


8th Grade U.S. History Curriculum Bundle # 2

Title		Suggested Dates
Colonization: Colonial Life and Road to the Revolution		September 14 – October 2, 2009 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • Physical geography and other factors lead to economic differences among the English colonies. • Steps towards representative government began long before colonization started. • A democracy must include freedom of speech and press. • British economic policies contributed to the start of the American Revolution. 	<ul style="list-style-type: none"> • How did the physical geography lead to economic differences among the colonies? What else contributed to different economic development? • Why and how was representative government able to begin during colonial times? • Why is freedom of speech and press essential to a democracy? • How did the mother country’s economic and political policies impact her colonies?

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.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (See note above)
<p>Constitution Day is Sept. 17—Legally, grades 3-12 have to study about the U.S. Constitution. Materials have been ordered for grades K-8, if you would like to use them. Modern Woodmen of America will deliver (in August to each campus) a teacher’s binder (which contains all levels of lessons) plastic bracelet and student activity as well as a book for each student. Level 3, Lessons 1 and 4 are reserved for 8th grade use. (You might do one lesson on Constitution Day and the other lesson where it fits with the curriculum.)</p>		
<p>Colonial Life</p>		
<p>8.13 Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:</p> <p>8.13A identify economic differences among different regions of the United States;</p>	<p>Colonial Regions</p> <ul style="list-style-type: none"> • New England: shipbuilding and merchant trade • Middle Colonies: “Breadbasket” and diversified economy • Southern Colonies: plantation system with long growing season and lots of fertile land 	<p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online http://www.econedlink.org/standards/</p> <p>There is also a green CD available in each campus library titled “Virtual Economics.” It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose “Browse Economics Lessons” then “Search by Standard” then “Texas.” Lessons will be displayed by individual TEKS.</p> <p>Some lessons could be taught at multiple grade levels. If you find and use a lesson that you want protected at your grade level in future years, please email Sara Lucas to make that request.</p>

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<p>8.13 Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:</p> <p>8.13B explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery; and</p>	<p>Development of the plantation system</p> <ul style="list-style-type: none"> Rich soil and long growing season allows for the growth of cash crops (including tobacco, rice, indigo and sugar cane) <p>The growth of the slave trade</p> <ul style="list-style-type: none"> A large work force is needed to cultivate crops; the decrease of indentured servants leads to a dependency on slave labor 	<p>p. 61</p>										
<p>8.13 Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:</p> <p>8.13C analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.</p>	<p>TEACHER NOTE: The TEKS calls for analyzing the causes and effects of economic differences among the American colonies? What caused the economic differences? What are the effects of the economic differences?</p> <table border="1" data-bbox="739 699 1354 1190"> <thead> <tr> <th style="text-align: center;">Region</th> <th style="text-align: center;">Colonial Economies</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">North</td> <td>Fishing, Forestry, Shipbuilding, Trade Small farms</td> </tr> <tr> <td style="text-align: center;">South</td> <td>Sugar cane, Rice, Tobacco Indigo Plantations</td> </tr> <tr> <td style="text-align: center;">Middle</td> <td>Wheat grain, Iron Dairy Large farms</td> </tr> <tr> <td style="text-align: center;">Backcountry</td> <td>Fur trapping, hunting, small farms</td> </tr> </tbody> </table>	Region	Colonial Economies	North	Fishing, Forestry, Shipbuilding, Trade Small farms	South	Sugar cane, Rice, Tobacco Indigo Plantations	Middle	Wheat grain, Iron Dairy Large farms	Backcountry	Fur trapping, hunting, small farms	<p>(See notes under 13A)</p>
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<p>8.26 Culture. The student understands the impact of religion on the American way of life. The student is expected to:</p> <p>8.26B describe religious influences on immigration and on social movements, including the impact of the first and second Great Awakenings; and</p>	<ul style="list-style-type: none"> First Great Awakening – Religious movement led by ministers such as John Edwards that focused on inner religious emotion over intellectualism. Led to split in churches and creation of new denominations. Increase of equality in some churches. Greatly increased church population and led to the development of religious colleges to train ministers. 											

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<p>8.29 Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:</p> <p>8.29A compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history;</p>	<ul style="list-style-type: none"> • Ben Franklin – Experiments in colonial era led to development of inventions including the lighting rod, bifocals, odometer, glass armonica, and the Franklin Stove <p>TEACHER NOTE: This TEKS calls for students to compare the effects of scientific discoveries and technological innovations. You could have students compare Franklin’s inventions to similar advancements today. For instance, he invented bifocals; we have bifocal contact lenses and lasik surgery to help people see more clearly. He invented the Franklin stove; we have gas and electric heat. You could have students research the most current innovations in these categories.</p>	
<p>8.29 Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:</p> <p>8.29B describe how scientific ideas influenced technological developments during different periods in U.S. history; and</p>	<ul style="list-style-type: none"> • Ben Franklin – Experiments in colonial era led to development of inventions including the lighting rod, bifocals, odometer, and glass armonica and the Franklin Stove <p>TEACHER NOTE: Students should describe how Franklin’s ideas about electricity as well as his inventions influenced daily life.</p>	
<p>8.3 History. The student understands the foundations of representative government in the United States. The student is expected to:</p> <p>8.3A explain the reasons for the growth of representative government and institutions during the colonial period;</p>	<ul style="list-style-type: none"> • English History – Magna Carta; English Bill of Rights • Salutary Neglect – neglect of the colonial affairs by British Government • Colonial Legislatures – House of Burgesses; Colonial Assemblies • Magna Carta – limit power of government; establish due process, right to life, liberty, property • English Bill of Rights – expands individual rights such as trial by jury 	
<p>8.15 Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:</p> <p>8.15A explain why a free enterprise system of economics developed in the new nation; and</p>	<ul style="list-style-type: none"> • Ideas of capitalism over mercantilism; • European countries too far away to control how colonies developed businesses and trade (little government interference) 	<p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online http://www.econedlink.org/standards/</p> <p>There is also a green CD available in each campus library titled “Virtual Economics.” It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose “Browse Economics Lessons” then “Search by Standard” then “Texas.” Lessons will be</p>

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		displayed by individual TEKS. Some lessons could be taught at multiple grade levels. If you find and use a lesson that you want protected at your grade level in future years, please email Sara Lucas to make that request.
<p>8.22 Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</p> <p>8.22B describe the importance of free speech and press in a democratic society; and</p>	<ul style="list-style-type: none"> • The John Peter Zenger Trial convinced people that not all printed criticism was libel—only false statements. This was a great victory for a free, but responsible press. 	
<p>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:</p> <p>8.24B explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs;</p>	<p><i>Social Class</i></p> <ul style="list-style-type: none"> • Planter class v. merchant class 	
Road to the American Revolution		
<p>8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p> <p>8.1A identify the major eras in U.S. history through 1877 and describe their defining characteristics;</p>	<p>Revolutionary War Era (1763-1783)</p> <ul style="list-style-type: none"> • Road to the Revolution - Dissatisfaction with British Rule, Taxation without Representation 	
<p>8.4 History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p> <p>8.4A analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War;</p>	<ul style="list-style-type: none"> • <u>Mercantilism System</u>-Mercantilism includes the theory that a colony exists for the economic benefit of the mother country. • <u>French and Indian War</u> - Conflict between Britain and France over the Ohio River Valley; Treaty of Paris of 1763 removed France from Ohio Valley. • <u>Proclamation of 1763</u> - closing the land west of the Appalachian Mountains to settlement by colonists • <u>British Acts and Policies</u> – Parliament enacted new 	<p>Town hall meeting – debate whether or not to declare independence</p> <p>Road to the Revolution online game p. 155, 144</p>

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	<p>taxes to raise money to help pay off the debt incurred from the French and Indian War that caused many colonists to resent British rule: Navigation Acts, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townsend Acts, Writs of Assistance, Tea Act, Intolerable Acts.</p> <ul style="list-style-type: none"> • <u>Colonial Reaction to British Policies</u> – Colonists anger to British policies led to protest including boycotts, petitions, and violent protests (Sons of Liberty). 	
Social Studies Skills		
<p>8.31 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>8.31A use social studies terminology correctly;</p>	<p>Assurance Words to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none"> • Mercantilism • Plantation system • Subsistence farming • Point of view • Bias • Agrarian <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 <u>primary</u> or <u>secondary</u>.</p>	
<p>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:</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>8.30 Social studies skills. The student applies critical-thinking skills to organize and use information</p>	<p>TEACHER NOTE: TEKS 8.30A, B, C, E and 8.31C and D are the steps in the writing process. The writing process is taught during virtually every ELA/SLA bundle. The writing process is a set of ongoing TEKS which should be taught throughout the year, although this set of Social Studies TEKS is only physically attached to 2-4 bundles.</p> <p>(Note: This, obviously, integrates easily with ELA/SLA TEKS. By using a TEKS-based social studies topic, such as the Texas Revolution, during the writing process, you</p>	<p>Possible prompts to use during this bundle include:</p> <p>Document-Based Questions (DBQs) work especially well with this set of TEKS as they incorporate primary sources. Region XIII SHIPS program has some excellent DBQs. Teaching American History</p> <p>Interactive Text Organizers to help students with the writing process from “Writing Fun” by Jenny Eather</p>

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<p>acquired from a variety of sources including electronic technology. The student is expected to: 8.30E support a point of view on a social studies issue or event;</p> <p>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: 8.30C organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p>8.31 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: 8.30B use standard grammar, spelling, sentence structure, and punctuation;</p> <p>8.31 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: 8.31C transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and</p> <p>8.31 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: 8.31D create written, oral, and visual presentations of social studies information.</p>	<p>are effectively meeting both ELA/SLA and Social Studies TEKS. One essay can meet two sets of TEKS simultaneously.)</p> <p>Remember that it is important that social studies students, like science students, research and write from a thesis. They make an assertion about their topic and then provide support for that topic in the essay. In other words, before students begin their research, they should develop a research question.</p> <p>For example, students should research “Why did the Patriots win the American Revolution?” not just the topic “The American Revolution.” Similarly, “Was Thomas Jefferson a good leader?” not just the topic “Thomas Jefferson.”</p>	
<p>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:</p> <p>8.30B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>	<p><u>Sequencing</u> – putting events in order <u>Categorizing</u> – Separating items/events according to similar characteristics <u>Identifying Cause & Effect</u> – identifying reasons for and results of major events <u>Comparing</u> – finding similarities between two or more items, events, or issues <u>Contrasting</u> – finding differences between two or more items, events, or issues <u>Finding Main Idea</u> – describe the most important thought or overall position within a source</p>	

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	<p><u>Summarizing</u> – condense a source to its most important concepts <u>Make generalizations</u> – the process of reducing the complexity of a topic to a more simple statement <u>Drawing inferences</u> – find the intended meaning within a document <u>Drawing conclusions</u> – a summarizing statement</p> <p>Examples: Sequencing – analyze timelines Categorizing – characteristics of each colonial region, political, economic, social Cause/Effect – C/E American Revolution; C/E War of 1812 Comparing – Venn Diagram of Pilgrim/Puritans and Powers of Government under Federalism Contrasting</p>	
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