons for the fall of the Berlin Wall.  8.H.2.3, 8.H.2.1, 8.H.2.2 | **"Wall of Reasons" Collaborative Poster:** Divide the class into small groups and provide each group with a large poster paper or digital platform. Instruct students to work together to create a collaborative poster titled "Wall of Reasons." Each group should identify and write down reasons for the fall of the Berlin Wall, such as political changes, social movements, economic factors, international pressure, or individual actions. Encourage students to use symbols, images, and colors to visually represent each reason. Once complete, display the posters around the classroom and have students participate in a gallery walk, observing and discussing the reasons for the fall of the Berlin Wall.  **Cause-and-Effect Chain:** Instruct students to create a cause-and-effect chain that illustrates the factors leading to the fall of the Berlin Wall. Provide them with strips of paper or digital templates to write down individual reasons or events. Students should link these strips together to show the connections between different causes and their effects. They can present their cause-and-effect chains to the class, explaining the sequence of events and their impact on the fall of the Berlin Wall.  **"Breaking Barriers" News Reports:** Divide the class into small groups and assign each group a specific reason or event that contributed to the fall of the Berlin Wall, such as political protests, economic changes, or diplomatic negotiations. Instruct students to research their assigned topic and create news reports that summarize the reason, its context, and its impact on the fall of the Berlin Wall. Students can act as news anchors, reporters, or interviewees, and present their news reports to the class, fostering engagement and understanding.  **"Path to Freedom" Timeline:** Instruct students to create a timeline that outlines the key events and developments leading to the fall of the Berlin Wall. They should include political changes, social movements, economic factors, international pressure, and individual actions. Students can use visuals, captions, and descriptions to present their timelines to the class, fostering engagement and understanding of the reasons for the fall of the Berlin Wall. |
| 17 | I can explain the impact of the end of the Cold War both nationally and globally  8.H.2.3, 8.H.2.1, 8.H.2.2 | **"Cold War Consequences" Panel Discussion:** Divide the class into small groups and assign each group a specific consequence or aspect of the end of the Cold War, such as the fall of the Soviet Union, changes in global power dynamics, or shifts in economic systems. Instruct students to research their assigned topic and prepare for a panel discussion. Each group will present their findings and engage in a discussion with other groups, sharing their perspectives and exploring the broader impacts. This interactive activity encourages critical thinking, collaboration, and deeper understanding.  "**Beyond the Cold War" Time Capsule:** Instruct students to imagine they are creating a time capsule to represent the impact of the end of the Cold War. Students should select and gather objects or representations that symbolize various aspects, such as political changes, cultural transformations, or technological advancements. They can include written explanations for each item, describing its significance and the impact it represents. Students can present their time capsules to the class, fostering engagement and understanding.  **Multimedia Presentations:** Allow students to work individually or in small groups to create multimedia presentations that explain the impact of the end of the Cold War both nationally and globally. They can use images, videos, infographics, and voice-over narration to effectively communicate the main points and illustrate the consequences. Students can present their multimedia presentations to the class, fostering engagement and understanding.  **Graphic Organizer**: Provide students with a blank graphic organizer template or ask them to draw their own on a piece of paper.  Instruct students to divide the organizer into sections or categories that represent different aspects or consequences of the end of the Cold War, such as political changes, economic transformations, social shifts, or global relations. Within each section, have students identify and write down key points, examples, or events that illustrate the impact of the end of the Cold War in that particular aspect.  Encourage students to provide specific details, evidence, or anecdotes to support their points. Students can use arrows, lines, or connectors to show connections or cause-and-effect relationships between different aspects of the impact. Once students have completed their graphic organizers, they can use them as a reference to write a summary or essay that explains the overall impact of the end of the Cold War, incorporating the information and connections they made in their graphic organizers. Alternatively, students can share and discuss their graphic organizers with their peers, either through small-group discussions or as a whole-class activity, to foster collaboration and further understanding of the impact of the end of the Cold War. |
| 18 | I can explain the purpose the Space Race served the United States in the 50s and 60s and I can explain who ‘won’ the Space Race and how it contributed to change in North Carolina and the United States.  8.H.2.3, 8.H.2.1, 8.H.2.2 | **"Mission to the Moon" Group Project:** Divide the class into small groups and assign each group a specific aspect of the Space Race's purpose, such as scientific advancements, technological innovation, national pride, or Cold War competition. Instruct students to research their assigned aspect and create a group project that showcases its importance. For example, they can create a poster, slideshow presentation, or video that highlights key achievements, benefits, and motivations related to their aspect. Each group can present their project to the class, fostering engagement and understanding.  **Multimedia Timeline:** Instruct students to create a multimedia timeline that illustrates the purpose of the Space Race and its key milestones in the 1950s and 1960s. They can use digital tools or physical materials to showcase significant events, technological advancements, and achievements. Students can include images, videos, audio clips, and captions to effectively communicate the purpose and progress of the Space Race. They can present their timelines to the class, fostering engagement and understanding.  **Space Exploration Reflections:** Ask students to write individual reflections on the purpose and significance of the Space Race in the 1950s and 1960s. Instruct them to consider the impact on science, technology, national identity, and global competition. Students can share and discuss their reflections in small groups or as a class, fostering critical thinking and understanding of the Space Race's purpose.  **"Space Race News Broadcast":** Divide the class into small groups and assign each group a specific aspect of the Space Race's purpose, such as technological advancement, scientific discovery, or national pride. Instruct students to create a news broadcast-style presentation that highlights their assigned aspect and its importance during the Space Race. They can include news anchor segments, interviews, graphics, and headlines. Each group can present their news broadcasts to the class, fostering engagement and understanding  **"Space Innovation Showcase":** Instruct students to work individually or in small groups and choose a specific technological innovation or scientific achievement from the Space Race era. They should research the innovation and create a showcase that demonstrates its impact on North Carolina and the United States. Students can create models, posters, presentations, or interactive displays to explain how their chosen innovation contributed to change in various fields such as communications, transportation, medicine, or materials science. They can present their showcases to the class, fostering engagement and understanding.  **"Race to the Moon" Persuasive Presentation:** Divide the class into small groups and assign each group a role to represent - either the United States or the Soviet Union. Instruct students to research and prepare a persuasive presentation arguing why their assigned side "won" the Space Race. Each group should highlight key achievements, technological advancements, and significant milestones to support their argument. Students can use visual aids, props, or multimedia elements to enhance their presentations. After each group presents their arguments, conduct a class discussion where students share their opinions, counter arguments, and supporting evidence for their chosen "winner" of the Space Race. |
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| 19 | Review and Assessment [Cold War Unit Test](https://www.everettsd.org/cms/lib07/WA01920133/Centricity/Domain/975/Cold%20War%20Test.pdf) | |
| **Module 12: Fight for Equality (13 days)** | | |
| **Day #** | **Daily Learning Target** | **How will the daily learning target be assessed?** |
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| 1 | I can explain how acts, laws and societal norms were used to suppress and exploit certain groups  8.B.1.2, 8.H.1.3 | **"Rights Denied, Voices Unheard" Gallery Walk:** Set up a gallery walk in your classroom with different stations representing key acts, laws, and societal norms that suppressed and exploited certain groups during the Civil Rights Movement. Assign students to small groups and provide each group with a station to research and present. Each group should create a visual display or exhibit that explains their assigned topic, including key details, historical context, and the impact on the affected groups. Students can use posters, artifacts, multimedia presentations, and interactive elements to engage their peers. Allow time for all groups to explore the gallery, visit each station, and learn about the experiences and challenges faced during that time period. Afterward, facilitate a discussion where students reflect on the impact of these acts, laws, and societal norms and how they shaped the Civil Rights Movement.  **"Voices Unheard" Timeline Project:** Instruct students to create a timeline that highlights key acts, laws, and societal norms during the Civil Rights Movement that suppressed or exploited certain groups. Each event on the timeline should be accompanied by a brief description or explanation of how it impacted the affected communities. Students can use visuals, symbols, and quotes to enhance their timelines. After completing their timelines, students can present them to the class, followed by a gallery walk where they can view and discuss each other's work.  **"Uncovering Injustice" Research Presentation:** Assign each student or small group a specific act, law, or societal norm from the Civil Rights Movement. Instruct students to conduct in-depth research on their assigned topic, exploring its historical context, implications, and effects on certain groups. Students should create a multimedia presentation, such as a slideshow or video, to present their findings to the class. Encourage them to include primary source documents, photographs, or audio clips to provide a deeper understanding of the topic.  **"Breaking the Chains" Newspaper Article:** Ask students to imagine they are journalists during the Civil Rights Movement and assign them specific acts, laws, or societal norms to investigate and report on. Instruct students to research their assigned topic and write a newspaper article that highlights the impact and consequences of the topic on certain groups. Encourage them to include quotes from historical figures, personal testimonies, and relevant facts to provide a comprehensive perspective. Students can present their articles to the class or create a classroom newspaper display.  **"Suppressed Voices" Panel Discussion:** Divide the class into small groups and assign each group a specific act, law, or societal norm that suppressed or exploited certain groups during the Civil Rights Movement. Instruct students to research their assigned topic and prepare arguments and counterarguments for a panel discussion. Each group will present their findings and engage in a discussion with other groups, sharing their perspectives and exploring the broader implications of these acts, laws, or societal norms. |
| 2 | I can explain the causes and effects of Emmett Till's murder  8.B.1.2, 8.H.1.3 | **"Unveiling Emmett Till's Story" Multimedia Presentation:**  Instruct students to work individually or in small groups to create a multimedia presentation that explores the causes and effects of Emmett Till's murder. Students can use presentation software, such as PowerPoint or Google Slides, to incorporate text, images, audio, and video elements. The presentation should address the historical context, events leading to Till's murder, and the impact it had on the Civil Rights Movement and American society. Students can present their multimedia presentations to the class, followed by a discussion and reflection on the causes and effects of this tragic event.  **"Emmett Till's Legacy" Written Reflections:** Have students individually write reflective essays or journal entries that explore the causes and effects of Emmett Till's murder. Instruct them to consider the historical context, the impact on the Civil Rights Movement, and the broader social repercussions. Encourage students to express their thoughts, emotions, and insights while providing evidence and examples to support their arguments. This writing assessment allows for individual reflection and critical analysis of the causes and effects of this pivotal event.  **Graphic Organizer.** Provide students with a graphic organizer template that includes sections for the causes and effects of Emmett Till's murder. Instruct students to research and identify key causes of the murder, such as racial prejudice, Jim Crow laws, or false accusations. Have them write these causes in the appropriate section of the graphic organizer. Next, instruct students to research and identify the effects of the murder, such as the impact on the Civil Rights Movement, public outcry, or increased awareness of racial injustice. They should write these effects in the appropriate section of the graphic organizer. Encourage students to provide specific details, examples, or quotes to support each cause and effect.  Students can use arrows, lines, or connectors to show connections between causes and effects, demonstrating the relationships between them. Once students have completed their graphic organizers, they can use them as a reference to write a summary or essay that explains the causes and effects of Emmett Till's murder, incorporating the information and connections made in their graphic organizers.  Alternatively, students can share and discuss their graphic organizers with their peers, either through small-group discussions or as a whole-class activity, to foster collaboration and further understanding of the causes and effects of this tragic event. |
| 3 | I can explain the impact of civil rights protests in North Carolina and the United States  8.B.1.2, 8.H.1.3 | **"Legacies of Change" Timeline Project:** Have students create a timeline that highlights significant civil rights protests in North Carolina and the United States. Each entry on the timeline should include a brief description of the protest, its impact on society, and any subsequent changes that occurred as a result. Students can include visual elements, quotes, or key facts to enhance their timelines. After completing their timelines, students can present their work to the class and engage in a discussion on the lasting legacies and ongoing impact of civil rights protests |
| 4 | I can identify various approaches of resistance to injustice, prejudice, and discrimination during the Civil Rights Movement.  8.H.1.4 | **Approaches of Resistance during the Civil Rights Movement Graphic Organizer**  Provide each student with a copy of the "Approaches of Resistance during the Civil Rights Movement" graphic organizer.  Introduce the topic of the Civil Rights Movement and explain that during this period, activists used various approaches to resist injustice, prejudice, and discrimination.  Explain the main categories listed on the graphic organizer: Nonviolent Protests, Legal Challenges, Economic Pressure, Civil Disobedience, Political Activism, and Grassroots Organizing.  Instruct students to fill in the graphic organizer by identifying and listing specific examples, key figures, and notable events associated with each category. Encourage them to research and include relevant information for each approach.  Provide resources such as textbooks, articles, or websites where students can find information about the Civil Rights Movement and its various approaches of resistance. You can also provide a list of specific examples or events to guide their research.  Allow students time to work independently or in pairs to complete the graphic organizer. Encourage them to include specific details and explanations for each example to demonstrate their understanding.  After completing the graphic organizers, encourage students to reflect on the effectiveness and significance of each approach. Ask them to consider the goals, impact, and challenges associated with each strategy.  Conclude the activity with a class discussion, where students can share their findings and insights. Encourage them to make connections between the different approaches and discuss how they collectively contributed to the overall progress of the Civil Rights Movement. |
| 5 | I can explain the impact of various approaches that were used to impact injustices, discrimination, and prejudice in North Carolina and the United States.  8.H.1.4 | **Civil Rights Strategy Showcase**  Instructions:  Divide the class into small groups and assign each group a civil rights strategy: Nonviolent Protests, Legal Challenges, Economic Pressure, Civil Disobedience, Political Activism, or Grassroots Organizing.  Instruct each group to create a multimedia presentation to explain the impact of their assigned strategy in addressing injustices, discrimination, and prejudice in North Carolina and the United States during the Civil Rights Movement.  Encourage students to collaborate and think creatively to make their presentations engaging and informative. They can use a combination of visuals, such as images, charts, or videos, along with informative text and narration.  Each presentation should address the following aspects:   * Key figures and organizations associated with the strategy. * Significant events or examples illustrating the strategy's impact in North Carolina and the United States. * Specific changes or milestones achieved through the strategy. * Challenges faced and how they were overcome. * Long-term implications and the strategy's contribution to the overall Civil Rights Movement.   Allow sufficient time for students to research, prepare, and create their presentations. You can provide resources such as books, articles, and websites to guide their research.  Once the presentations are ready, have each group share their work with the class. Encourage active listening and note-taking during each presentation.  After each presentation, facilitate a brief Q&A session where students can ask questions and engage in a discussion about the strategy's impact. Encourage critical thinking and reflection on the effectiveness of each approach.  Conclude the activity with a class reflection. Ask students to share their observations, similarities, and differences across the strategies. Discuss the collective impact of these approaches in shaping the Civil Rights Movement and their relevance in today's society. |
| 6 | I can explain the influences of Martin Luther King, Jr. and Malcolm X in North Carolina and the United States.  8.H.2.2 | **Influences of Martin Luther King Jr. and Malcolm X in North Carolina and the United States Graphic Organizer**  Main Categories:   1. Background and Beliefs 2. Strategies and Approaches 3. Impact on the Civil Rights Movement 4. Legacy and Relevance Today   Within each category, students can fill in specific details and examples that highlight the influences of each leader. Here's a sample structure for the graphic organizer:  **Category: Background and Beliefs**  Martin Luther King Jr.  Background: Birth and upbringing, education, influences.  Beliefs: Nonviolence, integration, equality, justice.  Malcolm X  Background: Birth and upbringing, early experiences, conversion to Islam.  Beliefs: Black pride, self-defense, separatism, empowerment.  **Category: Strategies and Approaches**  Martin Luther King Jr.  Strategies: Nonviolent protests, civil disobedience, peaceful resistance.  Approaches: Appeals to morality, unity, education, legislation.  Malcolm X  Strategies: Advocacy for self-defense, assertive rhetoric, community building.  Approaches: Separatism, self-sufficiency, political mobilization.  **Category: Impact on the Civil Rights Movement**  Martin Luther King Jr.  Key events: Montgomery Bus Boycott, March on Washington, Selma Voting Rights Movement.  Impact: Raised awareness, legislative achievements, influenced national dialogue.  Malcolm X  Key events: Formation of the Organization of Afro-American Unity, influential speeches.  Impact: Challenged mainstream civil rights movement, empowered Black communities, emphasized self-determination.  **Category: Legacy and Relevance Today**  Martin Luther King Jr.  Continued influence on civil rights movements globally, MLK Day, teachings on nonviolence and equality.  Relevance: Calls for racial justice, equality, and social change, emphasis on peaceful activism.  Malcolm X  Continued influence on Black empowerment movements, exploration of Black identity and pride.  Relevance: Discussions on systemic oppression, intersectionality, self-determination.  Provide students with copies of the graphic organizer and instruct them to fill in the relevant information and examples based on their research and understanding. Encourage students to think critically and provide specific details to support their points. This visual representation will help them analyze and compare the influences of Martin Luther King Jr. and Malcolm X in a structured and organized manner. |
| 7 | I can explain the influences of key figures involved in civil rights protests on North Carolina and United States  8.H.2.2 | **Digital Storytelling:** Ask students to create digital stories that depict the influences and impact of a key figure in civil rights protests. Using multimedia tools or software, students can combine images, audio recordings, text, and narration to tell a visual story. They should focus on key events, contributions, and the legacy of their assigned figure. Encourage creativity and effective storytelling techniques to engage the audience and convey the figure's importance.  **Research Gallery Walk:** Assign each student or small group a different key figure involved in civil rights protests. Instruct them to conduct research and create a poster or display board showcasing their assigned figure's influences and contributions. Arrange the displays around the classroom and conduct a gallery walk, where students move from one display to another, reading and analyzing the information. Provide guided questions or a graphic organizer for students to record key details and comparisons between the figures.  **Panel Discussion:** Organize a panel discussion with students portraying different key figures involved in civil rights protests. Assign each student a figure and provide them with background information and guiding questions. The panel should engage in a structured discussion, responding to questions from the moderator and sharing their perspectives on influences, strategies, and contributions. Encourage students to stay in character and provide evidence-based arguments to support their assigned figure's viewpoints. |
| 8 | I can summarize the Brown vs. Board of Education decision  8.H.2.2, 8.C&G.2.1 | **Historical Infographic:** Ask students to create an infographic summarizing the Brown v. Board of Education decision. Provide them with a template or guidelines to include key elements such as the background, parties involved, legal arguments, Supreme Court ruling, and immediate and long-term impact. Encourage students to use visuals, icons, and brief explanatory text to effectively communicate the information. Display the infographics around the classroom for a gallery-style presentation.  **Timeline Collage:** Ask students to create a visual timeline collage representing the Brown v. Board of Education decision and its impact. Provide them with a large sheet of paper or a digital canvas where they can arrange images, dates, and brief descriptions in chronological order. Encourage students to include significant events, court proceedings, and social changes resulting from the case. Allow students to present their timeline collages to the class, explaining the significance of each element.  **Brown v. Board of Education News Report**  Instructions:  Divide the class into small groups and assign each group a role as news reporters covering the Brown v. Board of Education decision. Each group will create a news report that summarizes the case and its significance.  Instruct each group to complete the following components in their news report:  a) Introduction:  Start the news report with an attention-grabbing introduction that sets the historical context of racial segregation in schools before the Brown v. Board of Education case.  b) Case Summary:  Provide a concise summary of the Brown v. Board of Education case, including the key details, the parties involved, and the central legal question. Highlight the arguments presented by both sides.  c) Impact and Significance:  Explain the significance of the Supreme Court's ruling and its impact on racial segregation in schools. Discuss the concept of "separate but equal" and how the ruling challenged this doctrine. Highlight the immediate and long-term effects of the decision.  Encourage creativity in the presentation format. Groups can create a video news report, a live skit, a digital slideshow, or a poster presentation. Emphasize the use of engaging visuals, clear narration or dialogue, and a coherent flow of information.  Allow sufficient time for groups to research, plan, and create their news reports.  Once the news reports are ready, have each group present their report to the class. Encourage them to engage the audience with their visuals, interviews, and clear explanations. Allow time for questions and discussion after each presentation.  Conclude the assessment with a class reflection. Ask students to share their key takeaways from the news reports and discuss the significance of the Brown v. Board of Education decision in shaping educational equality. |
| 9 | I can summarize the experiences of the Little Rock Nine  8.H.2.2, 8.C&G.2.1 | **Podcast Series:** Divide the class into small groups and assign each group a different member of the Little Rock Nine. Instruct each group to create a podcast episode that focuses on the experiences and contributions of their assigned individual. Students can incorporate interviews, sound effects, narration, and music to tell the story. Encourage them to include personal reflections and connect the experiences of the Little Rock Nine to broader themes of civil rights and social justice.  **Monologue or Dramatic Reading:** Assign each student a specific member of the Little Rock Nine and ask them to research and write a monologue or dramatic reading that captures the experiences and emotions of their assigned individual. Students should perform their monologue or reading in front of the class, bringing to life the personal struggles and triumphs of the Little Rock Nine. |
| 10 | I can explain the influences the Little Rock Nine had on North Carolina and the United States  8.H.2.2, 8.C&G.2.1 | **Policy and Legislative Impact Analysis:** Assign each student or small group a specific policy or legislative change that resulted from the influence of the Little Rock Nine. Examples could include the Civil Rights Act of 1964, the Voting Rights Act of 1965, or the landmark Supreme Court case Swann v. Charlotte-Mecklenburg Board of Education. Instruct students to research the policy or legislation, summarize its key provisions, and explain how the experiences of the Little Rock Nine contributed to its creation. Students can present their analysis through a written report, a visual presentation, or a multimedia project.  **Public Awareness Campaign:** Instruct students to create a public awareness campaign aimed at highlighting the influences of the Little Rock Nine. They can design posters, brochures, social media campaigns, or public service announcements that educate others about the historical significance and ongoing impact of their actions. Students should consider their target audience, key messages, and creative strategies to engage and inform the public about the influences of the Little Rock Nine. |
| 11 | I can critique how protests at the local level contributed to the success of the Civil Rights Act  8.C&G.2.2, 8.C&G.2.1 | **Protests in Motion: A Critical Analysis**  Instructions:  Divide the class into small groups and assign each group a specific local protest or grassroots movement that contributed to the success of the Civil Rights Act. Examples could include the Montgomery Bus Boycott, the Greensboro sit-ins, the Birmingham campaign, or the Freedom Rides.  Instruct each group to conduct research on their assigned protest or movement. Students should analyze the goals, strategies, tactics, and outcomes of the protest. Encourage them to explore primary and secondary sources, including interviews, photographs, newspaper articles, and videos.  Each group should prepare a critical analysis that addresses the following components:  a) Historical Context:  Provide an overview of the historical context surrounding the protest, including the prevailing discriminatory practices, segregation laws, and civil rights activism of the time. Explain why the protest emerged as a response to these conditions.  b) Goals and Strategies:  Identify and explain the goals and strategies of the protest. What were the specific demands or objectives of the protesters? How did they organize and mobilize their efforts to bring about change? Evaluate the effectiveness of their strategies in achieving their goals.  c) Impact and Outcomes:  Assess the impact and outcomes of the protest in relation to the passage of the Civil Rights Act. Did the protest contribute to public awareness, policy changes, or political shifts? Analyze the direct and indirect influence of the protest on the national conversation and legislative process leading to the Civil Rights Act.  d) Reflection and Critique:  Encourage students to reflect on the strengths and limitations of the protest. What were the key factors that contributed to its success or hindered its progress? Discuss any criticisms or controversies associated with the protest. Consider the long-term effects and lasting legacy of the protest.  Allow sufficient time for groups to research, analyze, and prepare their critical analyses. Encourage them to organize their findings in a clear and engaging format, such as a written report, a multimedia presentation, or a panel discussion.  Once the critical analyses are ready, have each group present their findings to the class. Encourage them to engage the audience with their analysis, evidence, and reflections. Allow time for questions, discussions, and debates after each presentation.  Conclude the assessment with a class discussion where students synthesize the information from all the presentations. Encourage students to develop their own perspectives on the significance of local protests in the success of the Civil Rights Act. Facilitate a critical conversation that explores different viewpoints and encourages students to draw connections between the local protests and broader civil rights efforts. |
| 12 | I can summarize the events that led to the passage of the Civil Rights Act  8.C&G.2.2, 8.C&G.2.1 | **The Civil Rights Act Timeline Comic Strip:** Imagine you are a comic strip artist and historian! Your task is to create a visually captivating comic strip that tells the story of the events leading to the passage of the Civil Rights Act. Your comic strip should have at least six panels and include the following key events:   1. Segregation and Jim Crow Laws: Depict the unequal treatment and segregation faced by African Americans in the United States before the Civil Rights Movement. Show separate water fountains, schools, and other public facilities. 2. Brown v. Board of Education: Show the landmark Supreme Court case that declared "separate but equal" unconstitutional. Highlight the impact of this decision on desegregating schools. 3. Rosa Parks and the Montgomery Bus Boycott: Illustrate the brave act of Rosa Parks refusing to give up her seat on a bus, sparking the Montgomery Bus Boycott led by Martin Luther King Jr. and the Civil Rights Movement gaining momentum. 4. Sit-ins and Freedom Rides: Showcase students peacefully protesting racial segregation by sitting at "whites-only" lunch counters and taking bus rides to challenge segregation laws. 5. March on Washington: Depict the iconic "I Have a Dream" speech delivered by Martin Luther King Jr. during the March on Washington for Jobs and Freedom, where thousands of people gathered to demand civil rights. 6. The Civil Rights Act: Show President Lyndon B. Johnson signing the Civil Rights Act into law, emphasizing the historic moment and the impact it had on eliminating discrimination based on race, color, religion, sex, or national origin.   Evaluation Criteria:  Comic Strip Creativity: Use colors, speech bubbles, and expressive characters to make your comic strip visually engaging and exciting.  Accuracy of Events: Make sure the comic strip accurately represents the key events and their significance in the passage of the Civil Rights Act.  Clarity of Summary: Summarize each event concisely in the comic strip, so the sequence of events is clear to the reader.  **"Civil Rights Act News Report:**  Imagine you are a journalist reporting on the historical events that led to the passage of the Civil Rights Act. Your task is to create a news report that summarizes these events. You can choose one of the following formats:  Written News Report: Write a news article that covers the key events, their significance, and the impact they had on the Civil Rights Act. Use catchy headlines, subheadings, and descriptive language to engage your readers.  Video News Report: Create a video news report using a smartphone or any video editing tool. Pretend to be a news anchor, reporting live on the events leading to the passage of the Civil Rights Act. Make sure to include visuals, captions, and clear explanations of each event.  Evaluation Criteria:  Content Accuracy: Ensure that your news report accurately summarizes the events and their connection to the Civil Rights Act.  Clarity and Organization: Clearly present the information in a logical order, using headings, subheadings, or clear transitions in the video report.  Engaging Presentation: Make the news report engaging through informative language, visuals, and appropriate tone (serious, exciting, etc.).  **Civil Rights Act Timeline Poster**: Create an eye-catching timeline poster that highlights the key events leading to the passage of the Civil Rights Act. Your poster should include the following elements:  Event Descriptions: Write a brief description of each event, focusing on its significance and impact on the Civil Rights Act.  Visuals: Use images, symbols, or icons that represent each event to make your timeline visually appealing and informative.  Color and Design: Choose an appropriate color scheme and design layout that attracts attention and enhances understanding.  Evaluation Criteria:  Accuracy: Ensure that the timeline poster accurately depicts the events and their connection to the Civil Rights Act.  Organization: Arrange the events in chronological order, making it easy for viewers to follow the sequence of events.  Visual Appeal: Use engaging visuals, colors, and design elements that make the poster visually attractive and informative. |
| 13 | I can evaluate the effectiveness of LBJ’s ‘Great Society’ in terms of the impact on individuals in North Carolina and the United States  8.C&G.2.2 | **Great Society Program Infographic:** Imagine you are a graphic designer working for a news organization. Your task is to create an engaging and informative infographic that evaluates the effectiveness of President Lyndon B. Johnson's 'Great Society' programs in terms of their impact on individuals in North Carolina and the United States. Follow these steps:   1. Research: Explore the different programs under the Great Society initiative and their intended goals. 2. Evaluation Criteria: Develop evaluation criteria (e.g., economic impact, education, healthcare) to assess the effectiveness of the programs. 3. Visual Representation: Design an infographic that presents key information about the programs, their impact, and your evaluation criteria. 4. Evaluation Analysis: Use data, statistics, and examples to evaluate the effectiveness of the programs based on your criteria. 5. Reflection: Include a section in your infographic where you reflect on the overall impact of the Great Society programs.   Evaluation Criteria:  Research and Understanding: Demonstrate a comprehensive understanding of the Great Society programs and their intended impact.  Evaluation Criteria: Develop relevant and meaningful evaluation criteria to assess the effectiveness of the programs.  Visual Presentation: Create an engaging and visually appealing infographic that effectively communicates information and analysis.  Analysis and Reflection: Provide a well-supported evaluation of the effectiveness of the Great Society programs and reflect on their overall impact.  **Great Society Program Reflection Essay:** Write a reflective essay that evaluates the effectiveness of President Lyndon B. Johnson's 'Great Society' programs in terms of their impact on individuals in North Carolina and the United States. Follow these steps:   1. Research: Conduct research on the Great Society programs, their objectives, and their intended impact on individuals. 2. Evaluation Criteria: Develop evaluation criteria (e.g., social equality, poverty reduction, healthcare access) to assess the effectiveness of the programs. 3. Evidence and Analysis: Use evidence, examples, and personal experiences to evaluate the effectiveness of the programs based on your criteria. 4. Counterarguments: Address potential counterarguments and provide a thoughtful response to strengthen your evaluation. 5. Reflection: Reflect on the overall impact of the Great Society programs and their significance in addressing social issues.   Evaluation Criteria:  Research and Understanding: Demonstrate a comprehensive understanding of the Great Society programs and their intended impact.  Evaluation Criteria: Develop relevant and meaningful evaluation criteria to assess the effectiveness of the programs.  Evidence and Analysis: Provide a well-supported evaluation of the effectiveness of the Great Society programs using evidence, examples, and personal experiences.  Counterarguments: Address potential counterarguments and respond thoughtfully to strengthen your evaluation.  Reflection: Reflect on the overall impact of the Great Society programs and their significance in addressing social issues.  **Great Society Program Advertisement:** Create an engaging and persuasive advertisement that evaluates the effectiveness of President Lyndon B. Johnson's 'Great Society' programs in terms of their impact on individuals in North Carolina and the United States. Follow these steps:   1. Program Selection: Choose one specific Great Society program (e.g., Medicare, Head Start, VISTA) to focus on in your advertisement. 2. Research and Analysis: Conduct research on the selected program and its impact on individuals. Analyze the program's effectiveness based on criteria such as access, affordability, and positive outcomes. 3. Advertisement Creation: Design an eye-catching advertisement that highlights the program's benefits and the positive impact it has had on individuals' lives. Use persuasive language, visuals, and slogans to engage the audience. 4. Justification: Provide a written explanation that justifies your evaluation of the program's effectiveness, using evidence, statistics, and real-life examples.   Evaluation Criteria:  Research and Understanding: Demonstrate a comprehensive understanding of the selected Great Society program and its impact on individuals.  Persuasive Advertisement: Create an engaging and visually appealing advertisement that effectively communicates the program's benefits and impact.  Justification: Provide a well-supported evaluation of the program's effectiveness, using evidence, statistics, and real-life examples.  Creativity: Use persuasive language, visuals, and slogans effectively to engage the audience in your advertisement. |
| **Module 13: Modern Era Conflicts (11 days)** | | |
| **Day #** | **Daily Learning Target** | **How will the daily learning target be assessed?** |
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| 1 | I can explain the events leading up to the Watergate Scandal  8.H.1.1 | **Collaborative Group Activity: "Watergate Timeline"** Divide the students into small groups and assign each group a specific period or event related to Watergate. Provide them with various primary and secondary sources (e.g., articles, speeches, photographs, political cartoons) that depict different aspects of the scandal. Instruct the groups to create a visual timeline or collage that chronologically presents the events and key players. Encourage discussions and collaboration within the groups.  **Summative Assessment: "Watergate Scandal Reflection"** Ask students to write a reflective essay on the Watergate Scandal. Provide prompts such as:   * What were the most significant events that led to the Watergate Scandal? * How did the Watergate Scandal impact American society and politics? * Why is it important to study and understand historical events like Watergate?   Encourage students to draw connections between historical events and present-day implications, fostering critical thinking and historical consciousness.  [Watergate Scandal](https://www.pbs.org/newshour/classroom/app/uploads/2013/11/Watergate-Background.pdf) |
| 2 | I can explain the impact of Watergate Scandal on the American presidency and the United States  8.H.1.1 | **Guided Reading and Note-taking: "Impacts of Watergate"** Provide students with a concise reading passage that outlines the impact of the Watergate Scandal on the American presidency and the United States. Accompany the text with guided questions, encouraging students to take notes and highlight key details. Sample questions may include:   * How did the Watergate Scandal affect public trust in the government? * What reforms were implemented to prevent similar abuses of power? * How did the presidency change as a result of Watergate?   **Creative Expression: "Political Cartoon"** Invite students to create a political cartoon that represents the impact of the Watergate Scandal on the American presidency and the United States. They can use symbols, visual metaphors, and captions to convey their understanding. This activity fosters creativity, visual literacy, and the ability to distill complex ideas into a concise form.  **Summative Assessment: "Historical Analysis"** Conclude the assessment strategy with a written historical analysis. Prompt students to write an essay that analyzes the lasting impact of the Watergate Scandal on the American presidency and the United States. Encourage them to support their claims with evidence and consider both short-term and long-term effects. Additionally, ask them to reflect on how these impacts continue to shape American politics and society today. |
| 3 | I can explain how foreign policy decisions are reached and how global events impact the United States’ Presidential administrations  8.H.1.1, 8.H.1.4 | **Creative Writing: "Presidential Perspectives"**  Ask students to imagine they are a former United States president reflecting on a significant foreign policy decision or global event that occurred during their term. Instruct them to write a creative piece, such as a diary entry or a letter, expressing their thoughts, considerations, and the impact of the decision/event. Students can showcase their understanding of the decision-making process, historical context, and the consequences of their chosen topic.  **Current Events Analysis: "News Report Investigation"** Assign students to analyze a current news article or video related to a foreign policy decision or global event. Instruct them to summarize the article/video and evaluate its impact on the United States' presidential administrations. Students can present their analysis through a news report-style presentation, highlighting key information, perspectives, and the implications for foreign policy. This activity promotes critical thinking, media literacy, and understanding of current events. |
| 4 | I can explain the causes of the Iranian-Hostage crisis and the 444 day and the impact of the events.  8.H.1.1, 8.H.1.4 | **Guided Reading and Note-taking: "Unraveling the Crisis"** Provide students with a guided reading passage or an article summarizing the causes of the Iranian Hostage Crisis. Accompany the text with guided questions, encouraging students to take notes on the factors leading to the crisis. Sample questions may include:  What led to the strained relationship between the United States and Iran?  What role did the Islamic Revolution and the overthrow of the Shah play in the crisis?  How did the U.S. decision to admit the Shah for medical treatment impact the situation?  **Historical Investigation: "Decoding the Crisis"** Assign each student or small group a specific aspect or factor related to the Iranian Hostage Crisis, such as the role of the Islamic Revolution, U.S.-Iran relations, or the motivations of the hostage-takers. Instruct them to conduct research using a variety of sources, including articles, videos, and primary documents. Ask students to present their findings through a multimedia presentation, poster, or written report.  **Graphic Organizer: "Cause and Effect Map"** Provide students with a graphic organizer in the form of a cause and effect map. The map should have two main branches: one for the causes of the Iranian Hostage Crisis and another for its impact. Each branch should have sub-branches or sections where students can fill in specific causes and effects.  a. Causes Branch: Instruct students to identify and list the primary causes of the Iranian Hostage Crisis. These may include factors like the Iranian Revolution, the U.S. involvement in Iran, and the seizure of the U.S. Embassy.  b. Impact Branch: Ask students to identify and list the significant impacts of the Iranian Hostage Crisis. This can include effects on U.S.-Iran relations, American public opinion, the 1980 U.S. presidential election, and the subsequent hostage rescue attempt. |
| 5 | I can compare and contrast the advantages and disadvantages of Reaganomics  8.E.1.1 | **Guided Reading and Note-taking: "Advantages and Disadvantages Chart"** Provide students with a chart or graphic organizer that allows them to compare and contrast the advantages and disadvantages of Reaganomics. Instruct students to conduct research using various sources, including textbooks, articles, and online resources. Ask them to fill in the chart with specific points that highlight the positive and negative aspects of Reaganomics. Sample categories for comparison may include economic growth, income inequality, government spending, and national debt.  **Socratic Seminar: "The Reaganomics Debate"** Organize a Socratic Seminar where students engage in a structured debate on the advantages and disadvantages of Reaganomics. Divide the class into two groups: one representing the proponents of Reaganomics and the other representing its critics. Assign each group to prepare arguments supporting their position, based on their research and the information in their charts. Facilitate the debate by posing questions and allowing students to respond and challenge each other's viewpoints.  **Creative Expression: "Political Cartoon Showdown"** Ask students to create a political cartoon that represents either the advantages or the disadvantages of Reaganomics, depending on their assigned perspective. Instruct them to use symbols, visual metaphors, and captions to convey their understanding. Students can present their political cartoons individually or as a gallery walk, allowing them to discuss the message behind each cartoon. |
| 6 | I can explain how Reaganomics positively or negatively impacts individuals and businesses.  8.E.1.1 | **Guided Reading and Note-taking: "Individuals and Businesses Impact Chart"** Provide students with a chart or graphic organizer that allows them to explore and categorize the positive and negative impacts of Reaganomics on individuals and businesses. Instruct students to conduct research using various sources, such as textbooks, articles, and online resources. Ask them to fill in the chart with specific points that highlight the effects on individuals and businesses. Sample categories for exploration may include employment, income, entrepreneurship, innovation, and economic inequality.  **Creative Expression: "Impact Infographic"** Ask students to create an infographic that visually represents the positive or negative impacts of Reaganomics on individuals and businesses. Instruct them to use symbols, images, and captions to convey their understanding. Encourage creativity, clarity, and the ability to distill complex information into a concise and visually appealing form. Students can present their infographics individually or as part of a gallery walk, allowing for discussions and comparisons.  **Summative Assessment: "Reflection and Analysis"** Have students write a reflection or essay where students analyze the positive or negative impacts of Reaganomics on individuals and businesses. Ask students to present evidence, examples, and logical reasoning to support their claims. Encourage students to consider the long-term effects and draw conclusions about the overall impact of Reaganomics on different stakeholders.  **Graphic Organizer: "Reaganomics Impact Chart"** Provide students with a graphic organizer in the form of a chart or a T-chart. Divide it into two sections: one for individuals and another for businesses. Instruct students to fill in the chart with specific points that highlight the positive and negative impacts of Reaganomics on individuals and businesses. Sample categories for comparison may include employment, income, entrepreneurship, innovation, economic inequality, and business growth. |
| 7 | I can explain major events during the presidencies of George H.W. Bush, Bill Clinton and George W. Bush  8.H.2.2 | **Creative Presentation: "Presidential Event Showcase"** Instruct each group to create a creative presentation showcasing the major event they researched. Students can choose from various formats, such as a skit, a news broadcast, a rap, a timeline with visuals, or a multimedia presentation. Encourage creativity and emphasize that the presentation should effectively communicate the significance of the event, its impact, and its connection to the respective presidency.  **Jigsaw Activity: "Presidential Event Experts"** Assign each group a specific major event from the presidencies of George H.W. Bush, Bill Clinton, or George W. Bush. Instruct them to research and become experts on that particular event. Provide resources such as articles, primary sources, and videos. Once students have gathered information, reshuffle the groups to create new groups with members who researched different events. In their new groups, students share their findings and collectively create a cohesive overview of the major events during the three presidencies.  **Graphic Organizer: "Presidential Event Timeline"** Provide students with a graphic organizer in the form of a timeline. Instruct students to divide the timeline into three sections, one for each president. Within each section, students can add specific events or milestones that occurred during that presidency. Encourage students to include events such as legislative achievements, major crises or conflicts, notable foreign policy decisions, or significant social and economic developments. |
| 8 | I can explain the domestic and foreign policies of George H.W. Bush, Bill Clinton and George W. Bush impacted the United States  8.H.2.2 | **Mind Map Graphic Organizer: "Policy Interconnections"** Provide students with a mind map graphic organizer. In the center, write the name of each president. Instruct students to create branches that extend from each president's name, representing specific policies. From each policy branch, students can create further branches that indicate the impact of the policy on different aspects of the United States. This graphic organizer allows students to visualize the interconnectedness of policies and their effects.  **Policy Infographic: "Policy in a Nutshell"** Ask students to create an infographic that visually summarizes the impact of a specific domestic or foreign policy implemented by one of the three presidents. Instruct them to use symbols, charts, graphs, and concise captions to communicate the key aspects and outcomes of the policy. Encourage creativity, clarity, and the ability to present complex information in a visually appealing and accessible manner. Students can present their infographics individually or as part of a gallery walk. |
| 9 | I can explain the causes of September 11, 2001  8.H.1.1 | **Collaborative Research: "Investigative Teams"** Divide the class into small investigative teams and assign each team a specific aspect of the causes of September 11, 2001. Examples of aspects can include the rise of Al-Qaeda, U.S. foreign policy in the Middle East, or intelligence failures. Instruct each team to conduct research using various resources, such as articles, documentaries, and online databases. Provide guiding questions to help focus their research.  **Cause and Effect Diagram: "Unraveling the Causes"** Provide students with a cause and effect diagram template (also known as a fishbone or Ishikawa diagram). Instruct them to identify and categorize the main causes that contributed to the events of September 11, 2001. Students can explore categories such as political factors, religious extremism, historical context, or failures in intelligence and security. Encourage students to add specific causes and provide evidence or explanations for each one. This diagram helps students visualize the interconnections between causes.  **Timeline Analysis: "The Road to September 11"** Instruct students to create a timeline that highlights significant events leading up to September 11, 2001. Provide a list of key events related to terrorism, U.S. foreign policy, and conflicts in the Middle East. Students should research and arrange the events chronologically, providing a brief description and analysis for each one. The timeline allows students to understand the sequence of events and their cumulative impact.  **Multimedia Presentation: "Understanding the Causes"**  Assign students to create multimedia presentations on the causes of September 11, 2001. They can use presentation software, video editing tools, or online platforms to combine images, videos, and text. Instruct students to explain the causes, provide historical context, and analyze the motivations behind the attacks. Encourage them to incorporate quotes, primary sources, and expert opinions to support their analysis. This assessment strategy develops research skills, critical thinking, and effective communication.  [September 11 Quiz](https://www.digitalhistory.uh.edu/teachers/modules/sept11th/quiz.cfm)  **Collaborative Investigation: "The September 11 Task Force"**  Organize students into small groups and assign each group a specific aspect of the causes of September 11, 2001, such as Al-Qaeda's origins, U.S. intelligence failures, or the impact of U.S. foreign policy. Instruct groups to conduct research and compile their findings into a comprehensive report or presentation. Each group should present their findings to the class, fostering collaboration, research skills, critical thinking, and a comprehensive understanding of the causes.  **Concept Mapping: "Cause and Effect Relationships"**  Ask students to create a concept map that illustrates the cause and effect relationships related to September 11, 2001. Instruct them to identify and connect the main causes and their corresponding effects using arrows or lines. Encourage students to add brief explanations or descriptions for each connection. |
| 10 | I can explain the impact (both domestic and abroad) of September 11, 2001  8.H.1.1 | **Research Stations: "Exploring the Impact"** Set up research stations around the classroom, each focusing on a specific aspect of the impact of September 11, 2001. Assign small groups of students to each station and provide them with research materials such as articles, primary sources, and videos. Each group explores the impact of September 11 in their assigned area, such as national security, immigration policies, global terrorism, or international relations. Instruct students to take notes and gather evidence of the impact.  **Personal Reflection: "How Did It Change Us?"** Ask students to reflect on the impact of September 11, 2001, both domestically and abroad, through a personal reflection activity. Instruct them to write a letter or create a journal entry expressing their thoughts and feelings about the lasting effects of the attacks. Encourage students to consider changes in security measures, personal freedoms, perceptions of Islam, or global politics. |
| 11 | I can explain the causes of national debt and its impact on individuals, groups, and businesses  8.E.1.1 | **Cause and Effect Graphic Organizer**  Objective: Explain the causes of national debt and its impact on individuals, groups, and businesses.  Instructions:  Introduce the concept of national debt and its relevance to the economy. Explain to the students that they will create a cause and effect graphic organizer to explore the causes and impacts of national debt. Provide a template of a cause and effect graphic organizer or guide the students in creating one. Divide the class into small groups or pairs. Assign each group a specific cause of national debt or an impact on individuals, groups, or businesses. Instruct the groups to research and fill out the graphic organizer with the following elements:  a) Cause: Identify the specific cause of national debt assigned to the group.  b) Effects: List the effects or impacts that result from the cause.  c) Examples: Provide specific examples or scenarios that illustrate the cause and its effects.  d) Connections: Analyze the connections between the cause, effects, and their impact on individuals, groups, or businesses.  Allow sufficient time for groups to research, discuss, and complete their graphic organizers. Each group will present their graphic organizer to the class, explaining the cause, effects, examples, and connections they have identified. Facilitate a class discussion after each presentation, allowing students to compare and contrast the causes and impacts explored in the graphic organizers. Assess the graphic organizers using the following criteria:    a) Accuracy and depth of information presented.  b) Clarity and organization of the cause and effect relationships.  c) Ability to provide specific examples and illustrate the connections between causes and impacts.  d) Engagement and participation during the presentation and class discussion.  Conclude the activity with a reflection session, encouraging students to share their insights and what they learned from the cause and effect analysis of national debt. |
|  | Review and Assessments | [Modern Era Quizizz](https://quizizz.com/admin/quiz/5c068293389896001f332fbe/modern-era) |
| **Final Exam/Course Review & Final Exam/EOG Testing Window (typically reserved for last 10 days of school year)** | | |
| **Day #** | **Daily Learning Target** | |
|
| 32 - 45 | Learning targets for review days may vary depending upon student needs. It is best practice to personalize learning targets for student groups based on data. | |