

Adam Waxler- Eighth Grade Social Studies Curriculum Map

*****Note: this curriculum map serves as a basic guide to Mr. Waxler's 8th grade social studies class at Haile Middle School. However, all content within is subject to change.***

Time Frame	Topic/Content	Essential Questions	Skills	Assessment/Activities
<p>August 20- August 29</p> <p>Sunshine State Standards</p> <ul style="list-style-type: none"> • SSB.1.3.1 • SSA.4.3.1 • SSA.4.3.2 	<p>Geography of America</p> <ul style="list-style-type: none"> • Map reading <ul style="list-style-type: none"> ○ Coordinates ○ Longitude ○ Latitude • Political Maps • Physical Maps 	<p>What is Geography?</p> <p>What does geography have to do with history?</p> <p>How do maps provide information about people, places, and the physical and cultural aspects of an environment?</p>	<ul style="list-style-type: none"> • Locate places on a map using longitude and latitude • Understand the difference between political and physical maps • Locate: compass rose, seven continents, four oceans, tropics, equator, prime meridian, and four hemispheres • Locate all 50 states, major cities and major physical features in the U.S. • Analyze the role geography plays in developing a culture 	<ul style="list-style-type: none"> • Create a political map of the U.S. • Slide show on U.S. physical features • Unit Test: <ul style="list-style-type: none"> ○ Short Answer ○ Political Map ○ Physical Map

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<p>August 30-September 11</p> <p>Sunshine State Standards</p> <ul style="list-style-type: none"> • SS.A.1.3.1 • SS.B.1.3.1 • SS.B.2.3.1 • SS.A.1.3.2 • SS.A.4.3.1 • SS.A.6.3.4 	<p>Early Native American Cultures</p> <ul style="list-style-type: none"> • 8 Geographic Regions • Various Native Cultures 	<p>When, why, and how did the first people come to America?</p> <p>What are the political, social, and economic characteristics of each North American culture?</p> <p>How did geography influence the development of each culture?</p>	<ul style="list-style-type: none"> • Identify 8 different geographic regions and the ways Native Americans adapted to their specific region • Examine events that might lead to a decline in a society • Locate and identify Native American tribes from the Florida area • Describe ways in which the European settlers affected the lives of the Native Americans 	<ul style="list-style-type: none"> ▪ Work as archeologists to identify artifacts from various geographic regions ▪ Write journal entries using 3 artifacts and 3 physical features from the Southeast region ▪ Unit Test: <ul style="list-style-type: none"> ▪ Short Answer ▪ Map Work ▪ Essay

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<p>September 12-October 1</p> <p>Sunshine State Standards</p> <ul style="list-style-type: none"> • SS.A.1.3.1 • SS.A.3.3.5 • SS.A.1.3.2 • SS.A.4.3.2 • SS.A.4.3.1 	<p>Age of Exploration</p> <ul style="list-style-type: none"> • European settlement of the Americas • Development of New England, New France, New Netherland, and New Spain 	<p>What were the major causes and effects of European exploration?</p> <p>How have the events of exploration and colonization been interpreted throughout history?</p> <p>How did European settlement impact Native American cultures?</p>	<ul style="list-style-type: none"> ▪ Understand how the Renaissance lead to the Age of Exploration ▪ Examine the Native American view of European exploration ▪ Understand the impact of European settlement on the Native Americans ▪ Define "Columbian Exchange" and the positive and negative results ▪ Define: Joint-stock Company, Mercantilism, ▪ Identify and examine the journeys of: Columbus, Magellan, Balboa, Vespucci, del Cano ▪ Understand how economic factors 	<ul style="list-style-type: none"> ▪ Analyze Native American story, "Morning Girl" ▪ Chart the course of Columbus and Magellan ▪ Play Trading Game ▪ Create a Timeline ▪ Map the 13 English Colonies ▪ Write a creative Story about your journey across the Atlantic

			<p>lead to colonization of the Americas</p> <ul style="list-style-type: none"> ▪ Examine the geographic factors that impacted European settlement 	
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<p>October 2-December 11</p> <p>Sunshine State Standards</p> <ul style="list-style-type: none"> • SS.B.1.3.1 • SS.C.1.3.2 • SS.B.2.3.1 • SS.A.4.3.3 • SS.C.2.3.1 • SS.A.4.3.1 • SS.A.4.3.2 • SS.A.1.3.1 • SS.A.1.3.2.8.1 • SS.B.1.3.3 • SS.C.1.3.6 • SS.C.2.3.4 • SS.A.1.3.2.8.3 	<p>Colonial Life & The American Revolution</p> <ul style="list-style-type: none"> • Colonial Settlement • Life in the Colonies • French & Indian War • Causes of the Revolution • Military Aspects • Effects of the Revolution 	<p>What are the political, economic, and social roots of colonial settlement?</p> <p>How did Colonists adapt to their new environment?</p> <p>How did Colonial life evolve?</p> <p>What are the major causes and effects of the American Revolution?</p> <p>How did public opinion evolve in regard to independence?</p>	<ul style="list-style-type: none"> ▪ Define Mayflower Compact and understand its connection to Democracy ▪ Break down 13 colonies into three geographic regions: New England, Middle, and Southern ▪ Compare and contrast how Native Americans and colonists adapted to their environment ▪ Understand the role that "democracy" played in shaping the colonies ▪ Define Triangular 	<ul style="list-style-type: none"> ▪ Create a Venn diagram and write a 5 paragraph comparative essay (Native American and Colonists) ▪ Graph the population growth in the Colonies ▪ Graph the population distribution ▪ Create wall map of 13 colonies in three geographic regions ▪ Test: Early Colonies <ul style="list-style-type: none"> ▪ Short Answer ▪ Map ▪ Essay ▪ Analyze songs about slave trade ("Buffalo Soldier, Catch A

<ul style="list-style-type: none"> • SS.C.2.3.2 • SS.C.1.3.1 • SS.A.1.3.2.8.2 			<p>Trade and examine its impact on slavery</p> <ul style="list-style-type: none"> ▪ Analyze slavery from the slaves perspective ▪ Examine life in the colonies ▪ Understand the causes and effects of the French and Indian War ▪ Define: Treaty of Paris 1763, ▪ Understand the causes and effects of the American revolution ▪ Understand the British action and the colonial reaction to the following events: Proclamation of 1763, Navigation Acts, Stamp Act, Quartering Act, Townsend Acts ▪ Analyze Boston Tea Party and Boston Massacre from Patriot and Loyalist perspectives 	<p>fire" by Bob Marley)</p> <ul style="list-style-type: none"> ▪ Observe film clip: "Amistad" ▪ Analyze Primary source: Gustavus Vassa Crosses the Atlantic ▪ Take a walking and virtual tour of the Colonies and write a journal about your tour ▪ Create a colonial brochure about colonial life ▪ Map the shift in European power in North America due to the French and Indian War ▪ Chart and graph colonial unrest ▪ Analyze propaganda: "join or die" cartoon, Paul Revere's sketch of Boston Massacre ▪ Test: Causes of the American Revolution <ul style="list-style-type: none"> ▪ Short Answer ▪ Essay
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			<ul style="list-style-type: none"> ▪ Analyze primary source, "common Sense" by Thomas Paine, and understand the impact it had on shaping public opinion ▪ Analyze primary source: Declaration of Independence ▪ Understand the major Battles/events of the Revolutionary War (Lexington & Concord, Saratoga, Yorktown, valley Forge, Crossing the Delaware ▪ Understand the geographic factors that impacted the war ▪ Define: Treaty of Alliance, Treaty of Paris 1783, Hessians, mercenary 	<ul style="list-style-type: none"> ▪ Write an editorial on colonial rebellion from either patriot or loyalist perspective ▪ Compare and contrast the strengths and weaknesses of the Colonists and British at the beginning of the Revolution ▪ Movie: "The Crossing" ▪ Test: Major battles, events and effects of the American Revolution <ul style="list-style-type: none"> ▪ Short Answer ▪ Map ▪ Essay
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Curriculum Map

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<p>January 8- March 7</p>	<p>The Constitution in a New Nation</p> <ul style="list-style-type: none"> • The Articles of Confederation • The Constitutional Convention • The U.S. Constitution • Hamilton vs. Jefferson 	<p>How did the first U.S. government operate?</p> <p>Why were the founding fathers afraid of giving too much power to the federal government?</p> <p>What are the weaknesses of the Articles of Confederation?</p> <p>Why was a new constitution necessary?</p> <p>Why has the U.S. Constitution lasted over 200 years?</p> <p>What were the different perspectives on interpreting the new constitution?</p>	<ul style="list-style-type: none"> ▪ Understand the difference between state government and federal government and why people wanted to give more power to the individual states ▪ Analyze the structure of government under the Articles of Confederation ▪ Break down and examine the serious weaknesses of the Articles of confederation ▪ Examine the Articles in action (Land Ordinance, Northwest Ordinance, Shay’s Rebellion) ▪ Understand the need to form a new Constitution 	<ul style="list-style-type: none"> ▪ Apply weaknesses of Articles of Confederation to creating a present day “Coat of Arms” ▪ Create sentences that “spell-out” the weaknesses of the Articles of Confederation ▪ Create student compromises for the Constitutional Convention ▪ Analyze primary source: U.S. Constitution ▪ Chart the roles of each branch of government ▪ Write a creative story on rights violations ▪ Test: Articles of Confederation and U.S. Constitution

			<ul style="list-style-type: none"> ▪ Examine the events of the Constitutional Convention and the need to make compromises (Great Compromise, Three-Fifths Compromise, Slave Trade Compromise, Election Compromise) ▪ Examine the ability to amend the constitution and understand the impact amendments have for us today ▪ Understand the need for a system of checks and balances (3 branches of government) ▪ Understand the need for a “Bill of Rights” ▪ Examine the Electoral College process ▪ Understand how political parties emerged ▪ Examine the roles of 	<p style="text-align: center;">Short Answer Essay</p> <ul style="list-style-type: none"> ▪ Create visual representations of Alexander Hamilton and Thomas Jefferson ▪ Analyze primary source quotes of Hamilton and Jefferson
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			Hamilton and Jefferson in the development of political parties and the connection to state power vs. federal power	
Time Frame	Topic/Content	Essential Questions	Skills	Assessment/Activities
March 8- March27	Manifest Destiny in a Growing Nation <ul style="list-style-type: none"> • Territorial Expansion • War of 1812 • Monroe Doctrine • Age of Jackson 	<p>When, why, and how did the U.S acquire the territories expanding to the pacific ocean?</p> <p>What was Jackson’s policy towards Native Americans?</p> <p>What were the different perspectives on U.S. expansion?</p>	<ul style="list-style-type: none"> ▪ Define “Manifest Destiny” ▪ Examine the Louisiana Purchase and its impact on the U.S. ▪ Understand the geographic importance of controlling the Mississippi River ▪ Understand the causes and effects of the War of 1812 ▪ Define: Impressment, Nationalism, Monroe Doctrine ▪ Examine the major battles of the War of 	<ul style="list-style-type: none"> ▪ Map the course of Lewis and Clark ▪ Examine sketches and journal excerpts from William Clark ▪ Write a journal entry from William Clark’s perspective ▪ Map the major territories acquired by the U.S. from 1783-1853 ▪ Analyze primary source from <i>NY Tribune</i> 1849: “California in the Gold Rush Days” ▪ Evaluate President Jackson as civilized or uncivilized

			<p>1812</p> <ul style="list-style-type: none"> ▪ Formulate connections between the War of 1812 and Manifest Destiny ▪ Examine the impact the Gold Rush had on completing our Manifest Destiny ▪ Understand differing perspectives on U.S. Manifest Destiny ▪ Examine Jackson's Indian Policy ▪ Define: Indian Removal Act, Trail of Tears ▪ Examine various groups of Americans that were dissatisfied with the U.S. Government: (Native Americans, African Americans, Women) ▪ Assess how much progress women have made toward obtaining equality with men 	<ul style="list-style-type: none"> ▪ D.B.Q. ▪ Test <ul style="list-style-type: none"> ○ Short Answer ○ Map ○ Essay ▪ Analyze primary source: "Declaration of Sentiments" ▪ Write an essay evaluating how much progress women have made since 1848
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<p>April 8- May 16</p>	<p>Civil War & Reconstruction</p> <ul style="list-style-type: none"> • Causes of Civil War <ul style="list-style-type: none"> ○ State’s rights ○ Slavery ○ Sectionalism ○ 3 major compromises • Important People • Military Aspects • Effects of Civil War • Reconstruction of the South <ul style="list-style-type: none"> ▪ 13th, 14th, 15th Amendments ▪ Lincoln's Plan ▪ Johnson's Plan ▪ Congress' Plan 	<p>What political, social, and economic factors caused the Civil War?</p> <p>What were the fundamental sectional differences between the North and the South?</p> <p>What were the differing perspectives on slavery and state’s rights?</p> <p>What was the course of the war?</p> <p>What were the social, political, and economic effects of the Civil War?</p> <p>What happened to the South after the Civil War?</p>	<ul style="list-style-type: none"> • Define: Sectionalism, Tariffs • Understand the sectional differences between the North and the South • Understand the difference between and agricultural economy and a manufacturing economy • Understand the major causes of the Civil War and the northern and southern perspectives • Understand the importance of state’s rights vs. federal rights • Define: Abolitionist • Understand the living conditions 	<ul style="list-style-type: none"> • Construct circle graphs making comparisons between the North and the South • Map slave states and free states before the Civil War • Chart the growth of slavery from 1790-1860 • Write a newspaper article from William Lloyd Garrison • Participate in a negotiating and compromising role-playing activity that mirrors the major compromises • Examine song: “Follow the Drinking Gourd” • Test: Cause of the Civil War

		<p>What were the long-term implications of Reconstruction?</p> <p>Why did Reconstruction fail?</p>	<p>among slaves on southern plantations</p> <ul style="list-style-type: none"> • Evaluate and judge the major compromises as causes of the Civil War (Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act) • Define: Fugitive Slave Act, Popular Sovereignty, Underground Railroad • Understand the how the Republican Party emerged and the goal of the party • Examine the events of “Bleeding Kansas”, the raid on Harper’s Ferry • Judge whether John Brown was a hero or a criminal • Evaluate differing perspectives of several historical 	<ul style="list-style-type: none"> ○ Short Answer • Present Civil War interview and creative poster on one important person from the era (John C. Calhoun, Anna Ella Carroll, Henry Clay, Jefferson Davis, Frederick Douglass, Horace Greeley, Robert E. Lee, Abraham Lincoln, Clement Valandingham, Harriet Beecher Stowe, John Brown) • Test: Civil War People <ul style="list-style-type: none"> ○ Short Answer • Map the major battles of the war • Observe clip from movie: “Gettysburg” • Analyze song lyrics” “The Night they Drove Old Dixie Down” • Interpret primary source: Civil War
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			<p>figures from the Civil War era</p> <ul style="list-style-type: none"> • Examine the election of 1860 and the role it played in sparking secession • Examine the events surrounding the battle at Ft. Sumter and evaluate Lincolns decision to send in supplies • Compare the strengths and weaknesses of the North and South at the beginning of the war • Propose reasons why the strength of south was underestimated • Examine the role geography played in the war • Examine the major battles of the Civil War • Understand the Battle of Gettysburg 	<p>letters</p> <ul style="list-style-type: none"> • Analyze political Cartoons • Create Civil War Newspaper that includes articles on: major battles, biographical piece, letter to the editor, political cartoons, Dear Abbey letter, crossword puzzle • Movie: Glory ▪ Read Textbook on Presidential and Congressional Reconstruction and categorize important terms as "Towards Full Citizenship" or "Limiting Citizenship" ▪ Breakdown and analyze Reconstruction outline ▪ D.B.Q.: "Reconstruction's Failure" ▪ Peer Editing of
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			<p>as the turning point in the War</p> <ul style="list-style-type: none"> • Examine Sherman’s “Total War” and judge whether it is ethical • Understand the emotional aspects of the war and the division of families in the border states • Define: Yankee, Mason-Dixon line, <ul style="list-style-type: none"> ▪ Understand how the Civil War affected the development of the postwar United States ▪ Identify conditions in the South immediately after the Civil War and analyze President Johnson's plans for the region ▪ Analyze why congress took over from President Johnson, and what effects this "Radical 	<p>D.B.Q. essay</p> <ul style="list-style-type: none"> ▪ Test: Reconstruction <ul style="list-style-type: none"> ▪ Short Answer <p style="text-align: center;">Activities</p> <p>Draw connections between freedmen's rights and student rights at Springs school</p>
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			<p>Reconstruction" had in the South</p> <ul style="list-style-type: none">▪ Examine how white southerners managed to bring Reconstruction to an end, and what results the end of Reconstruction had on the South during the rest of the nineteenth century▪ Define Key Terms: 13th-15th Amendments, black codes, radical republicans, scalawags. carpetbaggers, Jim Crow laws, poll taxes, Ku Klux Klan, Civil Rights Act 1866	
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