

**Social Studies Curriculum  
Union 61/Tantasqua Schools  
Grade 8**

**Theme: American Studies- Time, Continuity, and Change**

**Essential core question: *How does human history influence the future?***

<p><i>The student will demonstrate an understanding of the following vocabulary/concepts:</i></p> <p>Interpret the past within its own historical Context rather than in terms of present-day norms and values. (H, E, C)</p> <p>Distinguish intended from unintended consequences. (H, E, C)</p> <p>Distinguish historical fact from opinion. (H, E, C)</p> <p>Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)</p> <p>Define terms such as <i>abolitionist, industry, Immigration, emigration, merchant, manufacture.</i></p> <p><b>RELATED SOFTWARE AND WEBSITES</b></p> <p>Webquests: <a href="http://webquest.org/">http://webquest.org/</a> <i>Guess Who's Coming to Dinner</i> <i>Back to the Future</i></p> <p>Marco Polo resources; <a href="http://www.marcopolo-education.org">www.marcopolo-education.org</a> <i>The Next Billion</i> <i>Collapse 1: Why Civilizations Fall</i> <i>Organizations that Create Change</i></p>	<p><b>STUDENT LEARNING OUTCOMES</b></p> <p><i>The student will be able to:</i></p> <p><b>T 1</b> Identify historical fact from opinion given various primary and secondary sources. (US1.36)</p> <p><b>T 2</b> Demonstrate an understanding of historical context. (US1.41)</p> <p><b>T 3</b> Explain how a single historical event can change beliefs, language, customs, art or technology over time. (US 1.36)</p> <p><b>T 4</b> Identify frontiers for exploration: past, present, and future. (US1.26)</p> <p><b>T 5</b> Recognize that a society's integration with nature/environment changes over time. (US1.31, US1.33, US1.35, US1.41)</p> <p><b>T 6</b> Identify the common human experience(s) throughout time across cultures. (US1.30, US1.31, US1.33, US1.36)</p> <p><b>T 7</b> Compare/contrast the relevance of various historical events. (US1.38)</p> <p><b>T 8</b> Analyze how environment plays a role in the development of society and culture. (US1.1)</p>	<p><b>ASSESSMENT STRATEGIES AND ACTIVITIES</b></p> <p><i>Students will demonstrate their knowledge/skill by:</i></p> <p>Student will create and present a National History Day Project using the BIG 6 research strategies.</p> <p><b>SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES</b></p> <table style="width: 100%; border: none;"> <tr> <td>Problem Solving Initiatives</td> <td>Group Activities</td> </tr> <tr> <td>Art/Music integrations</td> <td>Role Play</td> </tr> <tr> <td>Research Project</td> <td>Map Activities</td> </tr> <tr> <td colspan="2">Reading for contend and relevance</td> </tr> <tr> <td colspan="2">Analyze Primary &amp; Secondary source documents</td> </tr> <tr> <td>Open-response questions</td> <td>Oral Presentations</td> </tr> <tr> <td>Plays</td> <td>Summarizing</td> </tr> <tr> <td>Paraphrasing</td> <td>MLA format use</td> </tr> <tr> <td colspan="2">Interdisciplinary Activities</td> </tr> <tr> <td colspan="2">Locate information using indexes, table of contents, computerized directories</td> </tr> <tr> <td>Lecture/note taking</td> <td>Graphic Organizers</td> </tr> <tr> <td colspan="2">Curriculum Produced Materials</td> </tr> </table> <p><b>SUGGESTED INSTRUCTIONAL MATERIALS &amp; RESOURCES</b></p> <p><u><i>American History: The Early Years to 1877</i></u></p> <p>Primary Sources;</p> <p><u><i>American Portraits</i></u> <u><i>Geography in History</i></u></p>	Problem Solving Initiatives	Group Activities	Art/Music integrations	Role Play	Research Project	Map Activities	Reading for contend and relevance		Analyze Primary & Secondary source documents		Open-response questions	Oral Presentations	Plays	Summarizing	Paraphrasing	MLA format use	Interdisciplinary Activities		Locate information using indexes, table of contents, computerized directories		Lecture/note taking	Graphic Organizers	Curriculum Produced Materials	
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• Numbers in parentheses refer to the US History I Learning Standards found in the Massachusetts History and Social Science Framework, Aug. 2004 pp.65-75