

8th Grade: Origins of American Democracy Unit 3 Colony to Country

Big Ideas:

1. Culminating events led to the separation of the British colonies from Great Britain

Essential Student Questions:

1. When is it ok to rebel?
2. What events and policies moved colonists toward revolution?
3. Evaluate various methods of protesting used throughout history?
4. Is peace always positive?
5. Is conflict unavoidable?
6. What defines a superior culture?
7. How does religion and government influence individual and government?
8. Analyze the class differences in Early Colonies
9. Is it better to be the underdog or the favorite in a conflict?

Literacy Standards	Content Standards
R.KI.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	GC.A.2 Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty.
R.CS.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	H.B1.d Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: the consequences of peace and violent conflict to societies and their cultures.
R.IK.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Supporting Standards GC.B.1 Understand the ideals of this nation as expressed in the Declaration of Independence, the United States Constitution, and the Bill of Rights; H.C.2 Use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials. H.D.6 Create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.
R.RR.6-8.10 Read and comprehend science/technical texts in the grades 6-8 text complexity band independently and	

Literacy Standards	Content Standards
proficiently.	
<p>W.TTP.6-8.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	
<p>W.PD.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
<p>W.RW.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	