

# Grade 8 Unit 1: Forming A Nation

Enduring Understandings/Skill Focus	Assessment Plan	
<ul style="list-style-type: none"> <li>• In 1789, George Washington became the first President of the United States.</li> <li>• Congress and the President organized the executive and judicial branches of government.</li> <li>• George Washington oversaw the creation of new federal departments and asked Alexander Hamilton to tackle the nation’s debt problem.</li> <li>• Two political parties began to take shape-the Federalists and the Republicans</li> <li>• Under Washington, the United States dealt with challenges from Native Americans in the Northwest Territory and from the British navy at sea.</li> <li>• Political divisions grew bitter during the presidency of John Adams, as he struggled to keep peace with France.</li> <li>• Americans had high expectations for their new nation.</li> <li>• Hamilton tackled the problem of settling national and state debt.</li> <li>• Thomas Jefferson opposed Hamilton’s views on government and the economy.</li> <li>• Hamilton created a national bank to strengthen the US economy.</li> <li>• The US tried to remain neutral regarding events in Europe.</li> <li>• The United States and Native Americans came into conflict in the Northwest Territory</li> <li>• The Whiskey Rebellion tested Washington’s administration</li> <li>• In his Farewell Address, Washington advised the nation.</li> <li>• The rise of political parties created competition in the election of 1796.</li> <li>• The XYZ Affair caused problems for President John Adams</li> <li>• Controversy broke out over the Alien and Sedition Acts.</li> </ul>	<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Examinations</li> <li>• Performance Projects</li> <li>• Essays</li> <li>• Collaborative/Group Projects</li> <li>• Portfolio</li> <li>• Presentations</li> <li>• Short Answer Questions</li> <li>• Simulations/Reenactments/Role Play</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Direct Observations</li> <li>• Oral Questioning</li> </ul>
	<b>Students will be able to ...</b> <ul style="list-style-type: none"> <li>• Analyze and interpret primary source documents</li> <li>• Identify geographic features and interpret their significance</li> <li>• Create an argument for opposing viewpoints</li> <li>• Determine the sequence of events and their importance</li> <li>• Distinguish myth vs. reality in historical documents</li> <li>• Critique various sources for historical accuracy</li> <li>• Understand the existence of more than one perspective on any historical event</li> <li>• Identify and evaluate bias in historical documents</li> <li>• Take an active position in historical debate/arguments</li> <li>• Identify and accurately describe complex ethical dilemmas</li> <li>• Recognize and interpret historical dilemmas while making connections with modern day events</li> <li>• Present/demonstrate information in a manner which reveals the understanding of material</li> </ul>	

<p><b>Students will consider the following questions: What problems might a new nation face?</b></p> <p>What important events occurred during the terms of the first two US Presidents?</p> <ul style="list-style-type: none"> <li>• How did President Washington and members of Congress establish a new national government?</li> <li>• What was Treasury Secretary Hamilton’s financial plan for the national government?</li> <li>• What foreign and domestic challenges did the US face under Washington?</li> <li>• How did the development of political parties contribute to differing ideas about the role of the Federal Government?</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of concepts, terms, and historical figures to construct a thesis or argument</li> <li>• Distinguish between a primary and a secondary source</li> <li>• Correlate the cause and effect relationship in historical events</li> </ul>
Texts	NJSLs- Social Studies
<p>Holt McDougal United States History, Beginnings to 1877 textbook  Declaration of Independence  Thomas Jefferson: A Biography of His Own Words  Odd Destiny: The Life of Alexander Hamilton  Washington’s Farewell Address excerpt</p>	<p>6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.</p> <p>6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).</p> <p>6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.</p>

	<p>6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.</p> <p>6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.</p> <p>6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation</p> <p>6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p> <p>6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.</p> <p>6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.</p> <p>6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation)</p> <p>6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).</p>
SIOP Strategies	Accom/Mod/GT/AT
<ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• White Board Response</li> <li>• Cooperative Learning Strategies</li> <li>• Comprehension Strategies</li> <li>• Popcorn Reading</li> </ul>	<p><b><i>Accommodations/ Modifications:</i></b></p> <p>Call and Response, Partner Reading, Oral Presentation, Online Tools, Verbal Prompting, Graphic Organizers, Self-Monitoring, Listening to music, Theatre representations, Present a rap about concepts/themes/chapters, Culturally relevant thematic units, Think-Pair-Share, Thumbs Up, Number Cards, Inside-Outside Circles, Blogging, Anticipatory Guides, Alternative assignments, provide examples of correctly completed work, use study partners whenever reading or writing is required, present information in multiple formats, alternate grading system, different test</p>

		<p><b><i>Gifted and Talented/Academically Talented:</i></b>  Expand students' time for free reading, compact curriculum to allow gifted students to move more quickly through the material, refrain from having them complete more work in the same manner</p>		
Interdisciplinary Connections & Career Ready Practices	Integration of Technology	Integration of 21 <sup>st</sup> Century Skills	Academic Vocabulary	
<p><b>Mathematics:</b>  <b>Visual and Performing Arts:</b>  <b>Health/PE:</b>  <b>World Languages:</b>  <b>Language Arts:</b> RI.CR.8.1, RI.CI.8.2, RI.CI.8.3, RI.CI.8.4, RI.CI.8.5, RI.CI.8.6, RI.CI.8.7, RI.CI.8.8, RI.CI.8.9, SL.II.8.2, SL.PI.8.4, W.WP.8.4, W.WR.8.5, W.SE.8.6  <b>Science:</b>  <b>Technology:</b>  <b>Career Ready Practices:</b> 9.1.8.EG.3, 9.4.8.CT.3, 9.4.8.IML.1</p>	<p>Substitution: Digital versions of materials are available.</p> <p>Augmentation: Students prepare, complete, and submit summative assessments using Schoology.</p> <p>Modification/Redefinition: Students will respond to discussion prompts and make/receive comments using Schoology.</p>	<p><input type="checkbox"/> Creativity &amp; Innovation</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Economic and Government Influences</p> <p><input type="checkbox"/> Critical Thinking &amp; Problem Solving  <i>Students must use problem solving and critical thinking skills in many classroom questions.</i></p> <p><input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p><input checked="" type="checkbox"/> Global and Cultural Awareness</p> <p><input checked="" type="checkbox"/> Information &amp; Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>	<b>Tier 1</b>	N/A
			<b>Tier 2</b>	<p><b><i>Academic Vocabulary</i></b>  words not in general use, not content specific and appear far more in written texts than in speech</p> <p><b><i>Examples in this Unit:</i></b></p> <ul style="list-style-type: none"> <li>advocate, district, influence, agreement, neutral</li> </ul> <p><b><i>Examples for Teaching:</i></b></p> <ul style="list-style-type: none"> <li>Introduce words during or after text</li> <li>Student friendly definitions</li> </ul>
			<b>Tier 3</b>	<p><b><i>Domain-Specific Vocabulary</i></b></p> <ul style="list-style-type: none"> <li>words related to a specific content or field of study</li> <li>students are likely to encounter in the future</li> </ul> <p><b><i>Examples in this Unit</i></b></p> <ul style="list-style-type: none"> <li>national debt, bonds, speculators, precedent, tariff, cabinet</li> </ul> <p><b><i>Examples for Teaching:</i></b></p> <ul style="list-style-type: none"> <li>Contextualize the words</li> <li>Mental Models</li> </ul>

### Learning Map (Pacing Guide)

Lessons	Text (s)	Learning Outcomes, Topics, and Suggested Activities
Week 1	Declaration of Independence	<p><b>Weekly Overview:</b> REVIEW OF 7<sup>TH</sup> GRADE BIG IDEAS/ REVOLUTIONARY WAR/CONSTITUTION</p> <ul style="list-style-type: none"> <li>• <b>Students will be learning:</b> In 1789, George Washington became the first President of the United States. Congress and the President organized the executive and judicial branches of government.</li> <li>• <b>Focusing Question:</b> How did President Washington and members of Congress establish a new national government?</li> <li>• <b>Students will be doing:</b> <i>Classroom Procedures and Expectations, Textbook Scavenger Hunt, Student Interest Inventory, "My History Box" Project, Declaration of Independence Close Read</i></li> </ul>
Week 2		<p><b>Weekly Overview:</b></p> <ul style="list-style-type: none"> <li>• <b>Students will be learning:</b> Students will be learning that Congress and the President organized the executive and judicial branches of government. George Washington oversaw the creation of new federal departments and asked Alexander Hamilton to tackle the nation's debt problem. Americans had high expectations for their new nation.</li> <li>• <b>Focusing Question:</b> How did President Washington and members of Congress establish a new national government?</li> <li>• <b>Students will be doing:</b> Chapter 7A Washington Administration Peardeck, Chapter 7A Expectations of the New National Government,</li> </ul>
Week 3	<p>Thomas Jefferson: A Biography of His Own Words</p> <p>Odd Destiny: The Life of Alexander Hamilton</p>	<p><b>Weekly Overview:</b></p> <ul style="list-style-type: none"> <li>• <b>Students will be learning:</b> Hamilton tackled the problem of settling national and state debt. Thomas Jefferson opposed Hamilton's views on government and the economy. Hamilton created a national bank to strengthen the US economy.</li> <li>• <b>Focusing Question:</b> What was Treasury Secretary Hamilton's financial plan for the national government?</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Students will be doing:</b> Chapter 7A Key Terms, Chapter 7A.2 Hamilton's Financial Plan Peardeck</li> </ul>
Week 4	<p>Thomas Jefferson: A Biography of His Own Words excerpt</p> <p>Odd Destiny: The Life of Alexander Hamilton excerpt</p>	<p><b>Weekly Overview:</b></p> <ul style="list-style-type: none"> <li>• <b>Students will be learning:</b> Hamilton tackled the problem of settling national and state debt. Thomas Jefferson opposed Hamilton's views on government and the economy. Hamilton created a national bank to strengthen the US economy.</li> <li>• <b>Essential Question:</b> What was Treasury Secretary Hamilton's financial plan for the national government?</li> <li>• <b>Students will be doing:</b> Chapter 7A Key Terms, Chapter 7A.2 Hamilton's Financial Plan Peardeck</li> </ul>
Week 5		<p><b>Weekly Overview:</b></p> <ul style="list-style-type: none"> <li>• <b>Students will be learning:</b> Under Washington, the United States dealt with challenges from Native Americans in the Northwest Territory and from the British navy at sea. The US tried to remain neutral regarding events in Europe. The United States and Native Americans came into conflict in the Northwest Territory. The Whiskey Rebellion tested Washington's administration.</li> <li>• <b>Essential Question:</b> What foreign and domestic challenges did the US face under Washington?</li> <li>• <b>Students will be doing:</b> Jay's Treaty, Pickney's Treaty, Letter to Washington, Conflict in the NW Territory/ Whiskey Rebellion Quiz</li> </ul>
Week 6	Washington's Farewell Address excerpt	<p><b>Weekly Overview:</b></p> <ul style="list-style-type: none"> <li>• <b>Students will be learning:</b> Under Washington, the United States dealt with challenges from Native Americans in the Northwest Territory and from the British navy at sea. The US tried to remain neutral regarding events in Europe. The United States and Native Americans came into conflict in the Northwest Territory. The Whiskey Rebellion tested Washington's administration. In his Farewell Address, Washington advised the nation.</li> <li>• <b>Essential Question:</b> What foreign and domestic challenges did the US face under Washington?</li> <li>• <b>Students will be doing:</b> Jay's Treaty, Pickney's Treaty, Letter to Washington, Conflict in the NW Territory/ Whiskey Rebellion Quiz, Washington's Farewell Address Close Read</li> </ul>

Week 7		<p><b>Weekly Overview:</b></p> <ul style="list-style-type: none"> <li>• <b>Students will be learning:</b> Two political parties began to take shape-the Federalists and the Republicans. Thomas Jefferson opposed Hamilton's views on government and the economy. The rise of political parties created competition in the election of 1796.</li> <li>• <b>Students will be doing:</b> How did the development of political parties contribute to differing ideas about the role of the Federal Government?</li> <li>• <b>Suggested Activities:</b> Election of 1796 Political Party Graphic Organizer, John Adams Presidency Vodcasts and Notes, XYZ Affair Political Cartoon</li> </ul>
Week 8		<p><b>Weekly Overview:</b></p> <ul style="list-style-type: none"> <li>• <b>Students will be learning:</b> Political divisions grew bitter during the presidency of John Adams, as he struggled to keep peace with France. The XYZ Affair caused problems for President John Adams. Controversy broke out over the Alien and Sedition Acts.</li> <li>• <b>Essential Question:</b> How did the development of political parties contribute to differing ideas about the role of the Federal Government?</li> <li>• <b>Students will be doing:</b> Election of 1796 Political Party Graphic Organizer, John Adams Presidency Vodcasts and Notes, XYZ Affair Political Cartoon</li> </ul>
Week 9		<p><b>Weekly Overview:</b> Cumulative review and Test</p> <p><b>Students will be reviewing:</b></p> <ul style="list-style-type: none"> <li>• <b>Essential Question:</b> What problems might a new nation face?</li> <li>• <b>Students will be doing:</b> Benchmark 1, Washington Administration Test, John Adams Presidency Test, Benchmark 1</li> </ul>

