

Grade 8 Themes in American History - Unit 2: Industrialism and Economic Development

Phoenixville Area School District

Stage 1 Desired Results		
<p>Overarching PA Core Standards:</p> <p>8.3.8.A. Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.8.B. Evaluate the importance of historical documents, artifacts and places critical to United States history.</p> <p>8.3.8.C. Summarize how continuity and change have impacted U.S. history.</p> <p>8.3.8.D. Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p>	<i>Transfer</i>	
	<p>TRANSFER GOALS <i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Identify trends in problems overtime to prepare students to be knowledgeable, analytical, and engaged citizens. • Engage in research to cite, generate, and evaluate claims and analyze issues to verify the credibility of different points of view. • Evaluate how individual and groups reflect, create, and change societal constructs and institutions. • Communicate information and ideas through writing, speaking, illustrations, for a target audience using appropriate vocabulary. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The desire for economic goods (both buying and selling) creates interdependence as well as conflict • Desire for more resources can cause the oppression of groups of people • The natural resources and location of a place significantly affect the livelihood, politics, and opportunity of the people living in them • Identifying a source’s format, purpose, point of view, and context helps learners analyze and comprehend sources. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How and why do governments make decisions? • How does the use of resources define a society’s priorities? • How does changes in economic policy affect individuals and society? • Why do people move and how does it affect both places? How does migration/population trends affect the lives of people and the characteristics of places?

Knowledge and Skills Acquisition		
	<p>KNOWLEDGE <i>Students will know...</i></p> <ul style="list-style-type: none"> • How technology from the Industrial Ages changed the way people live • How industrialization and urbanization changed American society • How different groups of people responded to the Great Depression <p>VOCABULARY</p> <ul style="list-style-type: none"> • Trust • Stock • Monopoly • Labor Union • Corporation • Mass Production • Assimilate • Slum • Middle Class • Settlement House • Homestead • Public Works • Work Relief • Subsidy • Migrant Worker 	<p>SKILLS <i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Explaining the difference between skilled and unskilled labor. • Analyzing the characteristics of entrepreneurs. • Explaining the concepts of supply and demand. • Analyzing the impact of recessions and depressions. • Analyzing the purposes, implementation, and consequences of public policies in multiple settings.
Stage 2 – Evidence		
Code A/M/T	Evaluative Criteria	Assessment Evidence

T	<p><i>Success Criteria:</i></p> <p>Tombstone should include:</p> <ul style="list-style-type: none"> ○ Name of inventor/innovator ○ Nationality ○ Date of birth/death ○ At least three details about their achievement(s) ○ Epitaph ○ Illustration <p>Eulogy should be:</p> <ul style="list-style-type: none"> ○ 200 words ○ 2 minutes in length 	<p>PERFORMANCE TASK(S)</p> <ul style="list-style-type: none"> ● <i>Grasps:</i> To create a tombstone and eulogy for the inventor or innovator ● <i>Role:</i> Personal friend ● <i>Audience:</i> Funeral attendees ● <i>Situation:</i> You need to describe what the person invented/changed and how they were lived/are remembered ● <i>Product:</i> You will create a Tombstone and eulogy in remembrance of one of the inventors or innovators during the Industrial Revolutions 	<p>Differentiation Considerations:</p>
A M		<p>OTHER EVIDENCE</p> <p>Quizzes One quiz for each of the major unit components, including:</p> <ul style="list-style-type: none"> ● Multiple Choice ● True/False ● Short Answer ● Fill-in-the-Blank ● Matching <p>Unit Test Unit test will cover all unit learning objectives, including:</p> <ul style="list-style-type: none"> ● Multiple Choice ● True/False ● Short Answer ● Fill-in-the-Blank ● Matching 	<p>Differentiation Considerations:</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

**Code
A/M/T**

- What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?
- Are all three types of goals (A, M, and T) addressed in the learning plan?
- Is there tight alignment between Stages 1 & 2, and how the learning plan in Stage 3 will get students there?
- How are students experiencing and exploring the essential questions and performance issues at the heart of the unit?
- How are students rethinking their understandings in light of new findings/perspectives/questions/knowledge on a regular basis?
- Does the plan use textbooks and other materials as *resources*?
- Is the plan well sequenced?