



Social Studies

Curriculum Guide

2004-05

**SOCIAL STUDIES
MIDDLE AND HIGH SCHOOL
2004-05 CURRICULUM GUIDE**

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Mission Statement

The mission of the Norwalk Public Schools is to create a supportive learning environment rooted in the belief that all children can learn. Our educators will challenge students to demonstrate high levels of achievement on a wide variety of clearly defined standards. Our students will graduate with the skills, knowledge, attitudes and experiences necessary to ensure their highest potential for success and life-long learning.



Board of Education – 2006-07



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Executive Summary

In light of the diversity of social, economic and cultural backgrounds of our student population, it is the responsibility of the Norwalk Public Schools to:

1. Provide each student the opportunity to obtain an education according to his/her needs and abilities.
2. Promote mutual support for the education of the child among school, staff, parents, student and community.
3. Provide an environment in which each student exerting his/her best effort can develop at his/her own rate physically, mentally, emotionally, aesthetically and socially.
4. Provide a school environment that fosters self-respect, respect for others and favorable recognition of individual and cultural differences.
5. Provide each child, the best of his/her ability; with the basic skills in reading, communication and computation, as well as skills in how to learn, how to solve problems and how to organize information in order to use its.
6. Provide student the opportunity to learn additional skills appropriate to the individual to prepare them for the future; to enable them to make responsible decisions, work constructively with others, develop lifelong health habits, function effectively as a good citizen, continue to learn and qualify for higher education or employment.
7. Provide an environment, which fosters creativity, encourages imagination, exploration and innovation.
8. Provide each student an opportunity to strive for and experience success in his/her endeavors.
9. Promote continuing improvement of service to students through staff development, in-service training, sharing of new ideas, analysis and evaluation of program goals and achievements.

We believe that school, staff, parents and the community share equally in the responsibility for maximum student growth.

ACKNOWLEDGEMENTS

We express special thanks and deep appreciation to the following teachers who are the authors and researchers contributing to this substantive endeavor.

SOCIAL STUDIES CURRICULUM DEVELOPMENT COMMITTEE MEMBERS 2004-05

MIDDLE SCHOOL COMMITTEE

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Consultant/Editor – James C. McLaughlin

Philosophy of the Social Studies Department

Social Studies, as defined by the National Council for the Social Studies, is the integrated study of the social sciences and humanities to promote civic competence*. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

In Norwalk the K-12 social studies programs of history, civics, geography, economics and other social sciences help our students construct knowledge, develop skills and build attitudes as specialized ways of viewing reality. It is through their study of social studies that students learn to respond to the changing nature of knowledge and foster new and highly integrated approaches to resolving issues of significance to humanity.

The central function of social studies is to teach and promote civic competence; to educate students to be committed to the ideals and values of our democratic republic, and to use knowledge about their community, nation and world to make each a better place. Using a multicultural approach students learn in social studies that human beings are shaped by their own culture's past and present, as well as by the past and present of other cultures. The methods used and the conclusions drawn in social studies are ways to help students gain understanding of life's problems and of how people, as individuals and in groups, seek solutions.

In developing civic competence our students learn to integrate knowledge, skills and attitudes of various social studies disciplines to cultivate understanding. Students are introduced to the methods of the historian, the political scientist, the geographer, the economist and other social scientists as they analyze events and seek solutions to problems. These skills will enable students to become well-rounded individuals and active participants in the betterment of their local, national, and global communities.

*Civic competence, as defined by The National Council for the Social Studies, is the knowledge, skills, and attitudes required of students to be able to assume "the office of citizen" (as Thomas Jefferson called it) in our democratic republic.

SOCIAL STUDIES

By The end of Grade 12, students will gain knowledge of history, civics and government, geography and economics; understand the interaction between and among history, the social sciences and humanities; and apply that knowledge and understanding as responsible citizens.

PROGRAM GOALS

As a result of education in Grades K-12, students will:

- Demonstrate knowledge of the structure of United States and world history to understand life and events in the past and how they relate to one's own life experience;
- Analyze the historical roots and the current complexity of relations among nations in an increasingly interdependent world;
- Demonstrate an understanding of the concept of culture and how different perspectives emerge from different cultures;
- Apply geographic knowledge, skills and concepts to understand human behavior in relation to the physical and cultural environment;
- Describe the relationships among the individual, the groups and the institutions which exist in any society and culture;
- Demonstrate knowledge of how people create rules and laws to regulate the dynamic relationships of individual rights and societal needs;
- Apply concepts from the study of history, culture, economics and government to the understanding of the relationships among science, technology and society;
- Describe how people organize systems for the production, distribution and consumption of goods and services;
- Demonstrate an understanding of how ideals, principles and practices of citizenship have emerged over time and across cultures; and
- Describe how the study of individual development and identity contributes to the understanding of human behavior.

K-12 CONTENT STANDARDS

History*

Through the study of United States and world history:

1) Historical Thinking

Students will develop historical thinking skills, including chronological thinking recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and construction narratives and interpretation.

2) Local, United States and World History

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

3) Historical Themes

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

4) Applying History

Students will recognize the **continuing** importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

CIVICS and GOVERNMENT*

Through the study of civics and government:

5) United States Constitution and Government

Students will apply knowledge of the U.S. Constitution, how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on individual, local, state and national decisions.

6) Rights and Responsibilities of Citizens

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

7) Political Systems

Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

8) International Relations

Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well being of their community, state and nation.

GEOGRAPHY*

Through the study of geography:

9) Places and Regions

Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

10) Physical Systems

Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems.

11) Human Systems

Students will interpret spatial patterns of human migration, economic activities and political unit in Connecticut, the nation and the world.

12) Human and Environmental Interaction

Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of the interactions.

ECONOMICS*

Through the study of economics:

13) Limited Resources

Students will demonstrate that because human, natural and capital resources are limited, individuals, household, businesses and governments must make choices.

14) Economic Systems

Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

15) Economic Interdependence

Students will demonstrate how the exchange of goods and services by individuals, groups and nations create economic interdependence and change.

SOCIAL SCIENCE**

16) Individual Development And Institutions

Students will examine the various forms of human behavior to enhance understanding of the relationship between social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action.

17) Individuals, Groups and Institutions

Students will examine, use and build upon the knowledge of how institutions are formed, what controls and influences them, how they control and influence individuals and cultures, and how institutions can be maintained or changed.

18) Culture and Cultural Diversity

Students will understand how humans create, learn, and adapt culture to meet its needs, identify similarities and differences among various cultures and sub-cultures, and understand how diversity influences personal perspective and group behavior.

*State Standards

**National Standards

K-12 Graduation Expectations

- Write effectively using standard English for a variety of purposes and audiences.
- Communicate ideas and information coherently and effectively in a variety of modes.
- Read both fiction and nonfiction with comprehension.
- Demonstrate the ability to organize, analyze, and interpret data.
- Demonstrate an understanding of basic scientific principles.
- Demonstrate knowledge and application of the basic concepts of arithmetic, geometry and measurement, and algebra.
- Understand the traditions, practices, and perspectives of at least one non-English speaking culture.
- Develop and apply critical thinking and problem-solving skills in authentic situations.
- Use computer technology proficiently to find, organize, create, and communicate ideas or information.
- Understand the value of making decisions to establish and maintain a healthy lifestyle to promote individual wellness.

Goals

1. **Culture.** Students will understand the nature of culture, diversity, cultural change and multiple perspectives that emerge.
2. **Time, Continuity, and Change.** Students will develop an understanding of life and events in past time, the process of change over time, and a perspective on how both the past and change relate to one's own life experience.
3. **People, Places, and Environments.** Students will apply map skills and geographic concepts to understanding human behavior in relation to physical and cultural environment.
4. **Individuals, Groups, and Institutions.** Students will gain understanding of the relationship between the individual and the groups and institutions which exist in any society and culture.
5. **Power, Authority, and Governance.** Students will develop an understanding of how people create and change power, authority and governance to regulate the relationships of individual rights and society needs.
6. **Production, Distribution, and Consumption.** Students will apply concepts from the study of history, culture, economics and government to the understanding of complex connections to the sciences.
7. **Science, Technology, and Society.** Students will apply concepts from the study of history, culture, economics and government to the understanding of complex connections to the sciences.
8. **Global Connections.** Students will understand the significance of historical themes as they relate to contemporary issues.
9. **Civic Ideas and Practices.** In the context of expanding one's own participation in society, students will understand the interaction between ideals, principles and practices of citizenship over time and across cultures.

(Goals based on State and National Standards)

Content Goals

- I. To analyze how geography influences the way societies' economic and political structures developed. (1, 3, 4, 5, 6)
- II. To compare and contrast the contributions of global cultures, including geography, history, education, technology, literature, government, religion, philosophy, customs, and traditions. (1, 2, 3, 6, 8)
- III. To recognize how the past has influenced the present and how it enables students to make predictions, focusing on time, continuity, and change. (2, 8, 9)
- IV. To establish a hypothesis and support it with historical evidence. (1, 4, 5, 9)
- V. To appreciate and respect the multicultural and global nature of society. (1, 8, 9)
- VI. To develop an understanding and application of current terminology and pedagogy as defined by the National Council for the Social Studies and as expressed by the Connecticut Standards for Social Studies. (1-9)

Skill Goals

- VII. To develop study skills such as note taking, outlining, summarizing, sequencing, surveying, determining main ideas, drawing conclusions, time management, organizational skills and critical thinking. (1-9)
- VIII. To promote the skills necessary to access and apply computer technology. (2, 3, 7)
- IX. To interpret graphs, timelines, and other statistical data. (2, 3, 8)
- X. To integrate cooperative learning in order to achieve a completely interactive learning environment. (1-9)
- XI. To develop higher order thinking skills using creative problem solving and divergent thinking strategies through both oral and written assignments. (1-9)
- XII. To distinguish between primary and secondary resources, and fact from opinion. (2, 4, 6, 8)

8th Grade U.S. History Pacing Guide

8th grade U.S. History is a survey of the development of America from the Early Colonial Period through Reconstruction (1877), focusing on political, social and economic history, with an emphasis on multiculturalism. The program will provide students with a basic knowledge of the development of American culture through a survey of major issues, people, events, and geographical expansion in American history.

Essential Questions for 8th Grade Social Studies

How does our environment affect the way we live?

How do historians research and draw conclusions about the past?

How did the North American world perspective differ from that of Europeans in the late 17th and 18th centuries?

How did European exploration affect the colonization of the Western Hemisphere?

How (and why) did the three American colonial regions differ from one another?

Why did some colonies succeed and others fail?

How did the American colonies defeat what was the greatest military power on earth (Great Britain)?

How did the federal system emerge in the U.S.?

What is the purpose of government? How did the Founding Fathers envision the new American government?

In what way is the Constitution a "bundle of compromises?"

Why did the colonies ultimately sever ties with the British Empire?

How should power be divided within government?

Is freedom sufficiently insured under the Constitution? Explain your answer.

Why do revolutions occur? Under what circumstances do revolutions fail or succeed?

What challenges did the newly independent United States of America face?

How did expansionism shape the U.S.?

How did early American Presidents' policies affect politics, economics, and society?

In what ways has slavery shaped the American society and economy?

Why are wars fought?

How did the differences between Northern and Southern society, culture, and ideals lead to the Civil War?

Use the above essential questions to design purposeful lesson plans around the content & skills identified on pages 18-24 of the Social Studies Middle School Curriculum Guide (2004-2005). Please call 854-4111 if you need a copy of this guide.

4 Weeks Map & Globe Skills Page 25, Course Content # 1	4 Weeks Native Americans Page 25, Course Content #2	1 Week E xploration	6 Weeks* Colonial America Pages 25 & 26, Course Content #3 and #4	5 Weeks Revolutionary War Page 26, Course Content #5 & #6
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8 Weeks Constitution & the New Government Page 26, Course content #5 & 6	6-7 Weeks Westward E xpansion Page 26-27, Course Content #7	4 Weeks Civil War Page 27, Course content #8	1 Week Reconstruction Page 27, Course Content #8
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**Survey students to assess knowledge of/background in colonial America. This may impact the number of weeks/days spent on this unit.*

Please see 2004 curriculum guide for specific activities, assessments, content, and standards

GRADE 8

UNITED STATES HISTORY

OVERVIEW

The course is a survey of the development of America from the Early Colonial Period through Reconstruction (1877), focusing on political, social and economic history, with emphasis on multiculturalism. The program will provide students with a basic knowledge of the development of American culture through a survey of major issues, people, events, and geographical expansion in American history.

Course Content

1. The student will review and utilize map and globe skills, including:
 - The ability to identify major physical features in North America, such as river systems, mountain ranges, plains, and woodlands.
 - Identifying the five themes of geography.
 - The use of latitude and longitude, scale, key and symbols, directions and identifying different types of maps.
2. The student will describe life in America before the 18th century by:
 - Identifying and describing the first Americans, their arrival from Asia, where they settled, and how they lived.
 - Explaining how geography and climate influenced the way various Native American nations lived.
 - Discussing the interaction and consequences that resulted from European colonization.
3. The student will describe Colonial America, with emphasis on:
 - Religious freedom, political freedom, profit, and territorial expansion.
 - Geographic, political, economic, and social contrasts in the three regions of New England, the Mid-Atlantic, and the South.

- Life in the colonies in the 18th century from the perspective of wealthy landowners, farmers, artisans, women, and slaves.
 - Development and emergence of colonial representative governments.
4. The student will describe Colonial America and its struggle for independence, with emphasis on:
- The principal economic and political connections between the colonies and England.
 - Sources of dissatisfaction that led to the American Revolution, such as the French and Indian War, Proclamation of 1763, taxation, and tyranny.
 - The philosophy of government expressed in the Declaration of Independence.
 - Key individuals of the Revolutionary War era, including, King George III, George Washington, Thomas Paine, Samuel Adams, Thomas Jefferson, and Abigail Adams.
 - Major events and military campaigns of the Revolutionary War era.
 - Tactics employed by the colonists that enabled them to defeat the British.
5. The student will analyze the United States Constitution and the Bill of Rights, in terms of:
- The Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Articles of Confederation.
 - Ideas and institution that influenced the framers of the Constitutions.
 - The powers granted to the Congress, the President, and the Supreme Court, and those reserved to the states.
6. The student will describe challenges faced by the new United States government, with emphasis on:
- The writing of a new Constitution in 1787 and the struggles over ratification.
 - The addition of a Bill of Rights and the creation of the Amendment process.
 - Major issues facing the new nation and its government.
 - Conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.
7. The student will describe the growth and change in America from 1801 to 1850, with emphasis on:
- Territorial exploration, expansion, and settlement, including the Louisiana Purchase, the Lewis and Clark expedition, the acquisition of Florida, Texas, Oregon, and California.
 - How the effects of geography, climate, transportation, economic incentives, and manifest destiny influenced the distribution and movement of people, goods, and services.

- The principal relationships between the United States and its neighbors (Mexico and Canada) and the European powers (including the Monroe Doctrine), and describe how those relationships influenced westward expansion.
 - The impact of inventions, including the cotton gin, McCormick reaper, steamboat, and steam locomotive on life in America.
 - The development and growth of the United States monetary system.
8. The student will identify causes, key events, and effects of the Civil War and Reconstruction, with emphasis on:
- Economic and philosophical differences between the North and South, as exemplified by men such as Daniel Webster, Henry Clay, and John C. Calhoun.
 - Events leading to secession and war, slavery, sectionalism and economics.
 - Key individuals on both sides of the war: Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, William Lloyd Garrison, Clara Barton, and Sojourner Truth.
 - Critical developments in the war: major battles, the Emancipation Proclamation, and Lee’s surrender at Appomattox.
 - Life on the battlefield and life on the home front.
 - Basic provisions and postwar impact of the 13th, 14th, and 15th Amendments.
 - The impact of Reconstruction.

Skills

1. The student will develop skills for historical analysis, including the ability to
- Identify, analyze, and interpret primary sources (artifacts, diaries, letters, photographs, art, documents, and newspapers) and contemporary media (television, movies, and computer information systems) to better understand events and life in American history to 1877. (1,2,3,5)
 - Construct various timelines of American history from the colonial period to 1877, highlighting landmark dates, technological changes, major political and military events, and major historical figures. (2, 3, 4, 5, 8,10)
 - Locate on a United States map major physical features, bodies of water, exploration and trade routes, the states that entered the union up to 1877, and identify the states that formed the Confederacy. (1, 2, 3, 7, 9)
 - Interpret patriotic slogans and excerpts from notable speeches and documents in American history up to 1877, including “Give me liberty or give me death,” “Remember the Alamo,” “E Pluribus Unum,” the Gettysburg Address, the Preamble to the Constitution, and the Declaration of Independence. (1, 3, 4, 5, 6, 9)

2. The student will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events, including
 - Different historical perspectives such as Native Americans and settlers, slaves and slave holders, Patriots and Tories, Federalists and Anti-Federalists, Rebels and Yankees, Republicans and Democrats, rural and urban population. (1-9)
 - Different evaluations of the causes, consequences, and benefits of major events in American history up to 1877 such as the American Revolution, the Constitutional Convention, the Civil War and Reconstruction. (1-9)

Sample Activities

I. MAPS

For example: 13 colonies, pre and post Revolution, Westward expansion and Civil War battles

II. GRAPHS and CHARTS

For example: Battle charts, cause and effect, cotton production, checks and balances, and settlement of the colonies

III. POLITICAL CARTOONS (Creations and/or Analysis)

For example: XYZ Affair, taxation, Louisiana Purchase, Federalist and Anti-Federalists, slavery, and linking past to present

IV. NEWSPAPERS

For example: Create a unit/thematic newspaper - Revolutionary War, Civil War, Abolitionist view, Amistad, and current event articles

V. POSTERS

For example: Colonial poster, 50 states poster, Amendment poster, and Revolutionary War poster

VI. DEBATES/MOCK TRIALS

For example: French and Indian War - choose allies, Benedict Arnold trial, Amistad reenactment, and secession v. union

VII. ANALYSES OF DOCUMENTS

For example: Two accounts of the Boston Massacre, "Common Sense", Declaration of Independence, Constitution, journals, Gettysburg Address, and the Emancipation Proclamation.

VIII. TIMELINES

For example: Colonization, Revolutionary War, Westward Expansion, Trail of Tears, and Civil War battles

Assessment

- **Assessment for activities based on appropriate rubrics**
- **Role Play/Simulations**
For example: taxation without representation, Jefferson presenting the Declaration of Independence, mountain man role-play, and Civil War personages
- **Technology**
For example: PowerPoint presentations, web quests, CD-ROMs, reference sites
- **Newspaper/Magazine Creation**
For example: Civil War themes, Manifest Destiny, 18th century reformers (including editorials, political cartoons, obituaries, advertisements, news stories).
- **Persuasive Writing**
For example: Separation of Church and State, Impeachment of Andrew Johnson, Native American perspective on Louisiana Purchase, and Federalists v. Anti-Federalists
- **Expository Writing**
For example: Research paper, document analysis, narrative essays, and biographical speeches
- **Enrichment Activities**
For example: Putnam Park, Washington DC, Philadelphia, Boston, Pequot Museum, Mystic Seaport, Hartford, and the National Geographic Bee
- **Research Activities**
For example: Essay contests, National History Day, Create a Law project, in-depth research of a historical fact, and writing a bibliography

Materials

Textbook – The American Nation – Prentice Hall

2 Binders - Transparencies

Chapter Resources

Workbooks - Student Study Guides

Our Multicultural Heritage

Interdisciplinary Connections

Lesson Planner

Guided Reading Audiotapes

Audio Visual

Schoolhouse Rock - "America Rock"

History of Slavery

Glory

The Witches of Salem

History Channel Classroom

Three Sovereigns for Sarah

Johnny Tremain

The Crossing (A & E)

Underground Railroad

A&E Biographies

History Channel – “The Day Lincoln Was Shot”

Amistad

Computer/Tech

Amistad CD-ROM

Civil War CD-ROM

Oregon Trail CD-ROM

Photos/Art

Various pictures, photos

Games

Louisiana Purchase Activity

Persuasive Writing Assignments – Grade 8

- **Columbus - Hero or Villain?:** Do the positive contributions of Columbus’s exploration justify the negative consequences, particularly those suffered by Native-Americans?
- **French and Indian War:** Students, writing as Native-Americans, will compose a letter supporting an alliance with either French or the British.
- **Patriot vs. Loyalist:** Students will write an editorial either supporting independence or remaining loyal to England.
- **Benedict Arnold – Hero or Traitor:** Should Benedict Arnold be remembered for his heroic deeds or his later treason?

- **Federalist vs. Anti-federalist:** Students will take a position in the debate over the ratification of the Constitution, focusing on the need for a Bill of Rights.
- **Federalist vs. Democratic Republican:** Students will decide which political party would benefit the country the most during the early 1800's.
- **Louisiana Purchase:** Students will write a letter to Jefferson, either supporting or opposing his plan for the Louisiana Purchase.
- **Bank of the U.S.:** Students will decide whether a national bank was beneficial to the nation's economy.
- **Protective Tariff:** Students will discuss the tariff from the viewpoint of the North and South, and based on this discussion, decide whether a protective tariff was a good idea for the United States.
- **Secession: Northern vs. Southern Views:** Students will argue whether secessions was legal or not.
- **Slavery:** Students take the position of either a Northern abolitionist or a Southern plantation owners will attack or defend slavery.
- **Westward Expansion:** Students will support or oppose plans for Westward Expansion, considering the perspective of settlers and Native-Americans.
- **Sherman's March:** Students will respond to the question, "Was Sherman's March to the sea necessary to break the spirit of the South?"
- **Reconstruction:** Students will decide which plan was better for the United States.

Writing Rubric

	1	2	3	4	5
Argument Clear, well-developed thesis; addresses complexity of question	Thesis is well-developed and clearly focused; acknowledges the complexity of the question itself	Thesis must be consistent and controlled; may not be as focused as in top category	Limited or partially developed thesis which addressed question somewhat	Confused, unsupported, poorly developed thesis	No thesis or an irrelevant one
Critical Thought: Analysis of sources; relevance of evidence and citations; discussion of conflicting evidence	In-depth source analysis; confrontation and discussion of conflicting sources; critical reading evident; outside knowledge relevant to the argument; interprets readings in accurate and insightful ways. Provides a creative synthesis of information with the question	Analysis of several sources but lacking depth of understanding; accurately interprets readings and concisely synthesizes it with the question	More descriptive than analytic; may not discuss entire question; exhibits only sketchy evidence; may have errors; makes errors in interpreting readings and/or ineffectively synthesizes the information with the question; includes some facts as well as opinion;	Limited understanding of question; ineffective or inaccurate analysis; poor use of evidence-often only a brief citation or paraphrase; misinterprets the readings or fails to synthesize them with the question; relies on own opinions; forms limited conclusions based on limited examination of information	Inadequate or inaccurate understanding of question; little if any evidence; attempts are confused or inappropriate; major errors
Writing Style: Organization; clarity; mechanical skill	Must be well-organized and well-written; cogent; writes with impressive clarity, technical polish and a sense of purpose arising from sincere interest use of language	Clearly organized and written; not exceptional but logical; writes with clarity and correctness	Acceptable organization and writing; writes with some clarity but with some notable editing errors or occasional awkwardness	Weak organization and writing; writes without attention to detail or without adequate development of ideas	Disorganized and poorly written

Oral Presentation Rubric

Page 33

Class Discussion Rubric

	5	4	3	2	1
Quality of Comments	Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments from the group	Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others	Volunteers comments but lacks depth, may or may not lead to other questions from students	Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question	Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic
Resource/Document Reference	Clear reference to text being discussed and connects to it to other text or reference points from previous readings and discussions	Has done the reading with some thoroughness, may lack some detail or critical insight	Has done the reading; lacks thoroughness of understanding or insight	Has not read the entire text and cannot sustain any reference to it in the course of discussion	Unable to refer to text for evidence or support of remarks
Active Listening	Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others	Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others	Listens to others some of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others	Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others	Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion