

## CURRICULUM MAP

Course Title: 8<sup>th</sup> Grade The American Nation

UNIT/ORGANIZING PRINCIPLE: Natives Before Europeans

PACING: 4 weeks

UNIT NUMBER:

ESSENTIAL QUESTIONS:				
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>Interpret, political, economic and social causes of the Civil War and consequences of the war and Reconstruction.</p>	<p>Interpret</p>	<p>Summative: Unit Test -Multiple Test -Constructed Response</p> <p>Formative: Section Quizzes Regions Projects Oral Discussions Review Games</p>	<p>Secede Sectionalism Jim Crow Laws Union Confederacy Black Codes Emancipation Primary Sources 13<sup>th</sup> Amendment 14<sup>th</sup> Amendment 15<sup>th</sup> Amendment</p>	<p>Study slave narratives and other primary source information about slavery in the South during early American History. They should compare the views expressed in these documents with modern attitudes and views about minority groups. They will then write a newspaper editorial addressing this issue from a variety of points of view.</p> <p>Research and present performance events that recreate different topics pertaining to the Civil War and Reconstruction eras. Topics could include slavery, states' rights, economic differences, military strategy, and plans one construction.</p> <p>Create posters, charts, or collages that highlight the social, political, and economic causes of the Civil War.</p> <p>Listen to musical selections of songs from the Civil War period and discuss the content and meanings of the songs and relate them to music from the contemporary era.</p> <p>Complete a map exercise that highlights the major battles of the American Civil War so that they understand the scope and sequence of the fighting of this war.</p> <p>Watch a video presentation that demonstrates the style of fighting in the Civil War and the conditions that</p>

				<p>members of both sides operated under throughout the war.</p> <p>Participate in a role-play modeled after the television game show “To Tell the Truth” about the life of Abraham Lincoln to gain an understanding of this historical figure.</p> <p>View primary source reading pertaining to life in prisoner of war camps, such as Andersonville, on both sides of the war. They will then write “letters” home as if they were residing in on of these camps.</p> <p>Conduct research on, and then create a work of art that expresses what experiences an African American soldier in the Northern Army underwent during the war.</p> <p>Compare and contrast the causes of the American Revolution and the American Civil War. In small groups they should discuss the attitudes, ideas, and positions of the Patriots during the Revolution and the Southerners during the Civil War regarding their reasons for “separation.”</p> <p><b>District Adopted Textbook</b> <b>Novel</b> _ <b>Guerrilla Seasons</b> <b>Civil War Songs</b> _ <b>Eating Goober Peas</b> _ <b>Bonnie Blue Flag</b></p>
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