

DRAFT

MSAD#54 Curriculum

Content Area: Social Studies

Name of Course/Grade Level: 8TH Grade

Date: September 2011

MLR Grade Span: 6-8

Era (US/World) The Americas to 1600

Unit: Exploring the Americas

Text: The American Journey

Common Assessment (attached)

Standard: E. History

Students draw on concepts and processes from history to develop *historical* perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

Performance Indicator Label:

E1 Historical Knowledge, Concepts, Themes, and Patterns

Performance Indicator:

Students understand major eras, major enduring themes, and *historic* influences in the history of Maine, the United States, and various regions of the world.

Performance Indicator Label:

E2 Individual, Cultural, International, and Global Connections in History

Performance Indicator:

Students understand *historical* aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.

| Performance Descriptors | Essential (Bloom’s) Questions and Big Ideas | Activities/Resources (see attached) | National Stds. for Literacy in History/Social Studies |
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| E1-b. Identify and analyze major <i>historical</i> eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world. | 1. What events and technological advances paved the way for European exploration? <i>European interest in Asia and Africa grew as a result of trading partnerships. Europeans desired gold, slaves, and products from far away regions. The Crusades and the Renaissance spawned a new time of invention and discovery. As a result, Europeans made advances in navigation, instruments, map design, and shipbuilding. Lastly, the printing press was invented.</i> | 1. By utilizing a map of the Americas, students will be able to identify where select European explorers were from, where they explored, and how their discoveries affected future settlements. | Reading Standards: Grades 6-8 (Page 61) 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. 7. Integrate visual information (e.g., in charts, graphs, photographs, visuals, or maps) with other information in print and digital texts. |

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| <p>E2- b. Identify and compare a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.</p> | <p>2. What motive is there for Spain and Portugal to want to find a sea route to Asia? <i>Spain and Portugal desired a trade route to trade directly with India and China. In searching for that route, European explorers were introduced to the continents of the western hemisphere. Due to the influences of mercantilism, other European nations began to colonize America. Major players in America include Spain, France, England, and the Dutch.</i></p> <p>3. How did Spain’s conquests affect the economic and social development of the Americas? Discussion of slavery. <i>The Spanish destroyed the Aztec and Inca Empires. They also settled in pueblos, missions, and Presidios. They introduced the Catholic religion to America along with cattle and horses. They developed a class system, established slavery of Africans in America, while farming tobacco and sugarcane on plantations.</i></p> <p>4. Why did European nations choose to establish colonies in North America? <i>Europeans wanted to spread their faith and practice their religion freely. They also wanted to become wealthy and powerful. Mercantilism helped push European nations across the ocean to settle. Land =money=power. They also obtained resources to trade or sell.</i></p> | <p>2. Students will color code a map of European land claims circa 1750, citing English, Spanish, French, and Dutch possessions specifically.</p> <p>3. Common vocabulary</p> <p>4. Columbus and a history of Spanish enslavement of Native Americans culminating with Bartolome de Las Casas suggested use of enslaved Africans in their place.</p> <p>The Columbian Exchange feature in <u>American Journey</u> (pg. 50)</p> | <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> |
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