

8th Grade/Course Social Science Unit 19: Growth in the West

Approximate Duration of Study: [Time]

| Standards & Benchmark(s) | Concepts & Skills/Essential Questions | Vocabulary Term(s) | Assessment(s) | Helpful Activities & Resources |
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| <p>HISTORY/SOCIAL EL.MS.RH.4 - RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>EL.MS.RH.5 - RH.6-8.5. Describe how a text presents information.</p> <p>EL.MS.RH.7 - RH.6-8.7. Integrate visual information with other information in print and digital texts.</p> <p>Political Systems SOC.EH.014.F - Understand the development of United States political ideas and traditions.</p> <p>✓ 4A. Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal,</p> | <p>1. What lured settlers to the west?</p> <p>Students will analyze the reasons people migrated westward, including land opportunities, new lives, independence, gold and silver rush, ranching and new farm machinery inventions.</p> <p>2. How did Native Americans fight to survive?</p> <p>Students will analyze why Native signed treaties and fought back after treaties were broken.</p> | <p>1. Frontier</p> <p>2. Great Plains</p> <p>3. Boomtown</p> <p>4. Long drives</p> <p>5. Vaquero</p> <p>6. Vigilante</p> <p>7. Reservation</p> <p>8. Sand Creek Massacre</p> <p>9. Sitting Bull</p> <p>10. George A. Custer</p> <p>11. Battle of Little Bighorn</p> <p>12. Wounded Knee Massacre</p> <p>13. Dawes Act</p> <p>14. Homestead</p> | <p>1. Extended Response from Bury My Heart At Wounded Knee</p> <p>2. Quizzes</p> <p>3. Unit Test Pre & Post</p> <p>4. Native American 3-D project presentations</p> <p>5. Native American Power Point / Research Projects</p> <p>6. Political Cartoon Projects</p> | <p>1. Political Cartoon Analysis</p> <p>2. Native American Tribe 3-D Project</p> <p>3. Mapping Activity #37 – 38</p> <p>4. “How did it really happen?” reading passage p. 176 Custer’s Last Stand</p> <p>5. Battle of Little Big Horn Video</p> <p>6. Bury My Heart at Wounded Knee Video</p> <p>7. Legendary Cowboys Video</p> <p>8. America – The Story of Us - Heartland</p> |

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| <p>Civil War).</p> <p>History SOC.EH.016.A - Apply the skills of historical analysis and interpretation.</p> <ul style="list-style-type: none"> ✓ 4A. Analyze and report historical events to determine cause-and-effect relationships. <p>SOC.EH.016.C - Understand the development of economic systems.</p> <ul style="list-style-type: none"> ✓ 4B. (US) Analyze the impact of westward expansion on the United States economy. <p>Geography SOC.LE.017.C - Understand relationships between geographic factors and society.</p> <ul style="list-style-type: none"> ✓ 2C. Explain how human activity affects the environment. <p>History SOC.LH.016.E - Understand Illinois, United States and world environmental history.</p> <ul style="list-style-type: none"> ✓ 5A. (US) Analyze positive and negative aspects | | <p>15. William "Buffalo Bill" Cody</p> <p>16. Buffalo Soldier</p> <p>17. Homestead Act</p> <p>18. Exoduster</p> <p>19. Sodbuster</p> <p>20. Grange Cooperative</p> <p>21. Populist Party</p> <p>22. Gold Standard</p> <p>23. William Jennings Bryan</p> | | |
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| <p>of human effects on the environment in the United States including damming rivers, fencing prairies and building cities.</p> <p>Political Systems SOC.MS.014.D - Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</p> <p>✓ 3. Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).</p> <p>Economics SOC.MS.015.A - Understand how different economic systems operate in the exchange, production, distribution and</p> | | | | |
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| <p>consumption of goods and services.</p> <ul style="list-style-type: none"> ✓ 3A. Explain how market prices signal producers about what, how and how much to produce. <p>SOC.MS.015.C - Understand that scarcity necessitates choices by producers.</p> <ul style="list-style-type: none"> ✓ 3A. Identify and explain the effects of various incentives to produce a good or service. <p>15.EH.3 Understand that scarcity necessitates choices by producers.</p> <p>History</p> <p>SOC.MS.016.A - Apply the skills of historical analysis and interpretation.</p> <ul style="list-style-type: none"> ✓ 3B. Make inferences about historical events and eras using historical maps and other historical sources. ✓ 3C. Identify the differences between | | | | |
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| <p>historical fact and interpretation.</p> <p>SOC.MS.016.D - Understand Illinois, United States and world social history.</p> <p>✓ 3A. (US) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.</p> <p>SOC.MS.016.E - Understand Illinois, United States and world environmental history.</p> <p>✓ 3B. (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.</p> <p>✓ 3C. (US) Describe the impact of urbanization and suburbanization, 1850 - present, on the environment.</p> <p>Geography</p> | | | | |
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| <p>SOC.MS.017.C - Understand relationships between geographic factors and society.</p> <ul style="list-style-type: none">✓ 3A. Explain how human activity is affected by geographic factors. <p>Social Systems</p> <p>SOC.MS.018.B - Understand the roles and interactions of individuals and groups in society.</p> <ul style="list-style-type: none">✓ 3B. Explain how social institutions contribute to the development and transmission of culture. | | | | |
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