

Grade 8 Themes in American History - Unit 3: Struggle for Freedom, Equality, and Social Justice

Phoenixville Area School District

Stage 1 Desired Results		
<p>Overarching PA Core Standards:</p> <p>5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <p>5.1.8.F Analyze how political symbols are used by the media and leaders to influence public opinion.</p>	Transfer	
	<p><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. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Fear, cultural differences, and/or pursuit of power can lead to unjust actions • Identify reasons why people seek change in society, based on values and viewpoints, and the different methods used to accomplish change • The desire for economic goods (both buying and selling) creates interdependence as well as conflict 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. When is conflict necessary (What do people do to stand up for themselves? What lines do they cross? How far are they willing to go/) 2. 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) 3. How can individuals and groups contribute to their communities and to the world 4. What point of view is this model/display/text based on? How does that affect the interpretation?

<p>5.2.8.B Describe how citizens resolve conflicts in society and government.</p>	<ul style="list-style-type: none"> • Citizens can change their world through action • Civic engagement can shape the rights and responsibilities of citizens 	
Knowledge and Skills Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The causes and outcomes of the American Civil War • Key events in the Civil Rights movement • How social reform movements changed America over time • How immigration has changed in America history over time <p>VOCABULARY:</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. • Analyze the purposes, implementation, and consequences of public policies in multiple settings • Compare historical and contemporary means of changing societies and promoting the common good. • Gather, use, and interpret evidence. 	
<ul style="list-style-type: none"> • Domestic Slave Trade • Underground Railroad • Discrimination/Prejudice • Fugitive • State's Rights • Secede • Casualty 	<ul style="list-style-type: none"> • Habeas Corpus • Boycott • Civil Disobedience • Sit-in • Feminist • Temperance • Suffrage • Quota 	

Stage 2 – Evidence

Code (A, M, T)	Evaluative Criteria	Assessment Evidence	
T	Develop an argument made up of claims supported by evidence.	<p>PERFORMANCE TASK(S):</p> <p>Goal: Take informed action on slavery using specific claims and relevant evidence from historical sources, while acknowledging competing views.</p> <p>Role: Northern Abolitionist</p> <p>Audience: Members of Congress</p> <p>Situation: You are asked to speak to the members of Congress about your views on slavery. You have recently read <i>Uncle Tom’s Cabin</i> and understand the polarizing power it has on the North and the South. You decide to use the book as the cornerstone of your presentation to Congress.</p> <p>Product: Construct an argument (e.g., video, online presentation, poster, essay) that discusses the impact of <i>Uncle Tom’s Cabin</i> and the power of words.</p> <p>Success Criteria: Gathering, using, and interpreting evidence; chronological reasoning and causation; comparison and contextualization</p> <p>(http://www.c3teachers.org/inquiries/utc/)</p>	<p>Differentiation Considerations:</p> <p>For students who need it, an Evidence Chart can provide support to students as they build their arguments with claims and evidence. Teachers can use this to conference with students and provide feedback about their progress.</p>
		<p>OTHER EVIDENCE:</p> <p>Source Analysis Chart</p> <p>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 	<p>Differentiation Considerations:</p>

		<ul style="list-style-type: none">• Matching <p>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	
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