

**CPPS WA State Standards for Social Studies - Curriculum Map: 8<sup>th</sup> Grade US History from Revolution to Reconstruction**

Title	Time	Performance Task	Big Idea	Essential Questions	Resources/Materials
<p align="center"><b>The Road to Revolution</b></p> <p align="center"><b>WA HIS 4.1.2</b></p>	<p align="center">Dec.</p>	<p>Students will complete a poem analysis comparing Longfellow's poem to the actual events of Paul Revere's ride.</p> <p>Students will analyze the Declaration of Independence.</p>	<p>What event's pushed Great Britain and the Americans colonies apart and ultimately led to the signing of the Declaration of Independence?</p>	<ol style="list-style-type: none"> <li>1. Why did the colonies organize to oppose British policies?</li> <li>2. How did the colonies resist British policies?</li> <li>3. What led up to battle of Lexington and Concord?</li> <li>4. How did America declare its independence?</li> </ol>	<p><b>Creating America – a History of the United States,</b> <i>McDougal Littell,</i> 2001 (pages 159-187)</p>
<p align="center"><b>The America Revolution</b></p> <p align="center"><b>WA HIS 4.1.2</b></p>	<p align="center">Jan.</p>	<p>Students will complete an American Revolutions flip chart.</p> <p>Students will complete a position paper using evidence to support their claim (Fight or Flight).</p>	<p>Understanding major events of the American Revolution and identify the causes that led to an American victory.</p>	<ol style="list-style-type: none"> <li>1. What were the differences between the Colonial army and the British army?</li> <li>2. What were the key battles of the American Revolution?</li> <li>3. Who were the historical figures of this time period?</li> <li>4. How did the war affect common individuals?</li> <li>5. What events led up to the wars end? <b>Skill</b> – Use of evidence to support one's claim in writing.</li> </ol>	<p><b>Creating America – a History of the United States,</b> <i>McDougal Littell,</i> 2001 (pages 190-217)</p> <p>Independent Internet Research</p>
<p align="center"><b>Articles of Confederation to Constitution</b></p>			<p>Identify the strengths and weakness of the Articles of Confederation that</p>	<ol style="list-style-type: none"> <li>1. What was the Articles of Confederation? Identify its strengths and weaknesses.</li> <li>2. What are the seven principles of the Constitution?</li> </ol>	

<p>WA HIS 4.1.2 WA CIV 1.1.1 WA CIV 1.2.3</p> <p>CBA WA CIV 1.1.2 WA CIV 1.4.1 WA SSS 5.2.1 WA SSS 5.2.2 WA SSS 5.3.1</p>	<p>Jan. to March</p>	<p>Students will complete the <i>Government and Skills</i> workbook.</p> <p>CBA – Students will write to the prompt, “Constitutional Issues”.</p>	<p>ultimately led to creation of our Constitution.</p> <p>What is the basic plan and structure of the United States Government as set forth in the Constitution?</p> <p>How does the Bill of Rights guarantee basic rights to American citizens?</p> <p>What is citizenship and its rights and responsibilities?</p>	<ol style="list-style-type: none"> <li>3. What are the three branches and their powers in the United States government?</li> <li>4. What rights are protected under the Bill of Rights?</li> <li>5. What are your rights and responsibilities as a citizen of the United States? <b>Skill</b> – Use of evidence to support one’s claim in writing.</li> </ol>	<p><b>Creating America – a History of the United States</b>, McDougal Littell, 2001 (pages 221-279)</p> <p><b>How Our Democracy Works</b>, <i>Junior Scholastic</i>.</p>
<p><b>Changing Landscape of America</b></p> <p>WA HIS 4.1.2.4 WA GEO 3.2.3 WA ECO 2.4.1 WA HIS 4.2.3 WA HIS 4.3.1 WA HIS 4.3.2</p>	<p>March to April</p>	<p>Students will complete various mini-projects for each essential question.</p>	<p>How did America change in the early 1800’s to become an industrialized nation that spread from “Sea to Shining Sea”?</p> <p>How did differences between the North and South contribute to the growing divide between these two regions?</p>	<ol style="list-style-type: none"> <li>1. What was Jefferson’s lasting legacy?</li> <li>2. How did transportation developments and industrialization affect the Nation’s development and economy?</li> <li>3. How did the North and South differ during the first half of the 1800’s?</li> <li>4. What changes did America go through during Andrew Jackson’s Presidency?</li> <li>5. How did Manifest Destiny change America?</li> </ol>	<p><b>Creating America – a History of the United States</b>, McDougal Littell, 2001 (various sections 310-419)</p> <p>Various readings, <a href="http://www.ushistory.org">www.ushistory.org</a></p>

<p><b>Civil War to Reconstruction</b></p> <p><b>WA HIS 4.1.2.3</b> <b>WA GEO 3.2.2</b></p>	<p>April to June</p>	<p>Students will analyze the Emancipation Proclamation and Gettysburg Address.</p> <p>Students will complete a Civil War project (student choice from various options)</p> <p>Students will complete a position paper using evidence to support their claim (Dred Scott Decision).</p>	<p>What divided the nation?</p> <p>What affect did the Civil War have on people, places, and the economy?</p> <p>What steps were taken to reunite the United States?</p>	<ol style="list-style-type: none"> <li>1. What events led up to the South separating from the Union?</li> <li>2. What major events occurred during the Civil War?</li> <li>3. What lasting impacts did the Civil War have on American Society?</li> <li>4. How did America attempt to put itself back together again? <b>Skill</b> – Use of evidence to support one’s claim in writing.</li> </ol>	<p><b>Creating America – a History of the United States,</b> <i>McDougal Littell,</i> 2001 (pages 457-451)</p> <p><a href="http://www.civilwar.org/curriculum">www.civilwar.org/curriculum</a></p>
--	----------------------	--	--	--	--