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**MSAD#54 Curriculum**

**Content Area:** Social Studies

**Name of Course/Grade Level:** 8<sup>TH</sup> Grade

**Date:** September 2011

**MLR Grade Span:** 6-8

**Era (US/World)**

**Unit:** Colonial America and the French and Indian War

**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	National Stds. for Literacy in History/Social Studies
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. How would you describe the relationship between England and France in America? Site reasons for this conflict. Describe the relationship between Native Americans and each nation? <i>At the time England and France were competing for a worldwide empire. (Mercantilism- Land=Money=Power) This was also the case in America. Both nations were trying to expand territory, in doing so; the Ohio River Valley became a source of discontent. The English wanted to expand into this territory; the French already considered it</i>	1. Political Cartoons- Unite or Die (See text page 106) 2. Father Rasle as a Maine Connection. 3. Pre and post French and Indian War map. 4. Battle map page 110	<b>Reading Standards: Grades 6-8 (Page 61)</b>  1. Cite specific textual evidence to support analysis of primary and secondary sources.  2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

<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>E2-c Describe major turning points and events in the history of Maine Native Americans, various <i>historical and recent immigrant groups</i> in Maine, the United States, and other cultures in the world.</p>	<p><i>their land.</i></p> <p>2. As a direct result of the French and Indian War, who took control over much of North America? How?  <i>The land formally controlled by France was divided between Spain and England. These agreements were forged in the 1763 Treaty of Paris.</i></p> <p>3. How would you perceive the relationship between England and the 13 Colonies coming out of the French and Indian War? Cite two examples.  <i>The Proclamation of 1763 taxed the relationship between the England and the colonies like never before. England limited the access to land and colonial land claims east of the Appalachian Mountains. This was done to keep peace between the Natives and the colonists. This also kept them closer to the coast and thus helped British trade. Colonists were very upset by this action as they felt the king was ignoring colonial land claims. Also, as time passes, new taxes will be imposed on the colonies to pay British debt created during the French and Indian War.</i></p>		<p>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.</p> <p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b>Writing Standards:          Grades 6-8: (Page 64 and 66)          Write</b></p> <p>2. Informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate</li> </ul>
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			<p>to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"><li>• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li><li>• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li><li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>• Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li></ul> <p>5. Produce clear and coherent writing in which the</p>
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			<p>development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
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