

ARTS IN MOTION CHARTER SCHOOL | 8th Grade History CURRICULUM MAP

Projects	Essential Questions	Enduring Understandings	Cognitive Skills	CCSS	Final Product
<p>American History Mythbusters</p>	<ul style="list-style-type: none"> Is history true? How do we know what really happened in American History? What's the real story of Paul Revere's midnight ride? Why do we care? Was Paul Revere a success or a failure? Why are there "myths" around the founding of the United States? 	<ul style="list-style-type: none"> Today we tell the stories of this country's history for many different reasons. Sometimes these reasons have more to do with the present than the past. We tell stories to entertain, to persuade others or get them to join your cause, and even to teach a moral lesson. From a historical point of view, all we know for sure about what happened in the past is what is supported by the evidence. Historical evidence, even primary documents need to be analyzed critically for bias. A critical reading of history allows us to differentiate between the actual historical record, and the myth, folklore and the romanticized "heroization" stories that sometimes develops around historical figures and events. 	<ul style="list-style-type: none"> Comparing/ Contrasting Contextualizing Sources Explanation of Evidence Multimedia in Oral Presentation Point of View/Purpose Selection of Evidence 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.L.8.1 CCSS.ELA-LITERACY.L.8.2 CCSS.ELA-LITERACY.L.8.3 CCSS.ELA-LITERACY.RI.8.1 CCSS.ELA-LITERACY.RI.8.8 CCSS.ELA-LITERACY.RI.8.9 CCSS.ELA-LITERACY.SL.8.3 CCSS.ELA-LITERACY.SL.8.4 CCSS.ELA-LITERACY.SL.8.5 CCSS.ELA-LITERACY.W.8.7 	<ul style="list-style-type: none"> "Mythbusters American History" Episode
<p>It's a Free Country!</p>	<ul style="list-style-type: none"> Why do we need governments anyway? What was the vision of the framers of the US Constitution? Why are we still arguing about the Constitution today? 	<ul style="list-style-type: none"> The US Constitution is a living document. The US system was (and still is) a bold new experiment in government. Like any experiment, some parts are more successful than others. 	<ul style="list-style-type: none"> Argumentative Claim Discussion / Contribution Explanation of Evidence Integration of Evidence Introduction and Conclusion Word Choice 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.L.8.1 CCSS.ELA-LITERACY.L.8.2 CCSS.ELA-LITERACY.L.8.3 CCSS.ELA-LITERACY.RI.8.1 CCSS.ELA-LITERACY.RI.8.2 CCSS.ELA-LITERACY.SL.8.1 CCSS.ELA-LITERACY.W.8.1 	<ul style="list-style-type: none"> Opinion Paper- Who has the most power in the Constitution?
<p>Point Counterpoint</p>	<ul style="list-style-type: none"> How can the United States make up for the injustices it inflicted on Native Americans? 	<ul style="list-style-type: none"> Knowing both sides of an issue is important to being able to clearly understand and articulate your opinion both orally and in writing. Active listening to both sides of an issue helps you come to a more credible and informed opinion. Discussing controversial issues helps us deeply understand them. 	<ul style="list-style-type: none"> Argumentative Claim Conventions Counterclaims Explanation of Evidence Norms / Active Listening Synthesizing Multiple Sources 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.L.8.1 CCSS.ELA-LITERACY.L.8.2 CCSS.ELA-LITERACY.L.8.3 CCSS.ELA-LITERACY.RI.8.1 CCSS.ELA-LITERACY.RI.8.2 CCSS.ELA-LITERACY.RI.8.8 CCSS.ELA-LITERACY.RI.8.9 CCSS.ELA-LITERACY.SL.8.1 CCSS.ELA-LITERACY.SL.8.3 CCSS.ELA-LITERACY.W.8.1 	<ul style="list-style-type: none"> "Structured Academic Controversy" Graphic Organizer Point/Counterpoint Opinion Essay
<p>I Was There</p>	<ul style="list-style-type: none"> How can we know what it was truly like for everyday people to live 	<ul style="list-style-type: none"> There are multiple interpretations of historical events. Anyone can be a historian by reading and 	<ul style="list-style-type: none"> Contextualizing Sources Narrative Style and Language 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.L.8.1 CCSS.ELA-LITERACY.L.8.2 CCSS.ELA-LITERACY.L.8.3 	<ul style="list-style-type: none"> Civil War Sources Analysis Historical Fiction

	<p>during the American Civil War era?</p>	<p>interpreting primary documents.</p> <ul style="list-style-type: none"> • Historical empathy allows us to feel and understand the lived experience of someone who lived long ago. • Historians and writers of historical fiction are skilled at applying historical empathy and imagination to understand and envision the world of the past. 	<p>(Tone, Academic Language, Syntax)</p> <ul style="list-style-type: none"> • Synthesizing Multiple Sources 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RL.8.1 • CCSS.ELA-LITERACY.RL.8.2 • CCSS.ELA-LITERACY.RL.8.3 • CCSS.ELA-LITERACY.RL.8.9 • CCSS.ELA-LITERACY.W.8.3 • CCSS.ELA-LITERACY.W.8.5 	<p>Written Piece</p>
<p>Workers vs. Industrialists</p>	<ul style="list-style-type: none"> • Was the price paid by workers and children for our nation's economic progress worth it? • Does everyone in the United States have the same opportunities? • Were industrialists of the American Industrial Revolution "robber barons" or "captains of industry"? 	<ul style="list-style-type: none"> • Technological advances paved the way for the American Industrial Revolution Many US workers paid a high price for industrial progress • Issues created by industrialization required new laws and regulations about labor, finance and capitalism Because of the experiences of this era we have labor unions, child labor laws, and laws regulating banks and limiting capitalism Industrialization shifted the US economy from agrarian (farm) to industrial, changing the nature of work dramatically for Americans 	<ul style="list-style-type: none"> • Argumentative Claim • Conventions • Counterclaims • Critiquing the Reasoning of Others • Explanation of Evidence • Oral Presentation • Organization (Transitions, Cohesion, Structure) 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.L.8.1 • CCSS.ELA-LITERACY.L.8.2 • CCSS.ELA-LITERACY.L.8.3 • CCSS.ELA-LITERACY.RI.8.1 • CCSS.ELA-LITERACY.RI.8.2 • CCSS.ELA-LITERACY.RI.8.6 • CCSS.ELA-LITERACY.RI.8.8 • CCSS.ELA-LITERACY.RI.8.9 • CCSS.ELA-LITERACY.SL.8.3 • CCSS.ELA-LITERACY.W.8.1 	<ul style="list-style-type: none"> • Workers vs. Industrialists Final Performance Task
<p>Project American</p>	<ul style="list-style-type: none"> • What is your American story? 	<ul style="list-style-type: none"> • Historical themes including American principles, expansion, conflict, industry, and inequality can connect to the history of my family and to me. Everyone has a unique American story. 	<ul style="list-style-type: none"> • Explanation of Evidence • Informational/Explanatory Thesis • Multimedia in Written Production • Organization (Transitions, Cohesion, Structure) • Selecting Relevant Sources 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.L.8.1 • CCSS.ELA-LITERACY.L.8.2 • CCSS.ELA-LITERACY.L.8.3 • CCSS.ELA-LITERACY.SL.8.4 • CCSS.ELA-LITERACY.SL.8.5 • CCSS.ELA-LITERACY.W.8.1 • CCSS.ELA-LITERACY.W.8.2 • CCSS.ELA-LITERACY.W.8.5 • CCSS.ELA-LITERACY.W.8.6 	<ul style="list-style-type: none"> • Multimedia Presentation or Video

ARTS IN MOTION CHARTER SCHOOL | 8th Grade History UNIT PLAN

Project	American History Mythbusters
Suggested Time	<ul style="list-style-type: none"> ● 5 Weeks
Essential Questions	<ul style="list-style-type: none"> ● Is history true? ● How do we know what really happened in American History? ● What’s the real story of Paul Revere’s midnight ride? ● Why do we care? ● Was Paul Revere a success or a failure? ● Why are there “myths” around the founding of the United States?
Enduring Understandings	<ul style="list-style-type: none"> ● Today we tell the stories of this country’s history for many different reasons. Sometimes these reasons have more to do with the present than the past. We tell stories to entertain, to persuade others or get them to join your cause, and even to teach a moral lesson. ● From a historical point of view, all we know for sure about what happened in the past is what is supported by the evidence. Historical evidence, even primary documents need to be analyzed critically for bias. ● A critical reading of history allows us to differentiate between the actual historical record, and the myth, folklore and the romanticized “heroization” stories that sometimes develops around historical figures and events.
Cognitive Skills	<ul style="list-style-type: none"> ● Comparing/ Contrasting ● Contextualizing Sources ● Explanation of Evidence ● Multimedia in Oral Presentation ● Point of View/Purpose ● Selection of Evidence
Focus Areas	<ul style="list-style-type: none"> ● Early America (Geography and Culture) ● Revolutionary America ● Civic Participation
CCSS	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.L.8.1 ● CCSS.ELA-LITERACY.L.8.2 ● CCSS.ELA-LITERACY.L.8.3 ● CCSS.ELA-LITERACY.RI.8.1 ● CCSS.ELA-LITERACY.RI.8.8 ● CCSS.ELA-LITERACY.RI.8.9

	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.SL.8.3 ● CCSS.ELA-LITERACY.SL.8.4 ● CCSS.ELA-LITERACY.SL.8.5 ● CCSS.ELA-LITERACY.W.8.7
Checkpoints	<ul style="list-style-type: none"> ● Paul Revere Compare/Contrast Paragraphs ● Mythbusters Script Draft ● Mythbuster Video Draft
Final Product	<ul style="list-style-type: none"> ● “Mythbusters American History” Episode (See attached Sample)

ARTS IN MOTION CHARTER SCHOOL | 8th Grade History LESSON PLAN

Project	American History Mythbusters	Essential Questions	<ul style="list-style-type: none"> ● Is history true? ● How do we know what really happened in American History? ● What’s the real story of Paul Revere’s midnight ride? ● Why do we care? ● Was Paul Revere a success or a failure? ● Why are there “myths” around the founding of the United States? 	Final Product	<ul style="list-style-type: none"> ● “Mythbusters American History” Episode
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Checkpoint	<ul style="list-style-type: none"> ● Paul Revere Compare/Contrast Paragraphs
Cognitive Skills	<ul style="list-style-type: none"> ● Comparing/ Contrasting
Objective	<ul style="list-style-type: none"> ● Students will write three paragraphs comparing/contrasting the different accounts about Paul Revere to get feedback on Comparing/Contrasting.
Activities	<ul style="list-style-type: none"> ● “Paul Revere’s Ride” Poem ● Letter from Paul Revere

Resources	<ul style="list-style-type: none">● Tracing Paul Revere's Ride (See attached Sample)
Assessment	<ul style="list-style-type: none">● Performance task assessment using cognitive skills (See attached Sample)

3.2 Writing assignment - Compare/Contrast Cog Skill

Write a minimum 3 paragraphs which compare and contrast these two readings: [Longfellow's poem](#) & the [Belknap Letter](#).

- What is similar in these two readings about Paul Revere, and what is different?
- Main Idea/Thesis: **Paul Revere was not a unique hero before the Battle of Lexington.**
- Use at least 2 pieces of historical evidence (quotes from the Poem and Belknap Letter) to support this opinion.
 - Possible Outline #1 (Minimal/Pretty Good - 2, 3, or 4):
 - Paragraph 1: Overview of context & documents (event, dates, describe documents)
 - Paragraph 2: Similarities
 - Paragraph 3: Differences
 - Possible Outline #2 (Excellent - 4 or 5):
 - Paragraph 1: Description/Overview of Longfellow's Poem
 - Paragraph 2: Description/Overview of the Belknap letter, focusing on differences
 - Paragraph 3: Explanation of differences.

Compare/Contrast Skill				
2	3	4	5	6
Identifies minor or surface-level similarities and/or differences.	Identifies significant similarities and differences.	Identifies significant similarities and differences relevant to a specific claim/main idea/thesis.	Identifies significant similarities and differences relevant to a specific claim/ main idea/thesis. Explains in a limited way why the similarities/ differences are meaningful in re: the claim/main idea/thesis.	Analyzes or evaluates significant similarities and differences relevant to a specific claim/main idea/thesis. Thoroughly explains why the similarities/differences are meaningful within the frame of reference. Organizes points of comparison in a logical way.

↓ ↓ ↓ ↓ ↓ ↓ ↓ Type your response below this line ↓ ↓ ↓ ↓ ↓ ↓ ↓

Cognitive Skills Self-Assessment

Complete this document to earn your Cognitive Skill Scores.

Make sure your explanations...

- ...fully demonstrate the Cognitive Skill at your goal level.
- ...use complete sentences and proper writing conventions:
 - Spelling, grammar, punctuation, etc.
- ...are about a paragraph in length, each.

Name:	
Project Section:	
Topic:	
Teammates:	

Point of View/Purpose (Skill Workshop) Highlight your goal level.				
2	3	4	5	6
Describes author's/ speaker's point of view or purpose generally or with some inaccuracy.	Accurately describes author's/ speaker's point of view or purpose and generally explains how that point of view or purpose/intent is conveyed through details.	Accurately <u>describes author's/ speaker's point of view or purpose and clearly explains how that point of view or purpose is conveyed and developed through the use of relevant details in the text.</u> Explains how author's point of view <u>differs from others and, where applicable, how the author acknowledges and responds to conflicting evidence or viewpoints.</u>	Accurately describes author's/ speaker's point of view or purpose and analyzes how that point of view or purpose is conveyed and developed through the use of relevant details in the text. Explains how author's point of view differs from others, including the limitations or biases of the author's/speaker's point of view. Where applicable, explains how the author acknowledges and responds to conflicting evidence or viewpoints.	Analyzes author's/ speaker's point of view, including its development, limitations, biases, and differences from and responses to other points of view. Explains how author/speaker uses rhetoric or differences in point of view to create specific effects.
Explain how your video & research demonstrated this skill: Click here for some guiding questions. [TYPE HERE]				

Comparing/Contrasting Highlight your goal level.				
2	3	4	5	6
Identifies minor or surface-level similarities and/or differences.	Identifies significant similarities and differences.	Identifies <u>significant similarities and differences</u>	Identifies significant similarities and differences relevant to a specific claim/ main idea/thesis. Explains in a limited way why the	Analyzes or evaluates significant similarities and differences relevant to a specific claim/main idea/thesis. Thoroughly explains

		relevant to a specific claim/main idea/thesis.	similarities/ differences are meaningful within the frame of reference (i.e., the claim/main idea/thesis).	why the similarities/differences are meaningful within the frame of reference. Organizes points of comparison in a logical way.
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Explain how your video & research demonstrated this skill:

[Click here](#) for some guiding questions.

[TYPE HERE]

Contextualizing Sources

Highlight your goal level.

2	3	4	5	6
Provides partial or inaccurate information about a source's time and place of origin.	Provides accurate information about a source's time and place of origin.	Provides accurate information about a source's time and place of origin and provides some information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin.	Provides accurate information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin. Makes connections between these conditions and the contents of the source.	Provides accurate, relevant information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. Generally explains how these conditions shape the meaning or significance of the source.

Explain how your video & research demonstrated this skill:

[Click here](#) for some guiding questions.

[TYPE HERE]

For these two skills, you will write 1-2 paragraphs to demonstrate both together.

Selection of Evidence

(Skill Workshop)

Highlight your goal level.

2	3	4	5	6
Selects evidence that minimally supports claims because it is limited or weakly related.	Selects some relevant evidence that supports main claim(s). Evidence for subclaims is still limited or weakly related.	Selects a variety of relevant evidence that generally supports both main claim(s) and subclaims.	Selects a variety of relevant evidence that is sufficient to support main claim(s); evidence still only generally supports subclaims.	Selects a variety of detailed, relevant evidence that is sufficient to support both main claim(s) and subclaims.

Explanation of Evidence

(Skill Workshop)

Highlight your goal level.

2	3	4	5	6
Explanation of how selected evidence supports claims or	Provides mostly relevant analysis that partially explains how selected	Provides relevant analysis that explains how the selected	Provides clear analysis that accurately explains how the	Provides insightful and clear analysis that thoroughly and accurately

statements is limited, consisting mostly of repeating, rewording, and/or summarizing the evidence.	evidence supports claims or statements; may still contain some repeating, rewording, and/or summarizing of evidence.	<u>evidence supports claims or statements;</u> <u>analysis stays rooted in the evidence but at times may be vague, illogical, or overly general.</u>	selected evidence supports claims or statements.	explains how the evidence supports claims or statements; where applicable, analysis acknowledges some weakness(es) or gaps in the evidence.
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Explain how your video & research demonstrated these skills:

[Click here](#) for some guiding questions.

[TYPE HERE]

GRAPHIC ORGANIZER FOR THE POEM “PAUL REVERE’S RIDE by Henry Wadsworth Longfellow

This poem has been edited down to the most important parts. Read each stanza. Find the highlighted and numbered locations on the map. Write down in your own words what is happening in each section.

“Paul Revere’s Ride,” by Henry Wadsworth Longfellow (abridged)	
Excerpts from the poem:	Describe what is happening in your own words (basic), or what it means (challenge).
Listen, my children, and you shall hear Of the midnight ride of Paul Revere, On the eighteenth of April, in Seventy-five; Hardly a man is now alive Who remembers that famous day and year.	
He said to his friend, “If the British march By land or sea from the town to-night, Hang a lantern aloft in the belfry arch Of the North Church tower as a signal light,— One, if by land, and two, if by sea; And I on the opposite shore will be, Ready to ride and spread the alarm Through every Middlesex village and farm, For the country-folk to be up and to arm.”	
Then he said, “Good night!” and with muffled oar Silently rowed to the Charlestown [1] shore , Just as the moon rose over the bay, Where swinging wide at her moorings lay The Somerset, British man-of-war; A phantom ship, with each mast and spar Across the moon like a prison bar, And a huge black hulk, that was magnified By its own reflection in the tide. . . .	
Meanwhile, impatient to mount and ride, Booted and spurred, with a heavy stride On the opposite shore walked Paul Revere. Now he patted his horse’s side, Now gazed at the landscape far and near, Then, impetuous, stamped the earth, And turned and tightened his saddle-girth; But mostly he watched with eager search The belfry-tower of the Old North Church, As it rose above the graves on the hill, Lonely and spectral and sombre and still. And lo! as he looks, on the belfry’s height A glimmer, and then a gleam of light! He springs to the saddle, the bridle he turns, But lingers and gazes, till full on his sight A second lamp in the belfry burns!	

<p>A hurry of hoofs in a village street, A shape in the moonlight, a bulk in the dark, And beneath, from the pebbles, in passing, a spark Struck out by a steed flying fearless and fleet; That was all! And yet, through the gloom and light, The fate of a nation was riding that night; And the spark struck out by that steed, in his flight, Kindled the land into flame with its heat.</p>	
<p>He has left the village and mounted the steep, And beneath him, tranquil and broad and deep, Is the Mystic [2], meeting the ocean tides; And under the alders that skirt its edge, Now soft on the sand, now loud on the ledge, Is heard the tramp of his steed as he rides.</p>	
<p>It was twelve by the village clock When he crossed the bridge into Medford town [3]. He heard the crowing of the cock, And the barking of the farmer's dog, And felt the damp of the river fog, That rises after the sun goes down.</p>	
<p>It was one by the village clock, When he galloped into Lexington [4]. He saw the gilded weathercock Swim in the moonlight as he passed, And the meeting-house [5] windows, black & bare, Gaze at him with a spectral glare, As if they already stood aghast At the bloody work they would look upon.</p>	
<p>It was two by the village clock, When he came to the bridge in Concord town [6]. He heard the bleating of the flock, And the twitter of birds among the trees, And felt the breath of the morning breeze Blowing over the meadows brown. And one was safe and asleep in his bed Who at the bridge would be first to fall, Who that day would be lying dead, Pierced by a British musket-ball.</p>	
<p>You know the rest. In the books you have read, How the British Regulars fired and fled,— How the farmers gave them ball for ball, From behind each fence and farm-yard wall, Chasing the red-coats down the lane, Then crossing the fields to emerge again Under the trees at the turn of the road, And only pausing to fire and load.</p>	
<p>So through the night rode Paul Revere; And so through the night went his cry of alarm</p>	

To every Middlesex village and farm,— A cry of defiance and not of fear, A voice in the darkness, a knock at the door, And a word that shall echo forevermore! For, borne on the night-wind of the Past, Through all our history, to the last, In the hour of darkness and peril and need, The people will waken and listen to hear The hurrying hoof-beats of that steed, And the midnight message of Paul Revere.	
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Discuss with your table, and jot down notes here:

1. Who is Paul Revere?
 - a.
2. What did he do?
 - a.
3. Was he successful?
 - a.

