

**Long-Range Plan \* Jennifer Chavez-Miller \* MMCS \* 8<sup>th</sup> Grade Social Studies \* 2014 - 2015**

Context for this set of Long Range Plans  
*December 2014*

I wrote these Long Range Plans (LRP) using my previous years' plans in addition to restructuring instructional design for first semester units into either UbD (Understanding by Design) or Project-Based Learning (PBL) plans. I was introduced to UbD in 2013 through an 8-week course with the Teachers for Global Classrooms program and having a thoroughly flushed out and intentional unit plan has resulted in better teaching and, thus, better learning for my students. At Mountain Mahogany Community School, we were tasked with including a PBL unit in this year's LRP. There is a definite overlap to the UbD and PBL formats and I imagine that I will continue to explore both paradigms.

I also wrote this document knowing that I would teach for one semester this school year, as I am taking a sabbatical from the end of January to the end of May to travel to Finland for my participation in the Fulbright Distinguished Awards in Teaching fellowship. Therefore, the second half of my LRP is meant as a guide for the teacher who will finish the year with my students with guidance from This teacher will work with our Curriculum Coordinator and Directorship.

In December 2014 I provided an addendum to this LRP to the long-term substitute teacher, Curriculum Coordinator and Directorship, documenting units I had covered and will complete by January 23, 2015.

## 8<sup>th</sup> Grade Social Studies Instruction

Approximate Dates	Unit/ Topic(s)
8/18 - 9/12	<p>CASE STUDY: Little Rock Nine - School Desegregation</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What choices do people make in the face of injustice?</li> <li>- What are civil rights? Who decides? How can we respond when our civil rights are violated? What can be done to strengthen the civil rights of individuals and groups?</li> </ul>
9/15 - 10/17	<p>Courageous Conversations</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What is racism?</li> </ul>
10/22 - 11/25	<p>PBL: Being American</p> <p>An examination of the struggle for civil liberties in the areas of education, freedom (slavery, religious, speech), suffrage, marriage, work, and housing for historically disenfranchised groups of Americans - Mexican Americans, African Americans, Japanese Americans, women, children, indigenous peoples, LGBTQ Americans, and workers.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What choices do people make in the face of injustice?</li> <li>- What are civil rights? Who decides? How can we respond when our civil rights are violated? What can be done to strengthen the civil rights of individuals and groups?</li> </ul>
12/1 - 12/18	<p>PBL: See the U.S.A. - A geography unit</p>

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1/7 - 1/15	Connecting to the World - Comparing and contrasting the US, Colombia and Finland
1/20 - 2/13	The Colonies
2/17 - 3/6	The American Revolution
3/9 - 4/17	The US Constitution and Government
4/20 - 5/28	The Civil War

1. CASE STUDY: Little Rock Nine - School Desegregation - students will compare and contrast their first day of school experiences with that of 9 African American students who worked to desegregate Central High School in September 1957.
2. Courageous Conversations - A core-component of the MMCS Middle School Experience, 8th graders will examine the role of racism in American society through personal stories, reflection, and the integrated arts.
3. Being American - Students will participate in this Project-Based Learning Unit to examine the struggle for civil liberties in the areas of education, freedom, suffrage, marriage, work, and housing for historically disenfranchised groups of Americans - Mexican Americans, African Americans, Japanese Americans, women, children, indigenous peoples, LGBTQ Americans, and workers.
4. Geography of the US - Students will participate in this Project-Based Learning Unit to examine the rich diversity of the geography of the United States.
5. US Colonies - Students will learn about US history during the 17th and 18th centuries, focusing on the formation of the English Colonies.
6. Revolution - Students will learn the causes and effects of the American Revolution.
7. The Constitution and Government - Students will learn how and why the Constitution was written and how the US government system was established.
8. The Civil War - Students will learn about the causes and effects of the Civil War.

## Understanding by Design Learning Unit - Civil Rights: A Case Study

### Stage 1 - Desired Results

#### Established Goals

##### CCSS for Literacy in Social Studies - Reading

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
4. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

##### CCSS for Literacy in Social Studies - Writing

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
3. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Establish and maintain a formal style and objective tone.
6. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Stage 1 - Desired Results

**NM Social Studies Standards**

**STRAND : History**

**Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience. Students will:**

**5-8 Benchmark 1-D. Skills:** research historical events and people from a variety of perspectives:

1. demonstrate understanding and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, posing questions to be answered by historical inquiry; collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives.

**Global Competencies**

1. Students investigate the world beyond their immediate environment.
  1. Identify and weigh relevant evidence from primary and secondary documents, using a variety of domestic and international resources, media, and languages, to address globally significant researchable questions.
2. Students recognize and understand their own and others' perspectives.
  1. Examine the role of place, time, culture, society, and resources in the perspectives held by people, groups, and/ or schools of thought.
  2. Explain how individuals, societies, events and the development of knowledge are influenced by the movement and interaction of ideas, goods, capital and people.
3. Students communicate their ideas effectively with diverse audiences.
  1. Recognize and express how diverse audiences may interpret and use the same information in different ways and for different purposes and how that affects communication and collaboration.
4. Students translate their ideas and findings into appropriate actions to improve conditions.
  1. Identify and create opportunities for personal and collaborative action and civic engagement to contribute to sustainable improvements and quality of life.

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Stage 1 - Desired Results	
<b>Understandings</b>	<b>Essential Questions:</b>
<p>Students will understand:</p> <ul style="list-style-type: none"> <li>- that several groups have sought civil rights throughout US history</li> <li>- who defines and enforces civil rights</li> <li>- how we can respond when our civil rights are violated</li> <li>- what can be done to strengthen the civil rights of individuals and groups</li> <li>- how children participated in the African American Civil Rights Movement</li> </ul>	<p>What choices do people make in the face of injustice?</p>
<b>Students will know....</b>	<b>Students will be able to.....</b>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>- the definition(s) of civil rights</li> <li>- various participants of the African American Civil Rights Movement</li> <li>- the definition of segregation</li> <li>- the characteristics of primary sources and secondary sources</li> <li>- how and why the Children’s March occurred</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- explain the relevance of <i>Brown v Board of Education</i></li> <li>- write expository text about the desegregation of schools in Little Rock, Arkansas</li> <li>- Read excerpts from <i>Warriors Don’t Cry</i> and identify and analyze central themes, author’s view point and purpose</li> <li>- Make connections between the African American Civil Rights Movement and similar movements for civil rights around the world</li> <li>- Identify various perspectives of participants in the African American Civil Rights movement and make connections between those perspectives/ values and place, time, culture, society and resources.</li> <li>- Collaboratively plan how they can promote improvements and quality of life in relation to civil rights in our community and beyond.</li> <li>- through creative expression, reflect on the role of children in the Civil Rights movement</li> </ul>

Stage 2 - Assessment Evidence	
Performance Tasks	Other Evidence
<ol style="list-style-type: none"><li>1. Annotating images of the Little Rock Nine and the Children’s March — students will receive 3 images from the unit. Students will write a detailed caption in which students express the following:<ol style="list-style-type: none"><li>1. who is in the image</li><li>2. what is happening</li><li>3. where is this happening</li><li>4. when did this happen</li><li>5. why is this event happening? what as the cause(s) and effect(s)?</li><li>6. Why is this image significant?</li></ol></li></ol>	<ol style="list-style-type: none"><li>1. Reading quizzes</li><li>2. RAFT Writing - Letter to Melba</li><li>3. Timeline of key events related to the Little Rock Nine and the Children’s March</li></ol> <p><b>Engagement:</b></p> <ol style="list-style-type: none"><li>1) Interactive Notebook Rubric that includes the following:<ol style="list-style-type: none"><li>1) RAP and WIO activities</li><li>2) note-taking</li></ol></li></ol>

### Stage 3 - Learning Plan

#### Lesson #1 - First Days of School

Think about your first day of school - First day of middle school – Think about what your first day of high school will be like - Think about our first day of school this year?

Video clips from documentary [Back to School](#) – Wide Angle/ PBS; clips of Shugufa in Afghanistan and [Joeb](#) in Kenya

Discuss – compare and contrast these students’ educational experiences with our own (UNIVERSAL EMPATHY)

Show Video clip:

#### [Little Rock Nine \(1:51\)](#)

Silent footage of members of the 101st U.S. Airborne Division escorting the Little Rock Nine into Central High School on September 25, 1957.

*What’s happening in this video?*

Relate to our first unit of study – Civil Rights in the United States – *introduce novel [Warriors Don’t Cry](#)*

#### Lesson #2 - First Days of School

[A School Year Like No Other lesson](#)

- students will view the PBS American Experience Documentary *Eyes on the Prize: Fighting Back*
- students will write a first-person account of September 25, 1957
  - a. **students will have the choice of writing interior monologues, stories, poems, dialogue (two-voice) poems, diary entries or letters.**
- connect back to video clip from first day - [Little Rock Nine \(1:51\)](#)

Silent footage of members of the 101st U.S. Airborne Division escorting the Little Rock Nine into Central High School on September 25, 1957.
- Introduce video and student task during video – write down incidents during the video that you find especially sad, inspiring, or outrageous

### Stage 3 - Learning Plan

#### **Lesson #5 - Warriors Don't Cry Role Play**

- working in groups, students prepare to present to the Little Rock School Board of Education to make a case for or against desegregation in 1957

#### **Lesson #6 - The Children's March**

- *Mighty Times* video from *Teaching Tolerance*
- Found Poem activity

## Understanding by Design Learning Unit - COURAGEOUS CONVERSATIONS

### Stage 1 - Desired Results

#### **Established Goals**

CCSS.ELA-Literacy.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

#### **NM Social Studies Standards**

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

Content Standard III:

Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

5-8 Benchmark 3-D:

explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries

#### **Global Competencies**

Recognize Perspectives:

- Students recognize and understand their own and others' perspectives.
  - recognize and express their own perspective on situations, events, issues, or phenomena, and identify the cultural, social, economical, political, geographical, and historical influences that inform that perspective.
  - examine the role of place, time, culture, society, and resources in the perspectives held by people, groups, and/ or schools of thought.
- Students translate their ideas and findings into appropriate actions to improve conditions.
  - identify and create opportunity for personal and collaborative action and civic engagement to contribute to sustainable improvements and quality of life.
  - reflect on their capacity to draw on the social sciences to advocate for and contribute to improvement locally, regionally, or globally.

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**Resources for activities**

website	activity
<a href="http://www.tolerance.org/lesson/editorial-cartoon-racism">http://www.tolerance.org/lesson/editorial-cartoon-racism</a>	Editorial Cartoon: Racism
<a href="http://www.tolerance.org/activity/using-editorial-cartoons-teach-social-justice">http://www.tolerance.org/activity/using-editorial-cartoons-teach-social-justice</a>	using editorial cartoons to teach social justice
<a href="http://www.tolerance.org/lesson/editorial-cartoon-hate">http://www.tolerance.org/lesson/editorial-cartoon-hate</a>	editorial cartoon: hate
<a href="http://www.tolerance.org/lesson/editorial-cartoon-bullying">http://www.tolerance.org/lesson/editorial-cartoon-bullying</a>	editorial cartoon: bullying
<a href="http://www.tolerance.org/lesson/editorial-cartoons-gender-discrimination">http://www.tolerance.org/lesson/editorial-cartoons-gender-discrimination</a>	editorial cartoons: gender discrimination
<a href="http://www.tolerance.org/lesson/editorial-cartoons-language-diversity">http://www.tolerance.org/lesson/editorial-cartoons-language-diversity</a>	language diversity
<a href="http://www.tolerance.org/lesson/using-photographs-teach-social-justice-exposing-racism">http://www.tolerance.org/lesson/using-photographs-teach-social-justice-exposing-racism</a>	using photographs to teach social justice: exposing racism
<a href="http://www.tolerance.org/lesson/what-does-post-racial-mean-anyway">http://www.tolerance.org/lesson/what-does-post-racial-mean-anyway</a>	what does post racial mean anyway?
<a href="http://www.tolerance.org/activity/obama-backlash-incidents-americas-schools">http://www.tolerance.org/activity/obama-backlash-incidents-americas-schools</a>	Obama backlash: incidents in America's schools
<a href="http://www.tolerance.org/activity/land-ours">http://www.tolerance.org/activity/land-ours</a>	This land is ours - native americans
<a href="http://www.tolerance.org/activity/land-ours">http://www.tolerance.org/activity/land-ours</a>	A Tale of Two Schools — mexican americans in CA
<a href="http://www.tolerance.org/exchange/resurgence-hate">http://www.tolerance.org/exchange/resurgence-hate</a>	resurgence of hate
<a href="http://www.tolerance.org/activity/school-segregation-today">http://www.tolerance.org/activity/school-segregation-today</a>	schol segregation today

# P R O J E C T D E S I G N : O V E R V I E W

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<b>Name of Project:</b> Being American: An examination of the struggle for civil liberties for historically disenfranchised groups of Americans		<b>Duration:</b> 4 weeks	
<b>Subject/Course:</b> Social Studies		<b>Teacher(s):</b> Jen	<b>Grade Level:</b> 8
<b>Other subject areas to be included, if any:</b> Integration of Language Arts			
<b>Significant Content</b> (CCSS and/or others)	<p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b><u>GLOBAL COMPETENCIES</u></b></p> <p>Students investigate the world beyond their immediate environment.</p> <ul style="list-style-type: none"> <li>• Identify issues and frame researchable questions of local, regional, or global significance that call for or emerge from investigations in the social sciences</li> <li>• Identify and weigh relevant evidence from primary and secondary documents, using a variety of domestic and international sources, media, and languages, to address globally significant researchable questions.</li> </ul> <p>Students communicate their ideas effectively with diverse audiences.</p> <ul style="list-style-type: none"> <li>• Select and use technology and media strategically to create products, express views, and communicate and collaborate with people of diverse backgrounds.</li> </ul>		
	<b>21st Century Competencies</b>	Collaboration	X

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(to be taught and assessed)	Communication	X	Other:	
	Critical Thinking	X		
<b>Project Summary</b> (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)	Students will host a dinner party for social justice heroes at the induction of members into the Social Justice Hall of Fame. Students will create a place setting to represent their hero that includes a plate, a placemat, a place card, a summary of their hero's life and accomplishments for a class program, and a personal letter addressed to each hero explaining why he/she is being inducted into the Social Justice Hall of Fame.			
<b>Driving Question</b>	<ul style="list-style-type: none"> <li>• What choices do people make in the face of injustice?</li> <li>- What are civil rights? Who decides? How can we respond when our civil rights are violated? What can be done to strengthen the civil rights of individuals and groups?</li> <li>- How have groups of Americans sought civil rights throughout US history?</li> </ul>			
<b>Entry Event</b>	<p>Reflecting on our work through Courageous Conversations, students will describe themselves - past, present, future, and imagined - as a Social Justice Warrior through an art activity. Students will use a template of a plate to use symbols, illustrations, patterns, and/ or words, to represent self.</p> <p>Connect this activity to selves as advocates of social justice with people of the world who have/ are work to promote civil rights/ social justice.</p>			
<b>Products</b>	Individual:	Specific content and competencies to be assessed:		
	<ul style="list-style-type: none"> <li>- biography of hero</li> <li>- plate</li> <li>- placemat</li> <li>- name place card</li> <li>- letter</li> </ul>	<ul style="list-style-type: none"> <li>- research</li> <li>- expository writing</li> <li>- creative thinking</li> <li>- arts-integration</li> <li>- perspective</li> </ul>		
	Team:	Specific content and competencies to be assessed:		
	<ul style="list-style-type: none"> <li>- program</li> <li>- seating arrangement</li> </ul>	<ul style="list-style-type: none"> <li>- collaboration</li> <li>- expository writing - revision, editing</li> <li>- perspective</li> </ul>		

P R O J E C T D E S I G N : O V E R V I E W

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<p><b>Public Audience</b> (Experts, audiences, or product users students will engage with during/at end of project)</p>	<ul style="list-style-type: none"> <li>- invite parents/ community</li> <li>- where else can we display work? - local library?</li> </ul>		
<p><b>Resources Needed</b></p>	<p>On-site people, facilities:</p> <hr/> <p>Equipment:</p> <ul style="list-style-type: none"> <li>- computer(s)</li> <li>- projector</li> </ul> <p>Materials:</p> <p><i>Firebrands</i> book</p> <hr/> <p>Community Resources:</p>		
<p><b>Reflection Methods</b> (Individual, Team, and/ or Whole Class)</p>	<p>Journal/Learning Log - use of Interactive Notebook</p>	<p>Focus Group</p>	
	<p>Whole-Class Discussion - throughout unit</p>	<p>Fishbowl Discussion</p>	
	<p>Survey - use of affinity graphs</p>	<p>Other:</p>	

**P R O J E C T D E S I G N : S T U D E N T L E A R N I N G G U I D E**

**Project:**

**Driving Question:** What are the qualities of civil rights and social justice advocates?

<b>Final Product(s)</b> Presentations, Performances, Products and/or Services	<b>Learning Outcomes/Targets</b> content & 21st century competencies needed by students to successfully complete products	<b>Checkpoints/Formative Assessments</b> to check for learning and ensure students are on track	<b>Instructional Strategies for All Learners</b> provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments
(individual and team)	CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.  CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.  <ul style="list-style-type: none"> <li>• characteristics of primary and secondary sources</li> <li>• citations of sources</li> <li>• note-taking vs. plagiarizing</li> </ul>	Review of primary and secondary sources content knowledge from 1st unit of the year  Processing in IN	<ul style="list-style-type: none"> <li>• Interactive Notebook</li> <li>• Peer teaching/ peer support</li> <li>•</li> </ul>
	<b>CCSS for Literacy in Social Studies - Writing</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> <li>• setting purpose for reading/ research</li> <li>• taking notes</li> <li>• recording citations</li> <li>• establish purpose of writing task - a summary of a civil rights/ social justice advocate for the program for the Hall of Fame Inductions</li> <li>• drafting - revision and editing</li> <li>• final draft - presentation</li> </ul>	Processing in IN  Citations check — revision as needed - engagement grade  Draft(s) - engagement grade	<ul style="list-style-type: none"> <li>• Interactive Notebook</li> <li>• Peer teaching/ peer support</li> <li>• mini-lessons</li> <li>• examples</li> <li>• in-class practice and production of content</li> </ul>
	Students investigate the world beyond their immediate environment. <ul style="list-style-type: none"> <li>• mindfully selecting person to research and study</li> </ul>	Interactive Notebook processing	<ul style="list-style-type: none"> <li>- discussions</li> <li>- examples</li> <li>- inquiry</li> </ul>

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<p>Students communicate their ideas effectively with diverse audiences.</p> <ul style="list-style-type: none"><li>• expository writing — mindful of the audience and purpose - formal writing</li><li>• letter-writing - mindful of the audience and purpose - formal writing</li><li>• Art representation<ul style="list-style-type: none"><li>• symbols</li><li>• Medium</li><li>• Plan</li><li>• Execution of plan</li></ul></li></ul>	<p>Interactive Notebook processing</p> <p>drafting - revising and editing</p> <p>peer review and support</p> <p>Plan of art representation - engagement grade</p>	<p>Mini-lessons — expository writing in the form of summary and formal letter</p> <p>Mini-lesson - symbol and color representations</p>
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## Understanding by Design Learning Unit - US Geography: Tour the USA!

### Stage 1 - Desired Results

#### Established Goals:

#### NEW MEXICO STATE STANDARDS

#### STRAND : Geography

Students will be able to:

- describe patterns and processes of migration and diffusion
- describe how individual and cultural characteristics affect perceptions of locales and regions
- describe political, population and economic regions that result from patterns of human activity, using New Mexico as an example.
- explain and evaluate how changing perceptions of place and the natural environment have affected human behavior.
- explain how human activities and physical processes influence change in ecosystems.
- describe the differing viewpoints that individuals and groups have with respect to the use of resources.

CCSS Reading Standards for Literacy in History/Social Studies

Students will be able to:

- identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- By the end of grade 8, read and comprehend 10. history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

CCSS Writing Standards for Literacy in History/Social Studies

- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### Global Competence

*Students investigate the world beyond their immediate environment.*

Students will be able to

1. Identify issues and frame researchable questions of local, regional, or global significance that call for or emerge from investigations in the social sciences,

*Students recognize and understand their own and others' perspectives.*

2. Recognize and express their own perspective on situations, events, issues, or phenomena, and identify the cultural, social, economical, political, geo- graphical, and historical influences that inform that perspective.
3. Examine the role of place, time, culture, society, and resources in the perspectives held by people, groups, and/or schools of thought.

*Students communicate their ideas effectively with diverse audiences.*

4. Select and use technology and media strategically to create products, express views, and communicate and collaborate with people of diverse backgrounds.

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Understandings	Essential Questions
<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>▪ The United States is comprised of unique, diverse states and regions that can be viewed through and described by the 5 Themes of Geography</li> <li>▪ There are relationships between the country, the United States, and individual states; there are relationships between and among individual states; there are relationships between and among the United States and other countries; there are relationships between and among individual states and other countries</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>1. Why and how is the United States divided into 50 states? (extend this inquiry to study of US government)</p>
<p>Students will know</p> <ol style="list-style-type: none"> <li>1. Identify and label the 50 states and capitals of the United States.</li> <li>2. Define and apply the 5 Themes of Geography to a comparative study of states.</li> <li>3. Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to             <ul style="list-style-type: none"> <li>• Identify and describe categories of characteristics that define a location as a place (e.g., weather characteristics, population density, architectural styles, landforms, vegetation, cultures, types of industry).</li> </ul> </li> <li>4. Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to             <ul style="list-style-type: none"> <li>▪ Describe and compare the climatic conditions at different places in the United States (e.g., deserts, mountains, rainy regions of the Pacific Northwest).</li> <li>• Describe and compare the vegetation in different places in the world (e.g., deserts, mountains, rain forests, plains).</li> <li>• Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).</li> </ul> </li> <li>5. Describe and compare the human characteristics of places at a variety of scales, local to global</li> </ol>	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Using a variety of resources to research information</li> <li>2. Interpreting data</li> <li>3. Using data and information to generate a research question.</li> <li>4. Use a variety of visual information to interpret and present research.</li> <li>5. Work collaboratively with peers.</li> <li>6. Construct maps using data acquired from a variety of sources and in various formats (e.g., digital databases, text, tables, images), as exemplified by being able to             <ul style="list-style-type: none"> <li>• Construct paper maps to illustrate the links between geographic patterns (e.g., examine associations among geographic phenomena such as water resources and population distribution or topography and Civil War troop movements).</li> </ul> </li> </ol>

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### Stage 2 - Assessment Evidence

#### TRANSFER TASK(S):

1. Students will score a 70% or higher on one of two tests.
2. Students will create a file-folder portfolio describing New Mexico through the 5 Themes of Geography through a jigsaw structure within the classroom. A rubric will be used to guide students' work and serve as evaluative tool.
3. Students will, in collaboration with the 7 to share with our class pen pals in India and with our two Peace Corps volunteers. A rubric will be used to guide students' work and serve as evaluative tool.
4. Students will research two states through the 5 Themes of Geography and will create a multi-media presentation to present research and to present a comparison and contrast of the 2 states and New Mexico. A rubric will be used to guide students' work and serve as evaluative tool.

### Stage 3 - Learning Plan

#### Summary of Key Learning Events and Instruction

##### Lesson 1: States and Capitals

Students will identify and label the 50 states and capitals.

- Pre-test to gauge knowledge of content.
- Provide students with map template and maps of the United States. Students will create their own study sheet of content.
- Introduce variety of online games.
- Spend time during subsequent lessons to review states and capitals through games.

##### Lesson 2: Five Themes of Geography Lesson - Review from last year

Students will define and apply the 5 Themes of Geography.

- Introduce unit with "[5 Themes of Geography](#)" Song then show student project using [this song and Mine Craft graphics](#)
- Provide each student with a notes guide
- Teach 5 themes using prepared presentation; students take notes
- Show example of describing a place (Albuquerque) using the 5 themes
- Practice: Students will be reading [an article from the New York Times](#) about Ciclovias in Colombia (independent and then discussion); working in groups, students will use handout and resources ([Colombia profile from CIA World FactBook](#)) to describe Colombia in terms of the 5 themes of geography through a guiding worksheet; review as a class
- Each group is assigned one theme; creates a poster (using recycled architecture paper) to share thematic information about Colombia with the class

##### Lesson 3: New Mexico 5 Themes of Geography File Folder Reports

1. Present research project - provide [instructions](#).
2. Provide support while students work on project in class.
3. Students share work through the online iEARN Places and Perspectives project.

##### Lesson 4: States Research Project

1. Present research project - provide [instructions](#) and [resources](#).
2. Students present projects.
3. Students share work through the online iEARN Places and Perspectives project.

Lesson 5: Students research and investigate presentations by students around the world about their communities/ countries.

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**January 21 – February 21 – AMERICAN REVOLUTION AND THE CONSTITUTION**

<p><b>CCSS for Literacy in Social Studies</b> <b>WRITING FOCUS</b></p>	<ul style="list-style-type: none"> <li>▪ Write arguments focused on <i>discipline-specific content</i>.</li> <li>▪ Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>▪ Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>▪ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>▪ Establish and maintain a formal style.</li> <li>▪ Provide a concluding statement or section that follows from and supports the argument presented.</li>   <li>▪ Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</li> <li>▪ Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>▪ Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>▪ Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>▪ Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>▪ Establish and maintain a formal style and objective tone.</li> <li>▪ Provide a concluding statement or section that follows from and supports the information or explanation presented.</li>   <li>▪ Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> <li>▪ Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>▪ Draw evidence from informational texts to support analysis reflection, and research.</li> </ul>	
<p><b>CCSS for Literacy in Social Studies</b> <b>SS READING FOCUS</b></p>	<ul style="list-style-type: none"> <li>▪ Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>▪ Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li> <li>▪ Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</li> <li>▪ Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> <li>▪ Distinguish among fact, opinion, and reasoned judgment in a text.</li> <li>▪ Analyze the relationship between a primary and secondary source on the same topic.</li> </ul>	
<p><b>Units</b> <b>Skills and Topics</b></p>	<p><b>Resources/ Literature/</b></p>	<p><b>Standards</b></p>

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<p>America at War</p> <ul style="list-style-type: none"> <li>- American Revolution</li> <li>- Declaration of Independence</li> <li>- Civil War</li> <li>- Slavery after the Civil War</li> </ul> <ul style="list-style-type: none"> <li>▪ Would you have been a revolutionary in 1776?</li> <li>• What individual freedoms do you feel are most important in your life?</li> <li>• Why is it important for individual freedoms to be protected by the U.S. Constitution?</li> <li>•</li> </ul>	<p><i>A Young People's History of the United States: Columbus to the War on Terror</i></p>	<p><b>STRAND : History</b>  <b>Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience. Students will:</b></p> <p><b>5-8 Benchmark 1-B. United States:</b> analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history:</p> <p>describe, evaluate and interpret the economic and political reasons for the American revolution, to include:</p> <ol style="list-style-type: none"> <li>1. attempts to regulate colonial trade through passage of Tea Act, Stamp Act and Intolerable Acts; colonists' reaction to British policy (e.g., boycotts, the sons of liberty, petitions, appeals to parliament);</li> <li>2. the ideas expressed in the declaration of independence, including the preamble;</li> </ol> <p>describe the aspirations, ideals and events that served as the foundation for the creation of a new national government, to include:</p> <ol style="list-style-type: none"> <li>1. articles of confederation, the constitution and the success of each in implementing the ideals of the declaration of independence;</li> <li>2. major debates of the constitutional convention and their resolution (e.g., the federalist papers), contributions and roles of major individuals in the writing and ratification of the constitution (e.g., George Washington, James Madison, Alexander Hamilton, Thomas Jefferson, James Monroe, John Jay);</li> <li>3. struggles over ratification of the constitution and the creation of the bill of rights;</li> </ol> <p>describe and explain the actions taken to build one nation from thirteen states, to include:</p> <ol style="list-style-type: none"> <li>1. precedents established by George Washington (e.g., cabinet, two-term presidency); Alexander Hamilton's financial plan (e.g., the national bank, payment of debts);</li> <li>2. creation of political parties (democratic republicans and the federalists);</li> </ol> <p>describe the successes and failures of the reforms during the age of Jackson, to include:</p> <ol style="list-style-type: none"> <li>1. extension of franchise to all white men;</li> <li>2. Indian removal, the trail of tears, the long walk;</li> <li>3. abolition movement (e.g., Quakers, Harriet Tubman, underground railroad);</li> </ol> <p>describe, explain and analyze the aims and impact of western expansion and the settlement of the United States, to include:</p> <ol style="list-style-type: none"> <li>6.</li> <li>7.</li> <li>8.</li> <li>1. American belief in manifest destiny and how it led to the Mexican war and its consequences;</li> <li>2. comparison of African American and Native American slavery; westward migration of peoples (e.g., Oregon, California, Mormons and southwest);</li> <li>3. origins and early history of the women's movement;</li> </ol> <p>explain how sectionalism led to the civil war, to include:</p> <ol style="list-style-type: none"> <li>1. different economies that developed in the north, south and west; addition of new states to the union and the balance of power in the United States senate (Missouri and 1850 compromises);</li> <li>2. extension of slavery into the territories (e.g., Dred Scott decision, Kansas-Nebraska Act, Frederick Douglass, John Brown);</li> <li>3. presidential election of 1860, Lincoln's victory and the south's secession;</li> </ol> <p>explain the course and consequences of the civil war and how it divided people in the United States, to include:</p> <ol style="list-style-type: none"> <li>1. contributions and significance of key figures (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, William Tecumseh Sherman, Ulysses S. Grant);</li> <li>2. major turning points in the civil war, including Gettysburg; unique nature of the civil war (e.g., impact of Americans fighting Americans, high casualties caused by disease and type of warfare, widespread destruction of American property);</li> <li>3. role of African Americans; purpose and effect of the emancipation proclamation; and</li> </ol>
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## February 25 – April 4 – AMERICAN CIVIL WAR

**CCSS for Literacy in Social Studies**  
**WRITING FOCUS**

1. Write arguments focused on *discipline-specific content*.
  11. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  12. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  13. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  14. Establish and maintain a formal style.
  15. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  13. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  14. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  15. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  16. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  17. Establish and maintain a formal style and objective tone.
  18. Provide a concluding statement or section that follows from and supports the information or explanation presented.
13. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
14. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
15. Draw evidence from informational texts to support analysis, reflection, and research.

**CCSS for Literacy in Social Studies**  
**SS READING FOCUS**

5. Cite specific textual evidence to support analysis of primary and secondary sources.
6. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
13. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
14. Distinguish among fact, opinion, and reasoned judgment in a text.
15. Analyze the relationship between a primary and secondary source on the same topic.

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### Standards

#### **STRAND : History**

**Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience. Students will:**

**5-8 Benchmark 1-D. Skills:** research historical events and people from a variety of perspectives:

1. demonstrate understanding and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, posing questions to be answered by historical inquiry; collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives

**Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments. Students will**

**5-8 Benchmark 2-A:** analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues:

1. describe patterns and processes of migration and diffusion; and
2. provide a historic overview of patterns of population expansion into the west by the many diverse groups of people (e.g., Native Americans, European Americans and others) to include movement into the southwest along established settlement, trade and rail routes.

**5-8 Benchmark 2-B:** explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change:

1. describe how individual and cultural characteristics affect perceptions of locales and regions; and
2. describe political, population and economic regions that result from patterns of human activity, using New Mexico as an example.

**5-8 Benchmark 2-C:** understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes:

1. explain and evaluate how changing perceptions of place and the natural environment have affected human behavior.

**5-8 Benchmark 2-D:** explain how physical processes shape the earth's surface patterns and biosystems:

1. explain how human activities and physical processes influence change in ecosystems.

**5-8 Benchmark 2-E:** explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict:

1. explain and describe how movement of people impacted and shaped western settlement.

**5-8 Benchmark 2-F:** understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution and relative importance of resources

1. describe the differing viewpoints that individuals and groups have with respect to the use of resources.

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AMERICAN CIVIL WAR UNIT PLAN	
Essential Question: Is war ever necessary?	
<p>Content and learning experiences must be relevant for adolescent learners. I know that profound, meaningful learning for my students comes from critical thinking as it applies to their own lives. We will be embarking on an inquiry-based study of the American Civil War with the overarching, thematic and essential question: Is war ever necessary?</p> <p>This guided inquiry will include using fiction and nonfictions works, including <i>Howard Zinn's A Young People's History of the United States</i>, Ronald Takaki's <i>A Different Mirror</i>, and Paul Fleischman's <i>Bull Run</i>.</p> <p>Students will use Alice Walker's <i>Why War is Never a Good Idea</i> for the culminating project. I'd like for students to write a defense or a rebuttal to Walker's book using evidence from our study of the Civil War and applying lessons to our current world and to the future. Working in pairs, students can work intimately with the Walker text and engage in meaningful discussion and writing in partnership with Walker's profound text.</p> <p><i>Why War is Never a Good Idea</i> will allow my students to work with a text written by Alice Walker, an American author, poet, and activist, to promote their own learning and a fundamental understanding of the Civil War. That understanding will enable them to become proactive, skilled, literate and informed citizens of the world. Real literature = real experiences = real learning. When real learning happens, my students feel valued and supported and invincible.</p>	
<b>Introduction/ Frontloading</b>	
Brainstorming:	
What do you know about the American Civil War?	
What is war?	
Is war ever necessary?	
<b>INSTRUCTIONAL BLOCK #1</b>	
Guiding Questions and Topics	Instruction and Instructional Materials

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<p>1. Who wrote the US Constitution?</p> <p>a. Who participated in the Constitutional Convention?</p> <p>b. What was written into the Constitution about slavery and voting rights?</p> <ul style="list-style-type: none"> <li>• Should slavery, as well as the entire slave trade, be abolished, and should escaped slaves be returned to their owners?</li> <li>• Who should be allowed to vote in our new nation, and especially, what role should gender, race, and property ownership play in such a decision?</li> </ul>	<p><a href="#">Rethinking the U.S. Constitutional Convention: A Role Play</a></p> <ul style="list-style-type: none"> <li>• Understand the social forces active during and immediately following the American Revolution.</li> <li>• Explore two burning questions that confronted the new American nation: slavery and suffrage.</li> </ul> <p>Reflective writing:</p> <ol style="list-style-type: none"> <li>1. Should you have the right to vote? Why?</li> <li>2. What do you think of slavery and the slave trade?</li> </ol> <hr/> <p>Background information about the Constitutional Convention</p> <ul style="list-style-type: none"> <li>- Chapter 8, "Creating the Constitution"             <ol style="list-style-type: none"> <li>1. Geography Challenge – Setting the Stage</li> <li>2. Interactive Student Notebook Pages, p. 4 – 8</li> </ol> </li> </ul> <hr/> <p>Critically thinking about who participated in the Constitutional Convention, using list and info from <a href="#">B. Bigelow's activity</a></p>
<p>Processes and products</p>	
<p><b>INSTRUCTIONAL BLOCK #2</b></p>	
<p>Guiding Questions and Topics</p>	<p>Instruction and Instructional Materials</p>

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<p>1. How did sectionalism divide the nation?</p> <p>Manifest destiny</p>	<p><i>History Alive!</i> Chapter 21 – “A Dividing Nation”</p> <p>Describe the north Describe the South</p> <ul style="list-style-type: none"> <li>- geography</li> <li>- resources</li> <li>- rural vs. urban</li> <li>- economy</li> <li>- history</li> <li>- social – demographics and population</li> <li>- government/ laws</li> </ul>
<p>Processes and products</p>	
<p>Map(s) T-charts</p>	
<p><b>INSTRUCTIONAL BLOCK #3</b></p>	
<p>Guiding Questions and Topics</p>	<p>Instruction and Instructional Materials</p>

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<p>What’s a human life worth?                  What are basic human rights?</p> <ul style="list-style-type: none"> <li>▪ When/ how/ where/ why did the slave trade begin?</li> <li>▪ How did slavery have an impact on colonial America?</li> <li>▪ Why were Africans more desirable as slaves than indentured servants or Native Americans?</li> </ul>	<p><i>A Different Mirror for Young People</i> – Chapter 3 “The Hidden Origins of Slavery” – p. 47 - 65</p>
<p>Processes and products</p>	<p>Web Resources</p>
<p>Timeline                  Discussion – small group and whole class</p>	<ul style="list-style-type: none"> <li>▪ Timeline - <a href="http://www.pbs.org/wnet/slavery/timeline/index.html">http://www.pbs.org/wnet/slavery/timeline/index.html</a></li> <li>▪ <i>Slavery and the Making of America</i> – Episode 1 – “The Downward Spiral” - <a href="http://www.pbs.org/wnet/slavery/index.html">http://www.pbs.org/wnet/slavery/index.html</a></li> </ul> <p style="text-align: center;">                 Uploaded on Youtube at <a href="http://www.youtube.com/watch?v=xzDAbXQbEzM">http://www.youtube.com/watch?v=xzDAbXQbEzM</a> </p> <p>                 Episode one opens in the 1620s with the introduction of 11 men of African descent and mixed ethnicity into slavery in New Amsterdam. Working side by side with white indentured servants, these men labored to lay the foundations of the Dutch colony that would later become New York. There were no laws defining the limitations imposed on slaves at this point in time. Enslaved people, such as Anthony d'Angola, Emmanuel Driggus, and Frances Driggus could bring suits to court, earn wages, and marry. But in the span of a hundred years, everything changed. By the early 18th century, the trade of African slaves in America was <a href="http://www.pbs.org/wnet/slavery/about/index.html">http://www.pbs.org/wnet/slavery/about/index.html</a> expanding to accommodate an agricultural economy growing in the hands of ambitious planters. After the 1731 Stono Rebellion (a violent uprising led by a slave named Jemmy) many colonies adopted strict "black codes" transforming the social system into one of legal racial oppression.             </p>
<p><b>INSTRUCTIONAL BLOCK #4</b></p>	
<p>Guiding Questions and Topics</p>	<p>Instruction and Instructional Materials</p>

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<ul style="list-style-type: none"> <li>▪ What were the realities of slave life?</li> <li>▪ In what ways did Americans respond to slavery?</li> <li>▪ What did abolitionists do to call for an end of slavery?</li> <li>▪ How did the constitutional Convention address the issue of slavery?</li> <li>▪ How did free and enslaved Africans fight for freedom?</li> </ul> <p>ACTS OF RESISTANCE AND REBELLION</p>	<p>Torn from each other’s arms lesson - <a href="http://www.pbs.org/wnet/slavery/teachers/lesson4.html">http://www.pbs.org/wnet/slavery/teachers/lesson4.html</a></p> <p><a href="#"><i>No More! Stories and Songs of Slave Resistance</i> by Doreen Rappaport</a> – class discussions after reading assignments</p> <p>AMERICAN EXPERIENCE – <i>The Abolitionists</i> – premiering Jan. 8, 2013  <a href="http://www.pbs.org/wgbh/americanexperience/films/abolitionists/player/">http://www.pbs.org/wgbh/americanexperience/films/abolitionists/player/</a></p>
	<p>Web Resources</p>
	<p>Episode 2 – “Liberty in the Air” on YouTube at <a href="http://www.youtube.com/watch?v=BVt0vXmDXh0">http://www.youtube.com/watch?v=BVt0vXmDXh0</a></p> <p>Episode 3 – “Seeds of Destruction” on YouTube at <a href="http://www.youtube.com/watch?v=DdiRXPef7E">http://www.youtube.com/watch?v=DdiRXPef7E</a></p>
<p><b>INSTRUCTIONAL BLOCK #5</b></p>	
<p>Guiding Questions and Topics</p>	<p>Instruction and Instructional Materials</p>
<ul style="list-style-type: none"> <li>▪ How and why did slavery influence the Civil War?</li> <li>▪ Why was the Civil War fought?</li> </ul>	<p><i>Howard Zinn’s A Young People’s History of the United States</i>, Chapter 9  “Slavery and Emancipation” – p. 135 – 152</p>

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INSTRUCTIONAL BLOCK #6	
Guiding Questions and Topics	Instruction and Instructional Materials
<ul style="list-style-type: none"> <li>▪ How are people affected by war?</li> <li>▪ How do issues of power, wealth and morality influence war?</li> </ul>	<p><a href="#"><i>Bull Run by Paul Fleischman</i></a></p> <p><a href="#"><i>Pink and Say</i></a></p>
WAR INFLUENCES ALL PARTS OF LIFE	
INSTRUCTIONAL BLOCK #7	
Guiding Questions and Topics	Instruction and Instructional Materials

- How was the Civil War fought?
- How and why did the Civil War end?
- What were the successes and challenges of reuniting the nation following the Civil War?

[The Civil War – A Film by Ken Burns](#)

Check out from ABQ Library – at Taylor Ranch

Show relevant clips – discuss as we’re watching together

Episode 1 – “The Cause”

Beginning with a searing indictment of slavery, this first episode dramatically evokes the causes of the war, from the Cotton Kingdom of the South to the northern abolitionists who opposed it. Here are the burning questions of Union and States’ rights, [John Brown](#) at Harper’s Ferry, the election of [Abraham Lincoln](#) in 1860, the firing on Fort Sumter and the jubilant rush to arms on both sides. Along the way the series’ major figures are introduced: Abraham Lincoln, [Frederick Douglass](#), [Robert E. Lee](#), [Ulysses S. Grant](#) and a host of lesser-known but equally vivid characters. The episode comes to a climax with the disastrous Union defeat at Manassas, Virginia, where both sides now learn it is to be a very long war.

Episode 2 – “A Very Bloody Affair”

1862 saw the birth of modern warfare and the transformation of Lincoln’s war to preserve the Union into a war to emancipate the slaves. Episode Two begins with the political infighting that threatened to swamp Lincoln’s administration and then follows Union General [George McClellan’s](#) ill-fated campaign on the [Virginia Peninsula](#), where his huge army meets a smaller but infinitely more resourceful Confederate force. During this episode we witness the battle of ironclad ships, partake of camp life, and watch slavery begin to crumble. We meet [Ulysses S. Grant](#), whose exploits come to a bloody climax at the [Battle of Shiloh](#) in Tennessee. The episode ends with rumors of Europe’s readiness to recognize the Confederacy.

Episode 9 – “The Better Angels of our Nature”

This extraordinary final episode of *The Civil War* begins in the bittersweet aftermath of Lee’s surrender and then goes on to narrate the horrendous events of five days later when, on April 14, [Lincoln](#) is assassinated. After chronicling Lincoln’s poignant funeral, the series recounts the final days of the war, the capture of [John Wilkes Booth](#) and the fates of the Civil War’s major protagonists.

The episode then considers the consequences and meaning of a war that transformed the country from a collection of states to the nation we are today.

- AMERICAN EXPERIENCE – *Reconstruction* – <http://www.pbs.org/wgbh/amex/reconstruction/index.html>