


## 8<sup>th</sup> Grade U.S. History Curriculum Bundle # 1

<b>Title</b>		<b>Suggested Dates</b>
Colonization		August 25 – September 11, 2009 (13 days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>• Religion played a large role in English and Spanish exploration and colonization of North America.</li> <li>• Physical geography also shaped political, social, cultural and economic development of individual colonies.</li> <li>• Interaction between American Indians and Europeans changed both groups.</li> <li>• Individuals and groups in North America made important steps towards establishing representative government even during early colonization</li> </ul>	<ul style="list-style-type: none"> <li>• How did religion push different groups of people into leaving Europe for North America?</li> <li>• How did religion influence the growth and development of different colonies in North America?</li> <li>• How did physical geography shape the political, social, cultural, and economic development of individual colonies?</li> <li>• How did the American Indians and the Europeans change each other?</li> <li>• How and why did individuals and groups take important steps towards representative government during colonization?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

<b>Knowledge &amp; Skills with Student Expectations</b>	<b>Specificity &amp; Examples</b>	<b>Suggested Resources</b> (See note above)
<p>TEACHER NOTE: Citizenship TEKS are meant to work well with classroom rules and the <i>Capturing Kids' Hearts</i> social contract. The social contract will effectively teach many of the Citizenship TEKS. All PISD social studies classes, grades 6-8, must teach two AVID ice-breaker activities in conjunction with their <i>Capturing Kids' Hearts</i> activities. The two AVID activities are <a href="#">Partner's "Pet Peeve"</a> and <a href="#">People Bingo</a>.</p>		
<p><b>8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</b></p> <p>8.1A identify the major eras in U.S. history through 1877 and describe their defining characteristics;</p>	<ul style="list-style-type: none"> <li>• Exploration (1492-1607) Reasons for Exploration – Discovery, Religion (Gold, Glory, &amp; God)</li> <li>• Colonization (1607-1775) Founding of English Colonies starting with Jamestown, Reasons for founding (Economic, Religious, Political)</li> </ul>	
<p><b>8.10 Geography. The student uses geographic tools to collect, analyze and interpret data. The student is expected to:</b></p> <p>8.10B pose and answer questions about geographic distribution representing various aspects of the United States;</p>	<ul style="list-style-type: none"> <li>• Columbian Exchange – (p. 62)</li> <li>• European Exploration map – (p.56)</li> </ul>	<p>p. 62 – Columbian p. 56 – exploration</p>

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<p><b>8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</b></p> <p>8.1B apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods;</p>	<p><b>Significant Individuals (Examples)</b></p> <ul style="list-style-type: none"> <li>• William Penn</li> </ul> <p><b>Events (Examples)</b></p> <ul style="list-style-type: none"> <li>• Founding of Jamestown</li> </ul> <p><b>Time Periods</b></p> <ul style="list-style-type: none"> <li>• Exploration, Colonization</li> </ul>	
<p><b>8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</b></p> <p>8.1C explain the significance of the following dates: <u>1607</u>, 1776, 1787, 1803, and 1861-1865.</p>	<ul style="list-style-type: none"> <li>• 1607 - Jamestown, Virginia – first permanent English settlement in North America</li> </ul>	<p>Suggested Web Activity:  <a href="http://www.historyglobe.com/jamestown/">http://www.historyglobe.com/jamestown/</a></p>
<p><b>8.2 History. The student understands the causes of exploration and colonization eras. The student is expected to:</b></p> <p>8.2A identify reasons for European exploration and colonization of North America; and</p>	<ul style="list-style-type: none"> <li>• Reasons for exploration: God, Glory, Gold</li> <li>• Reasons for colonization: economic, political, social</li> </ul>	
<p><b>8.2 History. The student understands the causes of exploration and colonization eras. The student is expected to:</b></p> <p>8.2B compare political, economic, and social reasons for establishment of the 13 colonies.</p>	<ul style="list-style-type: none"> <li>• Political – Competition among nations</li> <li>• Economic – increased economic opportunity for settlers; mercantilism; trade partners for Britain</li> <li>• Social – land ownership; religious freedom</li> </ul>	<p><b>13 Colonies Webquest</b>            Students would need a day to research and maybe 2 days to create their presentation on a given colony.  <a href="http://coe.west.asu.edu/students/tbeckner/WebQuest/13_colonies.html">http://coe.west.asu.edu/students/tbeckner/WebQuest/13_colonies.html</a>   <a href="#">Journey Back in Time</a> Webquest</p>
<p><b>8.24 Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</b></p> <p>8.24A identify selected racial, ethnic, and religious groups that settled in the United States and their reasons for immigration;</p>	<p><i>Racial Groups</i></p> <ul style="list-style-type: none"> <li>• Africans (17th-19th Century) – Forced labor</li> </ul> <p><i>Religious Groups</i></p> <ul style="list-style-type: none"> <li>• Puritans / Pilgrims (17th Century) – Fleeing Religious Persecution</li> <li>• Quakers (17th Century) – Religious Freedom</li> </ul> <p><i>Ethnic Groups</i></p> <ul style="list-style-type: none"> <li>• European Countries (17th- 18th Century) – Economic</li> </ul>	

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<p><b>8.24 Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</b></p> <p>8.24D analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and</p>	<p style="text-align: center;"><u>advancement for self and mother country</u></p> <ul style="list-style-type: none"> <li>• Jamestown and American Indian relations</li> <li>• Quaker – peace, equality, toleration</li> </ul>	
<p><b>8.24 Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</b></p> <p>8.24E identify the political, social, and economic contributions of women to American society.</p>	<ul style="list-style-type: none"> <li>• Anne Hutchinson</li> </ul>	
<p><b>8.26 Culture. The student understands the impact of religion on the American way of life. The student is expected to:</b></p> <p>8.26A trace the development of religious freedom in the United States;</p>	<ul style="list-style-type: none"> <li>• <u>Pilgrims</u> (Separatists) – wanted to break away from the church</li> <li>• <u>Puritans</u> - wanted to “purified” church practices in Massachusetts Bay</li> <li>• <u>Roger Williams</u> established Rhode Island with the guarantee of religious freedom after disagreement with Puritan leaders in Massachusetts. Government separate from the church leadership.</li> <li>• <u>Pennsylvania</u> – Established by William Penn as a haven for Quakers on the basis of religious toleration. Guaranteed religious freedom.</li> <li>• Maryland founded as haven for Catholics; Toleration Acts</li> </ul>	
<p><b>8.21 Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</b></p> <p>8.21A explain the role of significant individuals such as William Penn in the development of self-government in colonial America;</p>	<ul style="list-style-type: none"> <li>• William Penn – guaranteed political and religious freedom to settlers in Pennsylvania; advocating peace and equality</li> <li>• Roger Williams – separation of church and state</li> </ul>	
<p><b>8.6 History. The student understands</b></p>	<ul style="list-style-type: none"> <li>• Original 13 Colonies from Great Britain</li> </ul>	<p>13 Colonies Map</p>

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<p><b>westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:</b></p> <p>8.6E identify areas that were acquired to form the United States.</p>		
<p><b>8.3 History. The student understands the foundations of representative government in the United States. The student is expected to:</b></p> <p>8.3B evaluate the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and</p>	<ul style="list-style-type: none"> <li>• Mayflower Compact – established concept of self-government in the colonies, majority rule</li> <li>• Fundamental Orders of Connecticut – First written constitution in the 13 Colonies</li> <li>• Virginia House of Burgesses – First representative legislature in the 13 Colonies (Virginia)</li> </ul> <p>TEACHER NOTE: Be sure to connect these foundations to each other and to the growth of representative government in the U.S. These foundations are part of a continuum.</p>	<p><a href="http://www.texaslre.org/lp_archive.cfm">http://www.texaslre.org/lp_archive.cfm</a></p> <ul style="list-style-type: none"> <li>• Workable Mayflower Compact (Aug 2003)</li> </ul>
<p><b>8.3 History. The student understands the foundations of representative government in the United States. The student is expected to:</b></p> <p>8.3C describe how religion contributed to the growth of representative government in the American colonies.</p>	<ul style="list-style-type: none"> <li>• Early American colonies, especially in the New England Region, were governed by their church leaders. Social Contracts such as the Mayflower Compact were early examples of documents from the people giving their consent to be governed.</li> <li>• Quakers – saw all people as equals</li> </ul>	
<p><b>8.10 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</b></p> <p>8.10A create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and</p>	<ul style="list-style-type: none"> <li>• Physical Geography – landforms, bodies of water, resources</li> <li>• Human Geography – population, human activity, crops, cities</li> </ul>	
<p><b>8.11 Geography. The student understands the location and characteristics of places and regions of the United States, past and present.</b></p>	<ul style="list-style-type: none"> <li>• Colonial Regions: New England, Middle, Southern</li> <li>• Regions: Appalachian Mountains, Original 13 Colonies,</li> </ul>	

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<p><b>The student is expected to:</b></p> <p>8.11A locate places and regions of importance in the United States during the 18th and 19th centuries;</p>	<ul style="list-style-type: none"> <li>• Bodies of Water: Mississippi River, Atlantic Ocean,</li> <li>• Cities: Jamestown, Boston, Philadelphia, New York, Charleston,</li> </ul>	
<p><b>8.11 Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</b></p> <p>8.11B compare places and regions of the United States in terms of physical and human characteristics; and</p>	<ul style="list-style-type: none"> <li>• Physical Characteristics of the United States               <ul style="list-style-type: none"> <li>○ land and water forms</li> <li>○ resources</li> <li>○ climate</li> </ul> </li> <li>• Human Characteristics – the study of patterns and processes that shape human interaction with the environment. It encompasses human, political, cultural, social, and economic aspects.               <ul style="list-style-type: none"> <li>○ Northern and Southern Colonies</li> </ul> </li> </ul>	
<p><b>8.11 Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</b></p> <p>8.11C analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.</p>	<ul style="list-style-type: none"> <li>• Development of colonial economies affected by type of climate, soil conditions, length of growing season, population makeup</li> <li>• Impact of colonization and expansion on Native Americans</li> </ul>	
<p><b>8.12 Geography. The student understands the physical characteristics of the United States during the 18th and 19th centuries and how humans adapted to and modified the environment. The student is expected to:</b></p> <p>8.12A analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries;</p>	<p>Describe how natural resources, the availability of water, river access, soil and climate influence the following regions:</p> <ul style="list-style-type: none"> <li>• New England Colonies, Middle Colonies, Southern Colonies, Jamestown, Plymouth, Mississippi River, Appalachian Mountains</li> <li>• Original thirteen colonies – east of Appalachians</li> <li>• Northeast – shipbuilding and industrial growth</li> <li>• South – agricultural</li> <li>• Cities: Boston, New York</li> </ul>	13 Colonies Brochure or Flyer
<p><b>8.12 Geography. The student understands the physical characteristics of the United States during the 18th and 19th centuries and how humans adapted to and modified the</b></p>	<ul style="list-style-type: none"> <li>• French trapper and traders</li> <li>• Great Britain – farmers</li> </ul>	

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<p><b>environment. The student is expected to:</b></p> <p>8.12C describe how different immigrant groups interacted with the environment in the United States during the 18th and 19th centuries.</p>	<ul style="list-style-type: none"> <li>• African American freemen and enslaved people</li> </ul>	
<p><b>Social Studies Skills</b>—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p><b>8.31 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>8.31A use social studies terminology correctly;</p>	<p><b>Assurance Words to be taught in-depth during this bundle include:</b></p> <ul style="list-style-type: none"> <li>• Mercantilism</li> </ul> <p>Frequency: Students should always use terminology correctly, in writing, speaking, projects, etc.</p> <p>Mastery: When students actively use them in all social studies activities without being prompted.</p> <p>Examples: When students are able to correctly name a source as either primary or secondary.</p>	<p>p. 52</p>
<p><b>8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>8.30A differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;</p>	<p>Primary sources consist of evidence produced by someone who participated in an event or lived during the time being studied. Examples include letters, diaries, autobiographies, artifacts, newspaper articles, photographs...</p> <p>Secondary sources include descriptions or interpretations prepared by people who were not involved in the events described. Researchers often use primary sources to understand past events, but they produce secondary sources. Examples include encyclopedias, websites which give information on events in the past, textbooks...</p> <p><u>Primary Source</u>: a document, record or artifact providing 1<sup>st</sup> hand information or original data on a topic.</p> <p><u>Secondary Source</u>: a source that contains information that other people have gathered, and interpreted, extended, analyzed, or evaluated.</p> <p><u>Frequency</u> – for all major units introduce Week 1 – characteristics of</p>	

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	<p>each</p> <p><u>Mastery</u> – should be able to use primary and secondary sources to acquire information about the U.S.</p> <p>Examples: Mayflower Compact, Declaration of Independence, Constitution, Bill of Rights, Washington’s Farewell Address, Monroe Doctrine, Declaration of Sentiment, Gettysburg Address, Lincoln’s 1<sup>st</sup> and 2<sup>nd</sup> Inaugural Addresses</p>	
<p><b>8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>8.30C organize and interpret information from outlines, reports, databases, and <u>visuals</u> including <u>graphs</u>, charts, timelines, and maps;</p> <p><b>8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>8.30H use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	<p>Students need to create as well as interpret existing visuals including</p> <ul style="list-style-type: none"> <li>• graphs</li> <li>• charts</li> <li>• timelines</li> <li>• maps</li> </ul> <p>TEACHER NOTE: The TEKS 8.30C and H integrate automatically. But it might be helpful to explicitly show the students these “real world” math applications.</p> <p>Examples: Use the scale of a map to measure how many miles of railroad were built during a specific time period.</p>	<p>Websites to help create...</p> <p>graphs</p> <p>charts</p> <p>timelines</p> <p>Outline maps are available at <a href="#">National Geographic</a> <a href="#">Houghton Mifflin maps</a> <a href="#">Maps 101.com</a> (Password on Intranet &gt; Technology &gt; Passwords)</p>