|  |  |
| --- | --- |
| **Subject: 8th Grade Social Studies (NC/US History)** | **Unit 1: Revolution and Constitution****Timeline: 1st 9 week grading period** |
| **Focus:** Factors that led to and influenced the creation of a new nation.**Theme:**“So a man can stand up.” | **Curriculum Goals/Objectives:**Trace the causes and effects of the Revolutionary War and assess how they affected people during the Constitutional Period in NC and the US. 8.H.1, 8.H.2, 8.H.3, 8.G.1, 8.G.1.2, 8.E.1.2, 8.C&G.1, 8.C&G.2, 8.C.1 |
| **Key Concepts:**Colonists’ Desire for IndependenceColonists’ Frustration over English RuleRevolutionary PeriodConstitutional PeriodNC’s Role in National EventsNatural Rights | **Essential Questions:*** What motivates people to seek change?
* What freedoms are most important to you?
* What was life like in the colonies?
* How does geography and location affect how people live and work?
* How can geography, location, and culture affect point-of view?
* What role did compromise play in forming out nation and government?
* How did the Founding Father’s ideas about government influence the Revolutionary/Constitutional periods?
 |
| **Key Terms:**Geography Declaration of IndependenceLocation Articles of ConfederationMigration ConstitutionRegions Bill of RightsTyranny FederalistMonarchy Anti-FederalistTreason Great CompromiseDemocracy Balance of PowerGovernment PropagandaTaxes/Duties Primary SourcePatriot Secondary SourceLoyalist Natural RightsStamp ActTownshend ActsIntolerable ActsBoston Massacre | **Learning Targets:*** I can **explain** the difference between a primary and secondary sources.
* I can **analyze** information from a variety of sources to understand different points of view.
* I can **summarize** and **explain** the role of debate and compromise during the founding of our country.
* I can **explain** the causes and effects of key conflicts during the Revolutionary Period.
* I can **explain** and **apply** the Constitution and Bill of Rights in in my life.
 |
| **Suggested Readings and Resources:**Learn NC (Revolutionary Section)* 2.5 Pledge to violate the Stamp Act (w/questions) **Analyze** a *primary source*/cause and effect
* 2.7 You’re Invited to the Edenton Tea Party (w/LP) **Create** invitation
* 2.8 Image “Society of Patriotic Ladies” **Analyze** an image
* 3.13 Creed of a Rioter (w/questions) **Analyze** a *primary source*/cause and effect
* 3.14 NC Constitution and Declaration of Rights (w/2 LP) \*Connect and **apply** to modern times/students’ lives.
* 6.5 and 6.6 Federalists vs. Anti-Federalists (w/LP) **Evaluate** and Debate/**analyze** a *primary source*
* 6.7 Acting on the Bill of Rights (w/LP) Role Play

Novels* Johnny Tremain
* George Washington’s Socks

Poetry* Paul Revere’s Ride

Videos* Unsolved History- The Boston Massacre
* America, the Story of Us
* A More Perfect Union

Other Texts* We the People
 | **Assessment Tasks:*** **Create** a map (i.e. colonies, states, Revolutionary War battles, French and Indian War, etc.) 8.H.1.1
* **Analyze and create** charts and graphs related to the Revolutionary Period (i.e. causes of the Revolutionary War, cause and effect, etc.) 8.H.1.1 Literacy Goal 7
* **Summarize** leadership and citizenship actions which influenced the outcome of key conflicts (i.e. activities using primary and secondary sources, written form, role playing, posters, debate, etc.) 8.H.1.2, 8.H.1.3, 8.H.1.4, 8.H.1.5, 8.H.2.1, 8.H.2.2, 8.H.2.3, 8.H.3.3, 8.C&G.1.1, 8.C&G.1.2, 8.C&G.1.3, 8.C&G.2.1, 8.C&G.2.2, 8.C.1.2 Literacy Goals 1, 2, 5, and 9
* Use historical inquiry to construct/**create** products which reflect knowledge and understanding (i.e. multimedia presentations, journal entries, etc.) 8.H.1.4 Writing Goals 4-9 Technology Goals: 8.SI.1, 8.TT.1, 8. RP.1, 8.SE.1
* **Analyze** the relationship between historical events and decisions that were made. 8.H.1.5, 8.H.2.2
* **Summarize** the role of debate, compromise, and negotiations during the founding of our country (i.e. written form, role playing, posters, etc.) 8.H.2.3 Literacy Goals 1 and2
* **Analyze** primary and secondary sources to understand differing viewpoints as well as fact and opinion. 8.H.1.3 Literacy Goal 8
* Argue your opinion concerning how geography affected citizens (i.e. economics, culture, ideas, political, ethnic etc.) 8.G.1.1, 8.G.1.2 Writing Goal 1
 |
|  |  |

**\*RBT verbs in bold.**