

# 8<sup>TH</sup> GRADE CURRICULUM MAP

UNITS OF STUDY	STANDARDS, BENCHMARKS, GLCEs OR HSCES	BIG IDEAS / KEY CONCEPTS	ASSESSMENTS		LEARNING STRATEGIES	CONTENT ACTIVITIES	VOCABULARY	INSTRUCTIONAL RESOURCES
			OF	FOR				
<b>Unit 1: Toward a New Nation (1763- 1800)</b>	<ol style="list-style-type: none"> <li>1. Identify and explain how early American political leaders demonstrated good character and personal virtue 1.2.2 MS</li> <li>2. Use primary and secondary records to analyze significant events that led to the Revolutionary War and the creation of the Constitution. 1.3.1 MS</li> <li>3. Describe the major economic and political connections between the colonies and European powers, and the causes and consequences of those connections. 2.3.4 MS</li> <li>4. Describe the effects of different forms of taxation on the American colonies. 4.3.4 MS</li> <li>5. Describe how the federal government of the United States serves the purposes set forth in the Preamble to the Constitution. 3.1.1 MS</li> <li>6. Explain how the rule of law protects individual rights and serves the common good. 3.1.3 MS</li> <li>7. Identify the essential ideas expressed in the Declaration of Independence and the origins of those ideas, and explain how they set the foundation for civic life, politics and government in the United States. 3.2.1 MS</li> <li>8. Describe provisions of the U.S. Constitution which delegate to government the powers necessary to fulfill the purposes for which it was established. 3.2.2 MS</li> <li>9. Engage each other in conversations which attempt to clarify and resolve national policy issues that have their roots in the Revolutionary War period. 6.2.1 MS</li> <li>10. Use laws and other ethical rules to evaluate their own conduct and the conduct of others. 7.1.1 MS</li> <li>11. Describe the major factors that characterize the Revolution and the New Nation era. 1.1.2 MS</li> <li>12. Explain the means for limiting the powers of government established by the U.S. Constitution. 3.2.3 MS</li> <li>13. Distinguish between civil and criminal procedure. 3.3.1 MS</li> </ol>	<ol style="list-style-type: none"> <li>1. Failure of economic compromise leads to struggle and revolt.</li> <li>2. The Declaration of Independence defined our collective civic values and set forth our expectations for government and the rights of citizens</li> <li>3. The United States Constitution established the concept of federalism that nurtured the young nation's growth from a loose confederation of independent states to a united republic.</li> <li>4. The United States Constitution established an evolving system of laws, checks and balances, and rights and responsibilities of the citizens and government.</li> <li>5. Citizens of the United States need to analyze, articulate, write, and act ethically and responsibly to issues based on foundational documents and core democratic values.</li> <li>6. Washington's presidency set the precedent for the future of the nation.</li> </ol>	<p>Suggestions:</p> <ol style="list-style-type: none"> <li>1. Tests                             <ol style="list-style-type: none"> <li>a. incorporate district common assessment</li> </ol> </li> <li>2. Quizzes</li> <li>3. Discussions</li> <li>4. Projects</li> </ol>	<p>Suggestions:</p> <ol style="list-style-type: none"> <li>1. Projects</li> <li>2. Notebooks</li> <li>3. Role-Playing projects</li> <li>4. Demonstrations</li> <li>5. Reading:                             <ol style="list-style-type: none"> <li>a. Maps</li> <li>b. Tables</li> <li>c. Graphs</li> </ol> </li> <li>6. Supplemental materials from the textbook</li> <li>7. Chapter Reviews from the textbook</li> <li>8. Mock Trial</li> <li>9. Translation of Declaration of Independence</li> </ol>	<p>Suggestions:</p> <ol style="list-style-type: none"> <li>1. Goal Setting</li> <li>2. Group Work                             <ol style="list-style-type: none"> <li>a. Jigsaw</li> <li>b. Translate DOI</li> </ol> </li> <li>3. Presentations                             <ol style="list-style-type: none"> <li>a. RAFT</li> </ol> </li> <li>4. Computer Research                             <ol style="list-style-type: none"> <li>a. Some aspect of -Revolutionary War -DOI -Constitution</li> </ol> </li> <li>5. Graphic Organizers                             <ol style="list-style-type: none"> <li>a. From the textbook</li> </ol> </li> <li>6. Critical thinking</li> <li>7. Use of primary sources</li> <li>8. Differentiate                             <ol style="list-style-type: none"> <li>a. RAFT</li> <li>b. Think Tac Toe</li> </ol> </li> <li>9. Simulations                             <ol style="list-style-type: none"> <li>a. King's Skittles</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Games                             <ol style="list-style-type: none"> <li>a. Review Games</li> <li>b. Year reviews-Pyramid</li> </ol> </li> <li>2. Interviews                             <ol style="list-style-type: none"> <li>a. RAFT</li> </ol> </li> <li>3. Writing                             <ol style="list-style-type: none"> <li>a. Journals</li> <li>b. Editorials</li> <li>c. Essays</li> </ol> </li> <li>4. Mock Trial</li> <li>5. Amendment Project</li> <li>6. Colonial Town Project</li> <li>7. Debriefing session with President Jefferson</li> <li>8. Streaming Video</li> <li>9. Current Events</li> </ol>	<ol style="list-style-type: none"> <li>1. Core democratic values</li> <li>2. responsibility</li> <li>3. citizenship</li> <li>4. life</li> <li>5. liberty</li> <li>6. pursuit of happiness</li> <li>7. truth</li> <li>8. patriotism</li> <li>9. taxation</li> <li>10. civil</li> <li>11. criminal</li> <li>12. patriot</li> <li>13. loyalist</li> </ol>	<p>Glencoe Text (Chapters 5-8)</p> <p>Presentation builder</p> <p>Movie- Americans 1776</p> <p>Movie-The Patriot</p> <p>MSNBC- Branches of Government</p> <p>Movie-The Crossing Roots</p> <p>Video of DOI reading</p> <p>United Streaming Video</p> <p>Websites:  <a href="http://www.glencoe.com">www.glencoe.com</a>  <a href="http://www.loc.gov">www.loc.gov</a>  <a href="http://library.thinkquest.org/10966/">http://library.thinkquest.org/10966/</a>  <a href="http://www.pbs.org/ktca/liberty/">http://www.pbs.org/ktca/liberty/</a>  <a href="http://www.archives.gov/national-archives-experience/">http://www.archives.gov/national-archives-experience/</a>  <a href="http://www.colonialhall.com">www.colonialhall.com</a>  <a href="http://www.ushistory.org">www.ushistory.org</a>  <a href="http://www.animatedatlas.com">www.animatedatlas.com</a>  <a href="http://www.earlyamerica.com">www.earlyamerica.com</a></p>

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<b>Unit 2: Development, Expansion, and Reform</b>	<ol style="list-style-type: none"> <li>1. Identify major decisions during the period of 1800-1850, analyze contemporary factors contributing to the decisions and consider alternative courses of action. 1.4.1 MS</li> <li>2. Select historic decisions from 1800-1850 and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives. 1.4.4 MS</li> <li>3. Describe how and why good, services and information moved within and across regions as the United States expanded geographically 2.3.3 MS</li> <li>4. Access information and arguments from various sources in order to evaluate past candidates for public office 3.4.1 MS</li> <li>5. Explain how the Constitution is maintained as the supreme law of the land. 3.4.2 MS</li> <li>6. Explain the importance of limited government to protect political and economic freedom. 3.1.4 MS</li> <li>7. Examine the role of the United States government in regulating commerce as stated in the U.S. Constitution. 4.5.2 MS</li> </ol>	<p>Foundational documents form the basis for addressing social, economic, geographic and political issues.</p> <p>Americans continue to redefine and extend democracy and reevaluate its role in world affairs.</p> <p>Political parties develop.</p> <p>The power of judicial review establishes the supremacy of the Constitution as the supreme law of the land.</p> <p>Industrialization and technology change American society.</p> <p>Reform movements during this time period begin to improve conditions for many immigrant groups in American.</p> <p>Manifest destiny and expansionism influence domestic and foreign policy.</p>	<p>Suggestions:</p> <ol style="list-style-type: none"> <li>1. Unit assessment</li> <li>2. Common assessment</li> <li>3. Essay</li> <li>4. Projects</li> </ol>	<p>Suggestions:</p> <ol style="list-style-type: none"> <li>1. Chapter Assessments</li> <li>2. Debates</li> <li>3. Essays</li> <li>4. Notebooks/ notetaking</li> <li>5. Games for review</li> <li>6. Demonstrations</li> <li>7. Graphic organizers</li> <li>8. Differentiated lessons</li> </ol>	<p>Suggestions:</p> <ol style="list-style-type: none"> <li>1. Guided Reading</li> <li>2. Skits on Slavery</li> <li>3. Debates</li> <li>4. Compare/Contrast legal cases of then and now in order to show how the Constitution is maintained as the supreme law of the land</li> <li>5. Thematic current events that relate historical</li> <li>6. Construct timeline in order to identify major decisions during the period of 1800-1850</li> </ol>	<ol style="list-style-type: none"> <li>1. Debriefing Session for President Jefferson</li> <li>2. Factory Simulation</li> <li>3. Essay: Political Campaign</li> <li>4. Analyzing transportation systems and communication practices and comparing and contrasting to current information</li> <li>5. Virtual Fieldtrips (USS Constitution)</li> <li>6. Integration activities Music of the era PowerPoint (tech) Factory simulation Travel brochure Percentages (math) Ratios (math) Cost benefit analysis (math) Writing poetry and historical fiction (LA) Field trips Class trips (D.C.) Inventions (science)</li> </ol>	<p>Core democratic values</p> <ol style="list-style-type: none"> <li>1. Expansionism</li> <li>2. Judiciary act</li> <li>3. Precedent</li> <li>4. Tariff</li> <li>5. National debt</li> <li>6. Alien and Sedition Acts</li> <li>7. Caucus</li> <li>8. Partisan</li> <li>9. Judicial review</li> <li>10. Sectionalism</li> <li>11. Industry</li> <li>12. Missouri</li> <li>13. Compromise</li> <li>14. Nominating</li> <li>15. convention</li> <li>16. Mudslinging</li> <li>17. Suffrage</li> <li>18. Spoils system</li> <li>19. Democracy</li> <li>20. Industrialization</li> </ol>	<p>Glencoe Text: Chapters 9-12 United Streaming</p> <p>Newspapers/Current events</p> <p>Virtual Field trip: Erie Canal</p> <p><a href="http://www.eriecanal.org/locks.html">www.eriecanal.org/locks.html</a> <a href="http://www.epodunk.com/routes/erie-canals">www.epodunk.com/routes/erie-canals</a></p> <p>USS Constitution <a href="http://www.usconstitution.navy.mil">www.usconstitution.navy.mil</a></p> <p><a href="http://www.historyplace.com">www.historyplace.com</a> <a href="http://www.historychannel.com">www.historychannel.com</a> <a href="http://www.loc.gov">www.loc.gov</a> Library of Congress <a href="http://www.thehistorynet.com">www.thehistorynet.com</a> <a href="http://www.hfmgv.org">www.hfmgv.org</a> Henry Ford Museum &amp; Greenfield Village Online <a href="http://www.ncss.org">www.ncss.org</a> National Council for the Social Studies <a href="http://www.teachnet.com/lesson.html">www.teachnet.com/lesson.html</a> <a href="http://www.frbchi.org">www.frbchi.org</a> Federal Reserve Bank of Chicago <a href="http://www.elibrary.com/s/edumark">www.elibrary.com/s/edumark</a> <a href="http://www.execpc.com">www.execpc.com</a> <a href="http://www.alamo.org">www.alamo.org</a></p> <p><a href="http://www.animatedatlas.com">www.animatedatlas.com</a> <a href="http://www.nps.gov">www.nps.gov</a></p>

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<b>Unit 3:</b>  <b>A House Divided</b>	<p><b>I.2.MS.1</b> USE NARRATIVES AND GRAPHIC DATA TO DESCRIBE THE SETTINGS OF SIGNIFICANT EVENTS THAT SHAPED THE DEVELOPMENT OF THE UNITED STATES AS A NATION IN THE PERIOD LEADING UP TO THE CIVIL WAR.</p> <p><b>I.2.MS.4</b> USE HISTORICAL BIOGRAPHIES TO EXPLAIN HOW EVENTS DURING THE PERIOD 1820-1865 AFFECTED THE LIVES OF INDIVIDUALS AND HOW SOME INDIVIDUALS INFLUENCED THE COURSE OF HISTORY.</p> <p><b>I.4.MS.3</b> IDENTIFY THE RESPONSES OF INDIVIDUAL TO HISTORIC VIOLATIONS OF HUMAN DIGNITY SUCH AS SLAVERY.</p> <p><b>II.MS.3</b> EXPLAIN WHY PEOPLE LIVED AND WORKED AS THEY DID IN THE DIFFERENT SECTIONS OF THE UNITED STATES IN THE PERIOD LEADING UP TO THE CIVIL WAR.</p> <p><b>II.5.MS.3</b> Explain how elements of the physical geography, culture, and history of the South and North influenced the events that led to the Civil War.</p>	<p>1. Differences in geographic, economic, and cultural conditions lead to sectional disagreements that challenge the role and power of the government.</p> <p>2. Differences in cultural and economic ideology lead to moral dilemmas.</p> <p>3. Compromise is a key political tool.</p> <p>4. Strong political leadership is needed to weather turbulent.</p>	<p>Suggestions:</p> <ol style="list-style-type: none"> <li>1. Book tests</li> <li>2. Quizzes</li> <li>3. Discussions</li> <li>4. Projects</li> <li>5. Incorporate common assessments</li> </ol>	<p>Suggestions:</p> <ol style="list-style-type: none"> <li>1. Projects</li> <li>2. Notebooks</li> <li>3. role playing</li> <li>4. Demonstrations</li> <li>5. Journals</li> <li>6. Review games</li> <li>7. Interpretation of maps, tables and charts</li> </ol>	<p>Suggestions:</p> <ol style="list-style-type: none"> <li>1. goal setting</li> <li>2. group work to include vocabulary exercises such as a JIGSAW or RAFT</li> <li>3. Oral presentations</li> <li>4. Differentiate assignments based on learning styles and needs</li> <li>5. computer research</li> <li>6. Critical Thinking to include cartoons, and primary source documents</li> <li>7. Text based graphic organizers</li> <li>8. Simulations</li> <li>9. Understanding of timelines in relation to the development of the United States leading up to the Civil War.</li> </ol>	<ol style="list-style-type: none"> <li>1. Games to include review of chapters and vocabulary content</li> <li>2. Interviews such as RAFTS which incorporate various learning styles</li> <li>3. Guest Speakers</li> <li>4. Role Playing/Debates to discuss why people lived and worked in different sections of the United States leading up to the Civil War.</li> <li>5. Writing               <ol style="list-style-type: none"> <li>a. Journal writing from various perspectives which identify responses of individuals to historic violations of human dignity such as slavery.</li> <li>b. Editorials from differing perspectives related to national policy issues</li> </ol> </li> <li>6. Individual and group projects</li> <li>7. Current events: which allow students to compare/contrast events from the past to the present. Particular emphasis on events from the mid 1800's with today.</li> </ol>	<ol style="list-style-type: none"> <li>1. sectionalism</li> <li>2. secede</li> <li>3. arsenal</li> <li>4. secession</li> <li>5. fugitive</li> <li>6. popular sovereignty</li> <li>7. civil war</li> <li>8. martyr</li> <li>9. states' rights</li> <li>10. border states</li> <li>11. blockade'</li> <li>12. military offensive</li> <li>13. Union</li> <li>14. Confederacy</li> <li>15. Habeas Corpus</li> <li>16. draft</li> <li>17. slavery</li> </ol>	<p>Glencoe Text: Chapter 13-16</p> <p>*Videos:  <b>Glory</b>-educational version</p> <p><b>Gettysburg</b>-video clips from DVD</p> <p><b>Roots</b>—permission required, video clips as necessary</p> <p><b>Schoolhouse Rock</b>????</p> <p>*<b>United Streaming</b>-log in required</p> <p>*Text Based PowerPoint presentations</p> <p>*Artifacts</p> <p>*History Channel / A&amp;E Biography</p> <p>Pertinent websites:</p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.nps.gov/hafe/">http://www.nps.gov/hafe/</a></p> <p><a href="http://lsm.crt.state.la.us/cabildo/cab1.htm">http://lsm.crt.state.la.us/cabildo/cab1.htm</a></p> <p><a href="http://www.pbs.org">www.pbs.org</a></p> <p><a href="http://www.nps.gov">www.nps.gov</a></p> <p><a href="http://www.animatedatlas.com">www.animatedatlas.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.loc.gov">www.loc.gov</a>. Library of Congress</p> <p><a href="http://www.thehistorynet.com">www.thehistorynet.com</a></p> <p><a href="http://www.historyplace.com">www.historyplace.com</a></p> <p><a href="http://www.ncss.org">www.ncss.org</a></p>

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<p><b>Unit 4 Reconstruction and the Westward Movement (1865-1890)</b></p>	<p>Describe major factors that characterize the period of Reconstruction and Westward Expansion (1865-1890). 1.1.2 MS</p> <p>Construct and interpret timelines and compose narratives of people and events during Reconstruction 1.1.1 MS, 1.3.4 MS</p> <p>Explain how humans modified their environment during the period of industrialization and describe some of the possible consequences of those modifications 2.2.4 MS</p> <p>Identify disparities between American ideals and realities that emerged in the period of Reconstruction and Westward Expansion and propose ways they might have been reduced. 3.3.2 MS</p> <p>Trace the origin of a public issue involving immigration and industrialization and state its related ethical, definitional and factual issues and questions 6.1.1 MS, 7.1.2 MS</p> <p>Explain how the culture and experiences of the people in the North and the South shaped positions that they took on an issue. 6.1.3</p>	<ol style="list-style-type: none"> <li>As a result of the pioneering spirit, new frontiers are created.</li> <li>Reconstruct the compromise of the ideals of a society.</li> <li>Civil Rights Amendments attempt to secure new freedoms for African Americans.</li> <li>Immigration, urbanization, and industrialization challenge the nation.</li> <li>Legal protections are necessary to secure individual rights.</li> </ol>	<p>Suggestions:</p> <ol style="list-style-type: none"> <li>book tests</li> <li>quizzes</li> <li>discussions</li> <li>projects</li> </ol> <p>a. Incorporate common assessments</p>	<p>Suggestions:</p> <ol style="list-style-type: none"> <li>Projects</li> <li>Notebooks</li> <li>role playing</li> <li>Demonstrations</li> <li>Journals</li> <li>Review games</li> <li>Interpretation of maps, tables and charts</li> </ol>	<p>Suggestions:</p> <ol style="list-style-type: none"> <li>goal setting</li> <li>group work to include vocabulary exercises such as a JIGSAW or RAFT</li> <li>Oral presentations</li> <li>Differentiate assignments based on learning styles and needs</li> <li>computer research</li> <li>Critical Thinking to include cartoons, and primary source documents</li> <li>Text based graphic organizers</li> <li>Simulations</li> <li>Mapping of westward movements</li> <li>Mock trials (Andrew Johnson)</li> </ol>	<p>Suggestions:</p> <ol style="list-style-type: none"> <li>Games to include review of chapters and vocabulary content</li> <li>Interviews such as RAFTS which incorporate various learning styles</li> <li>Guest Speakers</li> <li>Role Playing/Debates to discuss why people lived and worked in different sections of the United States during reconstruction</li> <li>Writing               <ol style="list-style-type: none"> <li>Journal writing from various perspectives which identify disparities between American ideals and realities that emerged in the period of Reconstruction and Westward Expansion and propose ways they might have been reduced.</li> <li>Editorials from differing perspectives related to trace the origin of a public issue involving immigration and industrialization and state its related ethical, definitional and factual issues and questions</li> </ol> </li> <li>Individual and group projects</li> <li>Current events: which allow students to compare/contrast events such as civil rights during reconstruction and the modern era.</li> </ol>	<ol style="list-style-type: none"> <li>Reconstruction</li> <li>carpetbaggers</li> <li>scalawag</li> <li>impeachment</li> <li>transcontinental</li> <li>massacre</li> <li>homesteading</li> <li>amnesty</li> <li>radicals</li> <li>sharecropping</li> <li>corruption</li> <li>segregation</li> <li>black codes</li> <li>black codes/ Jim Crow</li> <li>lynching</li> <li>open range</li> <li>reservation</li> </ol>	<p>Suggestions:</p> <p>Glencoe Text: Chapters 17-18</p> <p>Video:</p> <p><u>Day Lincoln Was Shot</u>  <u>School House Rock ----</u>  <u>"Elbow Room"</u>  <u>Transcontinental Railroad</u>  <u>Real West NBC</u>  <u>Documentary</u></p> <p>United Streaming ???Log In required</p> <p><u>The Frontier Experience</u>  <u>Autobiography of Miss. Jane Pittman</u>        *Text Based PowerPoint presentations</p> <p><u>Web Sites:</u></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.nps.gov/hafe/">http://www.nps.gov/hafe/</a></p> <p><a href="http://www.pbs.org">www.pbs.org</a></p> <p><a href="http://www.nps.gov">www.nps.gov</a></p> <p><a href="http://www.animatedatlas.com">www.animatedatlas.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.loc.gov">www.loc.gov</a>. Library of Congress</p> <p><a href="http://www.thehistorynet.com">www.thehistorynet.com</a></p> <p><a href="http://www.historyplace.com">www.historyplace.com</a></p> <p><a href="http://www.ncss.org">www.ncss.org</a></p>

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UNITS OF STUDY	STANDARDS, BENCHMARKS, GLCEs OR HSCES	BIG IDEAS / KEY CONCEPTS	ASSESSMENTS		LEARNING STRATEGIES	CONTENT ACTIVITIES	VOCABULARY	INSTRUCTIONAL RESOURCES
			OF LEARNING	FOR LEARNING				
<p><b>Unit 5</b> <b>Emergence of the United States as a World Power (1890-1900)</b></p>	<p>Show how historical knowledge is subject to change by describing interpretations of the causes of the Spanish-American War that have been revised when new information was discovered. 1.3.3 MS</p> <p>Describe means used by the United States in the period 1890-1900 to resolve international conflicts. 3.5.2 MS</p> <p>Using a real example, describe how business practices, profit, and willingness to take risks, enabled entrepreneurs to operate in the late 19th century. 4.2.1 MS</p> <p>Examine the historical role an industry played in the late 19th century. 4.2.4 MS</p> <p>Use case studies to assess the role of government in the economy in the late 19th century. 4.3.3 MS</p> <p>Describe the roles of the various economic institutions which comprised the American economic system in the late 19th century such as governments, business firms, labor unions, banks, and households. 4.4.2 MS</p>	<p>1. Changes affect human, environmental, and political interactions.</p> <p>2. Imperialism led to world involvement.</p> <p>3. Government, business firms, labor unions, and banks, influence the nation's economy.</p> <p>4. United States' emergence as a world power.</p> <p>5. Journalism plays an active role in shaping foreign policy decisions.</p> <p>6. Reform movements; seek to address America's problems.</p>	<p>Suggestions:</p> <ol style="list-style-type: none"> <li>1. book tests</li> <li>a. Incorporate common assessments</li> <li>2. quizzes</li> <li>3. discussions</li> <li>4. projects</li> </ol>	<p>Suggestions:</p> <ol style="list-style-type: none"> <li>1. Projects</li> <li>2. Notebooks</li> <li>3. role playing</li> <li>4. Demonstrations</li> <li>5. Journals</li> <li>6. Review games</li> <li>7. Interpretation of maps, tables and charts</li> </ol>	<p>Suggestions:</p> <ol style="list-style-type: none"> <li>1. goal setting</li> <li>2. group work to include vocabulary exercises such as a JIGSAW or RAFT</li> <li>3. Oral presentations</li> <li>4. Differentiate assignments based on learning styles and needs</li> <li>5. computer research</li> <li>6. Critical Thinking to include cartoons, and primary source documents</li> <li>7. Text based graphic organizers</li> <li>8. Simulations</li> <li>9. Debates: i.e.: Imperialism vs. isolationism, management vs. labor, women's right to vote, Roosevelt Corollary, immigration, inventions</li> </ol>	<p>Suggestions:</p> <ol style="list-style-type: none"> <li>1. Games to include review of chapters and vocabulary content</li> <li>2. Interviews such as RAFTS which incorporate various learning styles</li> <li>3. Guest Speakers</li> <li>4. Role Playing/Debates to discuss why Examine the historical role an industry played in the late 19th century</li> <li>5. Writing               <ol style="list-style-type: none"> <li>a. Journal writing from various perspectives which discuss the role of immigrants and their facing challenges of cultural changes.</li> <li>b. Editorials from differing perspectives</li> </ol> </li> <li>6. Individual and group projects</li> <li>7. Current events: using political cartoons to Show how historical knowledge is subject to change relating to, imperialism, entrepreneurs, the Spanish American War and U.S Foreign Policy</li> </ol>	<ol style="list-style-type: none"> <li>1. consolidation</li> <li>2. colonialism</li> <li>3. assembly line</li> <li>4. corporation</li> <li>5. stock</li> <li>6. monopoly</li> <li>7. robber baron</li> <li>8. labor union</li> <li>9. slum</li> <li>10. invention</li> <li>11. yellow journalism</li> <li>12. vaudeville</li> <li>13. suburb</li> <li>14. sweatshop</li> <li>15. strike</li> <li>16. merger</li> <li>17. philanthropy</li> <li>18. entrepreneurs</li> <li>19. Melting Pot</li> </ol>	<p>Glencoe Text: Chapters 19-22</p> <p>Suggested materials: Video: <u>The Immigrant Experience</u>—available from DMC <u>School House Rock</u>—"The Great American Melting Pot"</p> <p>United Streaming??? Log In required</p> <p>A/E Videos???</p> <p>*Text Based PowerPoint presentations</p> <p><u>Web Sites:</u></p> <p><a href="http://www.glencoe.com">www.glencoe.com</a></p> <p><a href="http://www.nps.gov/hafe/">http://www.nps.gov/hafe/</a></p> <p><a href="http://www.pbs.org">www.pbs.org</a></p> <p><a href="http://www.nps.gov">www.nps.gov</a></p> <p><a href="http://www.animatedatlas.com">www.animatedatlas.com</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p> <p><a href="http://www.loc.gov">www.loc.gov</a>. Library of Congress</p> <p><a href="http://www.thehistorynet.com">www.thehistorynet.com</a></p> <p><a href="http://www.historyplace.com">www.historyplace.com</a></p> <p><a href="http://www.ncss.org">www.ncss.org</a></p>