



Stage 1: Examine and Unpack Standards

These unpacked standards are *expected* in every Durham Public Schools classroom.

<p>UNIT STANDARDS</p> <p>Social Studies</p> <p>8.H.2.1 - Explain the impact of economic, political, social, and military conflicts on the development of North Carolina and the United States.</p> <p>8.H.2.2 - Summarize how leadership and citizen actions influenced the outcome of key conflicts in North Carolina and the United States.</p> <p>8.C&G.1.4 - Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States.</p> <p>8.C&G.2.1 - Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States.</p> <p>8.C.1.1 - Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States.</p> <p>Common Core/Literacy</p> <p>RH.6-8.5 - Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH.6-8.7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>WHST.6-8.1 - Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST.6-8.1A - 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>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Think historically, applying concepts of continuity and change over time as well as cause and effect to craft a well-constructed and communicated historical argument. 	
	Making Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand that...</p> <ol style="list-style-type: none"> Conflicts as well as their causes and implications are multifaceted. Leadership and citizen actions can affect the outcome of conflicts. Access to democratic rights and freedoms among a nation's citizens may change over time. Denied access to democratic rights and freedoms are often granted to various groups after periods of struggle. When the values and beliefs held by some individuals and groups are in conflict with those of other individuals and groups, problems may result. 	<ol style="list-style-type: none"> How can leadership and citizen actions affect the outcome of conflicts? How has access to democratic rights and freedoms changed over time? How might conflicts in values and beliefs lead to larger problems?
Acquisition		
KNOWLEDGE	SKILLS	
<p>Students will know...</p> <ol style="list-style-type: none"> North Carolina's role in the Civil War and Reconstruction. Regional perspectives on the issue of slavery. The ways in which leaders may have influenced the outcome of conflicts (both positively and negatively) through actions and decision-making such as negotiation, compromise, and deal making. The various groups who have struggled for access to democratic rights and freedoms and why they were denied access. The various forms that citizen participation can take. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> Demonstrate an ability to think historically, applying concepts of continuity and change over time to craft a well-constructed historical argument. Describe how a text presents information. Integrate visual information with other information in print and digital texts. Write arguments focused on discipline-specific content. Introduce a claim about a topic, acknowledge and distinguish the claim from opposing claims, and organize the evidence logically. 	



Key Vocabulary

Tier 3 Vocabulary Words

Abolitionist, rebellion, raid, conscription, emancipation, impeachment, amendments, sharecropping, carpetbagger, scalawag

Tier 2 Vocabulary Words

Compromise, reconstruction

Stage 2: Calibrate Rigor and Design Assessment

Evaluative Criteria for Assessment
Objective Multiple Choice

District Provided Assessment Tasks
Common Formative Assessments

**RAFT Options
(Rubric in NC Write)**

Role	Audience	Format	Time Period
Northern Carpetbagger	Editor & Readers of an NC Newspaper	Editorial	Eve of War
African American Southern Congressman			Conclusion of War
Plantation Owner	During Reconstruction		
Enslaved Person	Editor & Readers of a Northern Newspaper		Modern Day
Woman (Either Northern or Southern)			

Performance Task (in conjunction with ELA)

Considering the alternatives and the outcomes, write an editorial answering the following question:

Is it a good idea to enter the Civil War?

Your editorial should be written from one of the RAFT options. Your writing should introduce your claim, acknowledge an opposing claim, provide clearly organized reasons that are relevant and effectively support the claim, and cite sources that are credible. You should use transitions to create cohesion and to clarify relationships between claims and evidence. You should also have an effective concluding statement.

Other Evidence – Embedded Stage 3 Learning Events

**Teacher designed
Teacher designed
DPS 6-8 RACER & ACES + C Rubric
PLC designed**

Minute by Minute Assessments
Speech, Debate or Socratic Seminar
Text-Dependent Constructed Response Questions
PLC-Created Text or Concept Specific Common Formative Assessments



Stage 3: Plan and Deliver Instruction

This instructional pacing and sequencing represents one best practice option.

Professional Resources

Instructional Resources

Resources for Unit Concepts:
Teachers to Watch:

Techbook at de.dpsnc.net

Summary of Key Learning Events, Opportunities, and Instruction

	# of Days	Focus of Lesson	Standard(s)	Support
1	3	Causes of the Civil War	8.E.1.1	
2	8	The Civil War Begins/ Major Events	8.H.3.1, 8.H.3.2	
3	3	The Conclusion of the Civil War	8.H.3.1, 8.G.1.1	
4	5	Reconstruction	8.H.3.1, 8.G.1.1	
5	3	Evaluation/Impact of Reconstruction	8.H.2.1	
6	3	Review and Assessment	All	Complete Performance Task listed above (in conjunction with ELA)