



Grade 8 Unit 2 - Redefining Democracy: Social and Political Change

Unit Focus

The purpose of the "Redefining Democracy: Social and Political Change" unit is for students to develop a framework for understanding the changing role of citizenship in the United States as the nation experienced industrialization and immigration in the early 20th Century. Students will develop an awareness of the changing roles, duties, and responsibilities of both the federal government and its citizens. Students will compare the ideals of the Constitution with the practices of the US government in the mid to late 19th and early 20th centuries. This unit will also establish a foundation for students to understand and analyze social, political, and economic reform in the 20th Century.

Specifically, through the inquiry process and Socratic seminar, students will analyze how individual citizens and groups created change in our society. Students will be asked to consider questions such as; What is the role of government in a changing society? How does the government balance personal freedom with the common good? How do people and/or groups impact history? How does one craft an argument to convince others to see a particular point of view? Student will also need to develop their own questions regarding government action and its impact on society as they develop opinion/argument papers which use evidence and sourcing to justify a claim.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Common Core Standards <i>History/Social Studies : 8</i> 919684 Reading History 919685 Key Ideas and Details</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. <i>919693 Integration of Knowledge and Ideas</i> • CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <i>919699 Writing History & Science</i> <i>919700 Text Types and Purposes</i> 	<p>T1 Trace key events, statistics, and development of ideas/innovations over time to determine patterns <i>(Synthesizing)</i></p> <p>T2 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose <i>(Product Creation)</i></p> <p>T3 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence <i>(Synthesizing)</i></p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>• CCSS.ELA-LITERACY.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <i>919718 Research to Build and Present Knowledge</i></p> <p>• CCSS.ELA-LITERACY.WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.</p> <p>Performance Standards <i>Social Studies : 8</i> 1011020 DIMENSION 1: DEVELOPING QUESTIONS & PLANNING INQUIRY</p> <ul style="list-style-type: none"> • INQ.6--8.3 Explain points of agreement experts have about interpretations and 	<p>U1 Rules, laws, and processes help people make decisions on issues to balance individual freedoms and common good.</p> <p>U2 Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts.</p> <p>U3 Individuals and groups create change based on action and the spread of ideas.</p>	<p>Q1 What does it mean to be a citizen?</p> <p>Q2 How do people and/or groups impact history?</p> <p>Q3 How can an idea become a movement? How does a movement shape law/policy?</p> <p>Q4 How do I develop an argument to convince others to see my point of view/course of action/conclusion?</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p>application of disciplinary concepts and ideas associated with a supporting question.</p> <ul style="list-style-type: none"> • INQ.6--8.2 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <i>1011026 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS</i> <i>1011027 Civics</i> • CIV.8.3 Analyze the purposes, implementation and consequences of public policies in multiple settings. <i>1011032 Economics</i> • ECO.8.2 Describe the role of competition in the determination of prices and wages in a market economy. • ECO.8.1 Explain how economic decisions affect the well-being of individuals, businesses and society. <i>1011044 History</i> • HIST.8.2 Classify series of historical events and developments as examples of change and/or continuity. • HIST.8.6 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. • HIST.8.4 Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women). • HIST.8.10 Organize applicable evidence into a coherent argument about the past. <i>1011055 DIMENSION 3: EVALUATING SOURCES & USING EVIDENCE</i> • INQ.6--8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. <i>1011060 DIMENSION 4: COMMUNICATING CONCLUSIONS & TAKING INFORMED ACTION</i> • INQ.6--8.11 Construct explanations using reasoning, correct sequences, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. <p>Student Growth and Development 21st Century Capacities Matrix <i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> • Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. 	<p>U4 Historians use evidence and reasoning to draw conclusions about probable causes and effects, recognizing that these are multiple and complex.</p>	
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<p>K1 Prior to Progressive reform, the US Government and its citizens contributed to inequalities in society.</p> <p>K2 Powerful people in industry and politics abused their positions for their own benefit.</p> <p>K3 The government, advocacy groups, and individual citizens take a more active role in social issues to protect the citizens.</p> <p>K4 Society continues to debate the power and scope of the government.</p> <p>K5 Vocabulary: Industrialization, Urbanization, Segregation, Suffrage, Prohibition, Unions, Strikes, Political Machines, Corruption, Progressivism, Social Welfare, Muckraker, Robber Baron, Reform, Conservation, nativism</p>	<p>S1 synthesizing disciplinary concepts and ideas when answering compelling question.</p> <p>S2 classifying historical events as examples of change and/or continuity</p> <p>S3 explaining how and why perspectives have changed over time</p> <p>S4 organizing applicable evidence into an argument</p> <p>S5 analyzing the purposes, implementation, and consequences of public policy</p> <p>S6 explaining the impact of economic decisions and competition</p> <p>S7 supporting claims through multiple sources of evidence</p> <p>S8 constructing explanations through elements of informational writing</p> <p>S9 integrating visual information with other information in print and digital texts</p> <p>S10 supporting analysis, reflection, and research through evidence citation</p>	