

# MS Social Studies 8

## Huntingdon Area School District

UNITS (5/5 SELECTED)

-  Unit 1: Pre-Columbian America
-  Unit 2: Age of Exploration
-  Unit 3: European Invasion
-  Unit 4: Colonial Life
-  Unit 5: Road to Revolution

SUGGESTED DURATION

- 4 lessons*

# Unit 1: Pre-Columbian America

## MS Social Studies 8

### UNIT OVERVIEW

Native Americans lived in the Americas for thousands of years before the first Europeans arrived after 1000 C.E. During this time, merchants and adventurers around the world traveled great distances in search of land and riches. Trade brought many different cultures into contact with one another.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 8 - History

8.3.8.A

8.3.8.B

8.3.8.C

8.3.8.D

8.1.8.A

8.1.8.B

#### Pennsylvania - Grade 6-8 - Writing for History and Social Studies

CC.8.6.6-8.B

CC.8.6.6-8.C

CC.8.6.6-8.E

CC.8.6.6-8.F

CC.8.6.6-8.G

CC.8.6.6-8.H

CC.8.6.6-8.I

#### Pennsylvania - Grade 6-8 - Reading for History and Social Studies

CC.8.5.6-8.A

CC.8.5.6-8.B

CC.8.5.6-8.C

CC.8.5.6-8.D

CC.8.5.6-8.E

CC.8.5.6-8.F

### BIG IDEAS

#### Big Ideas

- Physical geography affects the development of civilizations
- Culture affects human society
- Technology advances human society
- Global communication impacts human society
- Laws maintain order in human society

# Unit 1: Pre-Columbian America

MS Social Studies 8

## ESSENTIAL QUESTIONS

### Essential Questions

- Why was the development of agriculture important?
- How did humans migrate and evolve into societies in the Western Hemisphere?
- How did the environment influence Native American cultures in North America?

## LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
Students will learn how geography influenced early Native American culture, including the supply of food, water and building materials.	Identify some aspects of early Mesoamerican culture.
Students will learn about several Native American cultures and how the regions in which these cultural groups lived, influenced their daily lives.	Examine the various traits of Native Americans in different culture areas.

# Unit 1: Pre-Columbian America

## MS Social Studies 8

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Cultural Areas Project	Project-based	Students will be creating a brochure and verbal presentation based on the Native American tribal group selected from each distinct cultural area.
Section Quiz	Formative	Students will be assessed on their knowledge of ancient and modern Native American groups through objective and written response questions.

# Unit 2: Age of Exploration

## MS Social Studies 8

### UNIT OVERVIEW

During the Renaissance, Europeans began to explore and seek out new sea routes to Asia. While trying to find a new route, Christopher Columbus reached the Americas in 1492 and changed the world forever. With increased knowledge, world powers began their insatiable search for wealth and territory.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 8 - History

8.3.8.A

8.3.8.B

8.3.8.C

8.3.8.D

#### Pennsylvania - Grade 6-8 - Reading for History and Social Studies

CC.8.5.6-8.A

CC.8.5.6-8.D

CC.8.5.6-8.G

CC.8.5.6-8.J

#### Pennsylvania - Grade 6-8 - Writing for History and Social Studies

CC.8.6.6-8.C

CC.8.6.6-8.G

### BIG IDEAS

#### Big Ideas

- Physical geography affects the development of civilizations
- Culture affects human society
- Technology advances human society
- Global communication impacts human society
- Laws maintain order in human society

## Unit 2: Age of Exploration

### MS Social Studies 8

#### ESSENTIAL QUESTIONS

##### Essential Questions

- What push factors drove people to migrate to new areas?
- What was Columbus's goal?
- What new lands did European explorers reach and what were their achievements?
- How did the Columbian Exchange affect Europeans and American Indians?

#### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
Students will comprehend the motivations and interpretations of Columbus's voyage and the long term results of the founding of the New World.	Identify what Columbus did during his explorations in the Americas.
Students will learn about the voyages of da Gama, Cabral, Cabot, Vespucci, and Magellan and the lasting effects of their journeys.	Discuss the areas explored and the results of the voyages of European explorers.
Students will be learning the impact of newly formed trade routes by the Portuguese and the Spanish to understand how global trade impacted various cultural groups.	Analyze the effects of the Columbian exchange and new European trade routes.

## Unit 2: Age of Exploration

### MS Social Studies 8

#### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Explorer Resume	Project-Based	Students will be exercising their knowledge of one of the European explorers covered in class. They will select their explorer and then create a resume based on the life and accomplishments of that individual.
Section Quizzes	Formative	Students will be assessed on their knowledge by answering a series of questions that encompass information covered in each section of the unit.
Chapter Test	Formative	Students will be assessed on their knowledge by answering a series of questions that encompass information gleaned from the entirety of the unit.

# Unit 3: European Invasion

## MS Social Studies 8

### UNIT OVERVIEW

By the early 1600s, European exploration of the Americas led to great interest in colonization. The English wanted to colonize North America because they hoped to have a better quality of life there. Simply surviving in their new environments took most of their efforts and the lasting effects on Native inhabitants were devastating.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 8 - History

8.3.8.A    8.3.8.B    8.3.8.C    8.3.8.D

#### Pennsylvania - Grade 6-8 - Reading for History and Social Studies

CC.8.5.6-8.A    CC.8.5.6-8.D    CC.8.5.6-8.G    CC.8.5.6-8.I    CC.8.5.6-8.J

#### Pennsylvania - Grade 6-8 - Writing for History and Social Studies

CC.8.6.6-8.F    CC.8.6.6-8.G

### BIG IDEAS

#### Big Ideas

- Physical geography affects the development of civilizations
- Culture affects human society
- Technology advances human society
- Global communication impacts human society
- Laws maintain order in human society

### ESSENTIAL QUESTIONS

#### Essential Questions

- Why were the French, Dutch, and English interested in colonizing North America?
- Why were the people in England interested in founding Jamestown, and how did English intrusion impact American Indians and enslaved Africans?
- Why did the Pilgrims come to America?

# Unit 3: European Invasion

## MS Social Studies 8

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
Students will learn about the interest of European countries in colonizing the Americas and the geographic areas and hardships faced there.	Identify the common problems faced by the French, Dutch, Swedish, and the English colonies.
Students will learn the impact of Jamestown and the interactions that Europeans had with American Indians and Africans to create an effective economy in the Americas.	Analyze how the English plantation system began and how it affected Virginia's economy.
Students will learn the push and pull factors that affected the Pilgrims' migration to the Americas and the troubles that were faced by settling the area.	Describe life in the Plymouth Colony.

# Unit 3: European Invasion

## MS Social Studies 8

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Jamestown: The Movie	Project-Based	Students will use the "trailer" feature on iMovie to create an interactive trailer outlining one aspect of the founding and/or struggles of the Jamestown Colony.
Section Quizzes	Formative	Students will be assessed on their knowledge of the information covered in each section of the European Invasion unit by answering objective and written response questions.
Chapter Test	Formative	Students will be assessed on their knowledge of the information covered in the European Invasion unit by answering objective and written response questions.

## Unit 4: Colonial Life

### MS Social Studies 8

#### UNIT OVERVIEW

Some people came to America to make their fortune, others came for religious freedom. Each region of the colonies developed its own economy. All of the colonies were still closely tied to England, but a unique colonial culture also began to develop.

#### STANDARDS/EXPECTATIONS

##### Pennsylvania - Grade 8 - History

8.3.8.A

8.3.8.B

8.3.8.C

8.3.8.D

##### Pennsylvania - Grade 6-8 - Reading for History and Social Studies

CC.8.5.6-8.A

CC.8.5.6-8.D

CC.8.5.6-8.G

CC.8.5.6-8.J

##### Pennsylvania - Grade 6-8 - Writing for History and Social Studies

CC.8.6.6-8.C

CC.8.6.6-8.H

#### BIG IDEAS

##### Big Ideas

- Physical geography affects the development of civilizations
- Culture affects human society
- Technology advances human society
- Global communication impacts human society
- Laws maintain order in human society

#### ESSENTIAL QUESTIONS

##### Essential Questions

- How did representative government develop in the colonies?
- What types of trade took place in the colonies during the 1700s?
- How did the middle colonies combine economic aspects of the southern and New England colonies?
- What contributions were made to American culture in the 1700s?

# Unit 4: Colonial Life

## MS Social Studies 8

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
Students will learn how changes to the governmental processes in the colonies led to individualized systems.	Explain how colonists influenced the colonial courts and how the English Bill of rights influenced the colonists.
Students will learn how colonial trade affected the economic structures and how acts passed down by Parliament controlled colonial commerce.	Evaluate the effects of the Navigation Acts and analyze why the colonies participated in the slave trade.
Students will analyze the formation of different economic structures of the colonies based on geographic locations and the climate of each area.	Identify how New England's economic activities were different from those in the southern colonies.
Students will learn about the changes to the emerging American culture in the British colonies.	Explain how both the Scientific Revolution and the Enlightenment reflected new ways of thinking.

## Unit 4: Colonial Life

### MS Social Studies 8

#### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Forms of Government Project	Project-Based	Students will be creating a Pages document that displays their knowledge of the information covered in section 1.
Colonial Economy Project	Project-Based	Students will be creating a new report that displays their knowledge of the information covered in section 3.
American Culture Project	Project-Based	Students will be creating an Adobe Spark Page that displays their knowledge of the information covered in section 4.
Growth of Trade Project	Project-Based	Students will be creating a presentation that displays their knowledge of the information covered in section 2.
Section Quizzes	Formative	
Chapter Test	Summative	

# Unit 5: Road to Revolution

## MS Social Studies 8

### UNIT OVERVIEW

Wars beginning in the late 1600s between France and Britain left the British as the major European power in eastern North America. As colonists began to move into the frontier, tensions rose between settlers and American Indians as well as the colonists and Parliament.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 8 - History

8.3.8.A

8.3.8.B

8.3.8.C

8.3.8.D

8.2.8.A

8.2.8.D

8.1

#### Pennsylvania - Grade 6-8 - Reading for History and Social Studies

CC.8.5.6-8.A

CC.8.5.6-8.D

CC.8.5.6-8.J

### BIG IDEAS

#### Big Ideas

- Physical geography affects the development of civilizations
- Culture affects human society
- Technology advances human society
- Global communication impacts human society
- Laws maintain order in human society

### ESSENTIAL QUESTIONS

#### Essential Questions

- What wars did the English colonists fight against other European colonists?
- Why did many colonists move to the frontier?
- Why did Great Britain create new taxes for the colonies?
- Why were the Boston Massacre and the Boston Tea Party significant events that sparked revolutionary fervor?

# Unit 5: Road to Revolution

MS Social Studies 8

## LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
Students will learn about the impact of emerging European cultures against the indigenous peoples of North America and how these conflicts had lasting effects on the British Empire.	Describe how English colonists and American Indian viewed one another and explain how the French and Indian War affected the British colonies.
Students will learn how the aftermath of the French and Indian War led to more conflict among groups in America and how war eventually led to governmental changes in the colonies.	Identify the factors that led to Pontiac's Rebellion and analyze the effectiveness of the Proclamation of 1763.
Students will learn about economic hardships of the English after multiple wars and how taxation led to changes to colonial governments.	Explore the reasons colonists disliked and challenged the new tax laws.
Students will learn how the colonies and Parliament had differing ideals regarding the legitimacy of taxation and the impact on civil unrest and political policy.	Describe the colonists' reaction to the Townshend Acts and explain the purpose of the Intolerable Acts.

# Unit 5: Road to Revolution

## MS Social Studies 8

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Last of the Mohicans Quiz	Formative	Students will be assessed on their knowledge and understanding of the events and characters throughout the film Last of the Mohicans.
Section Quizzes	Formative	Students will be assessed on their knowledge and understanding of the information covered within each section.
Chapter Test	Summative	Students will be assessed on their knowledge and understanding of the information covered throughout unit 5.