

# SOCIAL STUDIES CURRICULUM GRADE 8 UNIT # 3: A Nation Rebuilt

## North Smithfield School Department

**TITLE OF UNIT:** A Nation Rebuilt **COURSE:** Grade 8 U.S. History

**DATE PRESENTED:** \_\_\_\_\_ **DATE DUE:** \_\_\_\_\_ **LENGTH OF TIME:** Several weeks, quarter, semester

### OVERVIEW OF UNIT:

In this unit, students will identify the ways the United States was rebuilt and grew during the years 1865-1900. They will investigate and interpret primary and secondary sources in the following areas: Reconstruction, Growth in the West, and the Native American Experience. Additionally, students will compare and contrast primary source arguments on plans for Reconstruction. They will analyze primary sources in order to decide whether the North or South was more responsible for the end of Reconstruction. At the end of this unit, students will write an informative essay answering the question, "How did the United States change as a result of Westward movement?"

**ESSENTIAL QUESTIONS**

*How did a deeply divided nation move forward after the Civil War?*

*How did the nation change as a result of westward movement after the Civil War?*

*What forces led to the end of traditional Native American life?*

### STANDARDS:

Civics and Government	Historical Perspectives/ RI History Strand	Economics	Geography	Reading	Writing
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	HP 1: History is an account of human activities that is interpretive in nature.	E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance	G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms	Key Ideas and Details	Text Types and Purposes
G&C 2: The Constitution of the establishes a government of limited powers that are shared among different levels and branches. G&C 3: In a democratic society, all people have certain rights and responsibilities.	HP 2: History is a chronicle of human activities, diverse people, and the societies they form. HP 3: The study of history helps us understand the present and shape the future.	E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services E3: Individuals, institutions and governments have roles in economic systems	G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.	Craft and Structure Integration of Knowledge	Production and Distribution Research to Build and Present Knowledge
G&C 4: People engage in political processes in a variety of ways.	HP 4: Historical events and human/natural phenomena and are influenced by ideas and beliefs		G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.	Range of Reading	Range of Writing
G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.	HP 5: Human societies and cultures develop and change in response to human needs and wants.				

### FOCUS GSEs:

#### Civics and Government

- Defining and identifying the nature of authority and sources of power **C&G 1 (7-8) -2c**
- Identifying the functions of the three branches of government **C&G 2 (7-8) -1a**
- Tracing the process of how an idea transforms into a bill and then becomes a law **C&G 2 (7-8) -1c**
- Defining the concepts: "civic" (adj.), "civics" (n), "civil," and "citizen" **C&G 3 (7-8) -1a**
- Identifying a citizen's responsibilities in a democratic society (personal, economic, legal, and civic). **C&G 3 (7-8) -1c**
- Identifying conflicts between individual rights and the common good. **C&G 3 (7-8) -1d**
- Identifying an issue, proposing solutions, and developing an action plan to resolve the issue. **C&G 3 (7-8) -2a**
- Identifying the impact of an historic court case. **C&G 3 (7-8) -2c**
- Evaluating the strengths and weaknesses of various political systems. **C&G 4(7-8) -1c**
- Recognizing multiple perspectives on historical or current controversial issues. **C&G 4(7-8) -1e**
- Demonstrating the ability to compromise. **C&G 4(7-8) -3b**
- Recognizing the cause(s) and effect(s) of taking a civil action. **C&G 4(7-8) -3c**
- Utilizing a variety of reliable sources to develop an informed opinion. **C&G 4(7-8) -3d**
- Tracing/explaining social, technological, geographical, economical, cultural connections for

#### Economics

- Describing how inventions, innovations, and technology stimulate economic growth. **E 2 (7-8) -2a**
- Explaining how innovations/technology impact industries, economies, cultures, and innovations. **E 2 (7-8) - 2b**
- Identifying/evaluating the benefits/cost of alternative public. **E 3 (7-8) -2b**

#### Geography

##### Reading

##### Key Ideas and Details (RH)

- RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2** Determine the central ideas or information of a primary or secondary source.
- RH.6-8.3** Identify key steps in a text's description of a process related to history/social studies
- Craft and Structure (RH)**
- RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary
- RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6** Identify aspects of a text that reveal an author's point of view or purpose.

##### Integration of Knowledge and Ideas (RH)

- RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps)

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- a society **C&G 5(7-8) –1a**
- Identifying/ discussing factors that lead breakdown of order among societies resulting consequences. **C&G 5(7-8) –2a**
- Summarizing a significant situation; proposing and defending actions to be taken or not taken. **C&G 5(7-8) –3b**

### Historical Perspective

- Asking/ answering historical questions, evaluating sources of information, organizing the information **HP 1 (7-8) –1c**
- Developing, expanding, and supporting an historical thesis, based on a series of events **HP 1 (7-8) –2b**
- Identifying key events and people of a particular historical era or time. **HP 2 (7-8) –2a**
- Correlating key events to understand the historical perspective of the time period in which they occurred. **HP2(7-8) –2b**
- Analyzing a social movement from its inception, its impacts on us today, its implications for the future. **HP 3 (7-8) –1a**
- Evaluating alternative courses of action, ethical considerations, interest of those affected by the decision **HP 3 (7-8) –1b**
- Comparing and contrasting the cultural influences that shape individuals and historical events. **HP 3 (7-8) –2c**
- Citing specific evidence to explain how factors impacted a civilization’s adaptation, development. **HP 4 (7-8) –1a**
- Identifying/ describing how traits of civilization develop to innovations, inventions, change, expansion. **HP 4 (7-8) –2a**
- Describing how inventions and technological improvements. **HP 4 (7-8) –2c**
- Applying demographic factors. **HP 5 (7-8) –1b**
- Explaining/ analyzing how changing perspectives impact history using primary documents as evidence. **HP 5 (7-8) – 3b**

- with other information in print and digital texts.
  - RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.
  - RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.
- Range of Reading **(RH)**
- RH.6-8.10** Read and comprehend history/social studies texts in the grades 6–8 text complexity band

### Writing

- Text Types and Purposes: argument and informational **(WHST)**
- Production and Distribution **(WHST)**
- Range of Writing **(WHST)**

### **Applied Learning Standards:**

problem solving                      communication                      critical thinking                      research                      reflection/ evaluation

### **Expectations for Student Learning (High School only):**

#### **ENDURING UNDERSTANDING:**

- During Reconstruction, the president and Congress fought over how to rebuild the South
- As the South rebuilt, millions of freed African Americans worked to improve their lives
- As white Southerners regained power in Congress, Reconstruction ended, as did African-American advances toward equality
- A railroad, completed in 1869, spanned the continent and helped top open the way for settlers in the West
- The mining and cattle industries contributed to population growth in western territories
- Native Americans of the Great Plains fought to maintain their way of life as settlers poured onto their lands
- A wave of farmers moved to the Plains in the 1800s and faced many economic problems

#### **PRIOR KNOWLEDGE:**

- 7th Grade US History
- Unit 1: Manifest Destiny
- Unit 1: The Trail of Tears
- Unit 2: The Civil War

#### **STUDENT OBJECTIVES and/or NEW KNOWLEDGE:**

- Explain how economic policies related to expansion, including northern dominance of locomotive transportation, served different regional interests and contributed to growing political and sectional difference. **ERA 4, 2A, 3**
- Explore the lure of the West and the reality of life on the frontier. **ERA 4, 2E, 1**
- Contrast the causes and character of the rapid settlement of California and Oregon in the late 1840s and 1850s. **ERA 4, 2E, 2**
- Understands the political controversy over Reconstruction. **ERA 5, 3A**
- Contrast the Reconstruction policies advocated by Lincoln, Andrew Johnson, and sharply divided Congressional leaders, while assessing these policies as responses to changing events. **ERA 5, 3A, 1**
- Analyze the escalating conflict between the president and Congress and explain the reasons for and consequences of Johnson’s impeachment and trial. **ERA 5, 3A, 2**
- Explain the provisions of the 14th and 15th amendments and the political forces supporting and opposing each. **ERA 5, 3A, 3**
- Analyze how shared values of the North and South limited support for social and racial democratization, as reflected in the Compromise of 1877. **ERA 5, 3A, 4**
- Understands the Reconstruction programs to transform social relations in the South. **ERA 5, 3B**
- Explain the economic and social problems facing the South and appraise their impact on different social groups. **ERA 5, 3B, 1**
- Evaluate the goals and accomplishments of the Freedmen’s Bureau. **ERA 5, 3B, 2**
- Analyze how African Americans attempted to improve their economic position during Reconstruction and explain the factors involved in their quest for land ownership. **ERA 5, 3B, 3**
- Describe the ways in which African Americans laid foundations for modern black communities during Reconstruction. **ERA 5, 3B, 3**
- Understands the successes and failures of Reconstruction in the South, North, and West. **ERA 5, 3C**

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- Assess how the political and economic position of African Americans in the northern and western states changed during Reconstruction. ERA 5, 3C, 4
- Analyze how the Civil War and Reconstruction changed men’s and women’s roles and status in the North, South, and West. ERA 5, 3C, 5
- Evaluate why corruption increased in the postwar period. ERA 5, 3C, 6
- Explain how major geographical and technological influences, including hydraulic engineering and barbed wire, affected farming, mining, and ranching. ERA 6, 1C, 1
- Explain the conflicts that arose during the settlement of the "last frontier" among farmers, ranchers, and miners. ERA 6, 1C, 2
- Explain how commercial farming differed in the Northeast, South, Great Plains, and West in terms of crop production, farm labor, financing, and transportation. ERA 6, 1C, 4
- Explain the gender composition and ethnic diversity of farmers, miners, and ranchers and analyze how this affected the development of the West.. ERA 6,1C, 5
- Explain the rising racial conflict in different regions, including the anti-Chinese movement in the West and the rise of lynching in the South. ERA 6, 2B, 2
- Analyze the role of new laws and the federal judiciary in instituting racial inequality and in disfranchising various racial groups. ERA 6, 2B,3
- Explain how Democrats and Republicans responded to civil service reform, monetary policy, tariffs, and business regulation. ERA 6,3C,1
- Explain the political, social, and economic roots of Populism and distinguish Populism from earlier democratic reform movements. ERA 6, 3C, 3
- Identify and compare the attitudes and policies toward Native Americans by government officials, the U.S. Army, missionaries, and settlers. ERA 6, 4A, 1
- Compare survival strategies of different Native American societies during the "second great removal." ERA 6, 4A, 2
- Explain the provisions of the Dawes Severalty Act of 1887 and evaluate its effects on tribal identity, land ownership, and assimilation. ERA 6, 4A, 3
- Evaluate the legacy of 19th-century federal Indian policy. ERA 6, 4A, 4
- Trace the acquisition of new territories. ERA 6, 4B, 1

### SUGGESTED WORKS:

#### INFORMATIONAL TEXTS

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|---|--|---|---|
| <p><b>NONFICTION</b></p> <ul style="list-style-type: none"> <li>• <a href="#">American History</a> textbook</li> <li>• <a href="#">Background information: The impeachment of Andrew Johnson</a></li> </ul> | <p><b>BIOGRAPHIES</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Andrew Johnson</a></li> </ul> | <p><b>MEMOIRS</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Native American Experiences (1867-1891)</a></li> </ul> | <p><b>SPEECHES, PUBLIC DOCUMENTS</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Reconstruction: Black Codes (1865)</a></li> <li>• <a href="#">Constitutional Amendments: XIII, XIV, XV</a></li> </ul> |
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### ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

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|--|--|---|--|
| <ol style="list-style-type: none"> <li>1. Argument writing</li> <li>2. Class discussion</li> <li>3. Dramatization/role playing</li> <li>4. Grammar and usage</li> <li>5. Graphic organizers</li> </ol> | <ol style="list-style-type: none"> <li>6. Informational text response</li> <li>7. Informative writing</li> <li>8. Journal</li> <li>9. Literature response</li> <li>10. Media appreciation</li> </ol> | <ol style="list-style-type: none"> <li>11. Multi-media/technology</li> <li>12. Narrative writing</li> <li>13. Non- linguistic representations</li> <li>14. Note taking and summarizing</li> </ol> | <ol style="list-style-type: none"> <li>15. Oral presentation</li> <li>16. Research project</li> <li>17. Vocabulary word wall</li> <li>18. Writer’s notebook</li> <li>19. Word Study</li> </ol> |
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#### Assessments

##### Develop and convey understanding

- Summarizing topics
  - Ask students to analyze a subject to expose what’s essential and then put it in their own words. This requires understanding, deleting, and keeping some of the things and having awareness of the basic structure of the information presented. Provide a set of rules for creating a summary. When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.
- Reflection
  - Students should reflect on core questions for each lesson. These core questions should be open-ended and exploratory, rich and complex, framed by the standards, and allow students to make connections with the historical topic. Reflections should be debriefed through class discussion so students may extract what they have learned and thought about the topic.
- Short-Answer Questions
  - Short answer questions are used as a quick formative assessment to measure how well students are mastering the content standards. Students should use what they have learned about a topic to answer the question in a written or verbal format.

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- Graphic Organizers
  - Venn Diagrams
  - Webs
  - Compare and Contrast
  - Cause and effect
  - Note-taking guides

### Focus on arguments

- Who was most responsible for the end of Reconstruction: North or South? (DBQ assignment from “Mini-Q’s in American History binder”)
  - Students will analyze primary and secondary sources in order to identify point of view. They will assess conflicting perspectives as they weigh evidence. Students will draw inferences from the sources. They will use factual evidence to write evidence-based argument claims to answer the essential question.
- Compare and Contrast arguments on “Presidential vs. Congressional Reconstruction.”
  - Students will examine primary source documents about the topic “Reconstruction.” This will allow students to comprehend the complex problem of how to rebuild the country by analyzing it. This will be accompanied by discussion and inquiry. This student-directed activity encourages variation and broadens understanding.

### Focus on inform and explain

- Informative Essay: How did the United States change as a result of Westward movement?
  - Students will: introduce the topic clearly, develop the topic with relevant facts, use appropriate transitions, precise language, and a formal style with a concluding statement. (see: WHST.6-1.2)

### HIGHER ORDER THINKING SKILLS: Web’s Depth of Knowledge 2 – 4 or Bloom’s Taxonomy

#### Web’s Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

#### Bloom’s Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

### ADDITIONAL RESOURCES: see curriculum for specifics

- "40 acres and a Mule" Junior Scholastic play - February 21, 2005 issue
- Impeachment of Andrew Johnson – background information: <http://www.pbs.org/wgbh/americanexperience/features/general-article/grant-impeachment/>
- “Carpetbagging Yankees” video: [http://www.teachertube.com/viewVideo.php?video\\_id=362](http://www.teachertube.com/viewVideo.php?video_id=362)
- the Civil War & Reconstruction video: [http://www.teachertube.com/viewVideo.php?video\\_id=337](http://www.teachertube.com/viewVideo.php?video_id=337)
- "Done" – Transcontinental Railroad read-aloud Play
- "Wild West Myth vs. Reality" video
- "Homestead Act 150 years" <http://www.blm.gov/or/landsrealty/homestead150/>
- Oklahoma land rush [http://www.soonersports.com/ViewArticle.dbml?&DB\\_OEM\\_ID=31000&ATCLID=208806115](http://www.soonersports.com/ViewArticle.dbml?&DB_OEM_ID=31000&ATCLID=208806115)
- "The West" <http://www.pbs.org/weta/thewest/resources/archives/eight/>
- "Indian boarding schools" <http://www.pbs.org/indiancountry/history/boarding.html>
- "Chisholm trails" <http://www.thechisholmtrail.com/map2.htm>
- "Sand Creek Massacre" <http://www.nps.gov/sand/historyculture/stories.htm>
- "Battle of Little Bighorn" <http://www.pbs.org/weta/thewest/resources/archives/six/bighorn.htm>
- "Wounded Knee" <http://www.pbs.org/weta/thewest/resources/archives/eight/wklakota.htm>
- "Homestead Act" primary sources <http://www.archives.gov/education/lessons/homestead-act/>
- "Treaty of Fort Laramie" <http://www.ourdocuments.gov/doc.php?flash=true&doc=42>
- "Dawes Act" <http://www.ourdocuments.gov/doc.php?doc=50>

### VOCABULARY

- |                                 |                     |                               |
|---------------------------------|---------------------|-------------------------------|
| 1. Battle of the Little Bighorn | 10. frontier        | 19. Radical Republican        |
| 2. black codes                  | 11. gold standard   | 20. Reconstruction            |
| 3. boomtown                     | 12. Homestead Act   | 21. reservation               |
| 4. carpetbagger                 | 13. impeach         | 22. Sand Creek Massacre       |
| 5. Compromise of 1877           | 14. Johnson, Andrew | 23. scalawag                  |
| 6. Dawes Act                    | 15. Ku Klux Klan    | 24. sharecropping             |
| 7. Fifteenth Amendment          | 16. lynch           | 25. Sitting Bull              |
| 8. Fourteenth Amendment         | 17. Panic of 1873   | 26. sod                       |
| 9. Freedmen's Bureau            | 18. Populist Party  | 27. transcontinental railroad |

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**North Smithfield School Department**

**LESSON PLAN for UNIT \_\_\_\_\_**

**LESSONS**

- Lesson # 1 Summary:**
  
  - Lesson #2 Summary:**
  
  - Lesson #3 Summary:**
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**OBJECTIVES for LESSON # \_\_\_\_\_**

- Materials/Resources:**
  
- Procedures:**
  - **Lead –in**
  
  - **Step by step**
  
  - **Closure**
  
- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
  
- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
  - **Formative**
  
  
  - **Summative**