


<p>2018-2019 Curriculum Blueprint</p> <p>Quarter 1</p>	<p>Grade: 6<sup>th</sup> and 8<sup>th</sup></p> <p>Unit I: Historical Inquiry Skills and Intro to American History</p>	<p>Course Descriptions: MS U.S. History</p> <p>10 Days</p>	<p>Elisha Spoto</p> <p>8<sup>th</sup> Grade</p> <p>U.S. History</p>	
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**Unit Overview**

This unit focuses on the different cultures and traditions that developed around the world. Students will study the causes and effects of European exploration in the Americas. Students will also study different countries who explored the Americas, causes for their exploration, and the effects of what they discovered and the impact that it had on North America and the Native Americans. Students will practice historical thinking by engaging in close readings of multiple sources that will be used as evidence in their writing.

**Learning Targets**

- Students will be able to analyze charts, maps, and photographs describing European explorations.
- Students will be able to list the causes and effects of European exploration of the Americas and fluently discuss the different cultures and traditions that developed around the world.

**Essential Questions**

- How did the search for a water route to Asia affect both Europe and the Americas?
- How did conflicts in Europe spur exploration in North America?
- What impact did European exploration and settlement have on Native Americans in North America?

**DBQs**

*Students will be expected to complete a combination of at least four DBQs. Each module or DBQ will be taught in full, most ranging from 1.5-3 weeks. Students will gain content knowledge that is standards-aligned and is relevant to the corresponding unit as they walk through the tasks and lessons of each module or DBQ. Therefore, students' takeaways from a completed module or DBQ will be abundant; as they will focus on literacy skills, content knowledge, and historical-thinking skills, all which will be text-based.*

**Featured DBQs:**

- DBQ: Why Did Spain Settle St. Augustine?
- DBQ: Cabeza de Vaca: How Did He Survive?

**Literacy Standards**

*These standards will directly correlate with the LDC module or DBQ featured in this unit. All these focus literacy standards will be addressed through the mini-tasks and lessons of the module or DBQ.*

[LAFS.68.WHST.3.8](#) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[LAFS.68.WHST.2.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.68.RH.1.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[LAFS.68.RH.2.5](#) Describe how a text presents information (e.g., sequentially, comparatively, causally).

## **Standards for the Unit**

### **( Test Item Specifications )**

**SS.8.A.1.1** Provide supporting details for an answer from the text. Examples: Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <http://www.fldoe.org/academics/standards/subject-areas/library-media-services-instructional-t/info-literacy-fls-library-media-curric.stml>

**SS.8.A.1.2** Analyze charts, graphs, maps, photographs, and timelines; analyze political cartoons: determine cause and effects

**SS.8.A.1.3** Analyze current events relevant to American History topics through a variety of electronic and print media resources. Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.

**SS.8.A.1.4** Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.

**SS.8.A.1.5** Identify, within both primary and secondary resources, the author, audience, format, and purpose of significant historical documents.

**SS.8.A.1.6** Compare interpretations of key events and issues throughout American History. Examples may include, but are not limited to, historiography.

**SS.8.A.1.7** View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

**SS.8.A.2.1** Compare the relationship among the British, French, Spanish, and Dutch in their struggle for colonization of North America. This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.

## **Various Activities and Tasks**

- ☐ Use the following informational text to create a graphic organizer comparing and contrasting European explorations of the different countries. [SS.8.A.1.1 Age of Exploration- Primary Source Documents](#)
- ☐ After discussing the Age of Exploration, have students create a journal entry from the perspective of a European explorer heading to the Americas. [SS.8.A.1.7](#)
- ☐ After discussing the civilizations in America, create a timeline showing the rise of the Aztec Civilization [SS.8.A.1.2](#)
- ☐ Use the following links to create a power point presentation about an early civilization that developed in the Americas. [SS.8.A.2.1 Mayas Incas Aztecs](#)
- ☐ Students may create a map of various explorers using textbook pages 38-39 from the textbook. Maps must include a key, compass rose, title, and color. [SS.8.A.1.2 World Map Student Template](#)
- ☐ Students can compare [primary and secondary sources](#) to create a T-chart of Christopher Columbus' actions deciding if they are acts of a villain or a hero and then write a constructive response arguing; using evidence, if they believe history should remember him as a hero or a villain. [SS.8.A.1.5](#)
- ☐ Students can create a memorial for a selected explorer from the era that includes a response detailing their explorations, accomplishments, and why history should remember their actions during the Age of Discovery. [SS.8.A.1.7](#)
- ☐ After discussing the [Columbian Exchange](#), students can create an infographic showing the events and effects of the exchange and its lasting impact on the New and Old Worlds. [SS.8.A.1.3](#)
- ☐ Students may create an Age of Exploration ABC book as an end product where they apply era vocabulary, key figures, and events to match the letters of the alphabet and write an entry per letter using historical research and writing and adding a graphic or illustration. [SS.8.A.1.1](#)
- ☐ After reading the [Age of Exploration-Primary Source Documents](#) on European exploration write a multi -paragraph essay in which you argue the causes of European exploration and explain the effects it had on their home country as well as Native Americans in the Americas. Support your discussion with evidence from the texts. Prompt: What were the causes and effects of European exploration of the Americas? [LAFS.68.WHST.1.2](#)

## Texts

- Prentice Hall. *America; The History of Our Nation, Beginnings Through 1877*. Chapters 1 and 2 (pgs. 4-59).
- Book: [Everything You Need to Ace American History in One Big Fat Notebook: The Complete Middle School Study Guide \(Big Fat Notebooks\)](#)
- [Letter of Columbus to Luis De Sant Angel Announcing His Discovery](#) - Columbus announcing his discovery. This allows students to explore a primary source using complex text. [SS.8.A.1.1](#), [SS.8.A.1.4](#), [SS.8.A.1.5](#)
- [Age of Exploration-Primary Source Documents](#) - Teachers can pick three of the listed exploration accounts to describe the causes and effects of European exploration. [SS.8.A.1.5](#)
- Time Compass' [The Aztec](#)- A video that summarizes the Aztec Empire
- [Columbus Arrives in the New World SS.8.A.1.5](#)

## Links and Resources

- [Overview - Exploration and Explorers](#)- This link included lesson plans, maps, and pictures of early European explorations. [SS.8.A.1.3](#)
- [Explorers of the Americas](#)- This movie discusses the inspirations behind European exploration. [SS.8.A.1.3](#)
- [Age of Exploration Web quest](#)-This link provides a constructed web quest on the Age of Exploration including task, process, and evaluation resources. [SS.8.A.1.3](#)
- [The DBQ Project Website](#) (Teacher provided login)

## People, Places, and Events to Know

Glacier	Christopher Columbus	Strait
Beringia	John Cabot	Renaissance
Irrigation	Navigation	Circumnavigate
Surplus	Walter Raleigh	Conquistador
Civilization	Navigation	Hernando Cortes
Mayas	Ponce De Leon	Montezuma
Incas	Henry Hudson	Plantation
Aztecs	Ferdinand Magellan	Encomienda
Cultures	Vasco De Gama	Bartolome de Las Casas
Culture Area	Astrolabe	Mission
Kayak	Caravel	Peninsular
Western Hemisphere	Eastern Hemisphere	Northwest Passage

Essential Resources:

- [Link to Webb's DOK Guide](#)
- [History Fair Information](#)