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| **Compelling Question:**  **How did conflict and reform shape the United States?** | **ADE Curriculum Framework:** This is a review of Grades 5 and 8 U.S. History Eras 1-6. |
| **C3 Framework: D1.**1,4,5.9-12; **D2.Civ.**2-14.9-12; **D2.Eco.**1-3,5-9,13.9-12; **D2.Geo.**2,5-9,11.9-12; **D2.His.**1-5,7,8,11,14-16.9-12; **D3.**1,2,3.9-12; **D4.**1,2,3,4,5,6.9-12 |
| **CCSS Literacy standards:** CCRA.R.1, 3, 6, 7, 8, 9, 10. CCRA.W.1, 2, 7, 8, 9, 10. |
| **Supporting Question 1** | **Formative Performance Task** | **Suggested Sources** |
| What conflicts and reforms resulted from colonization and expansion?  | Students will create a table, chart, or other visual graphic analyzing major conflicts and reforms resulting from colonization and territorial expansion in the U.S. to 1890 using a variety of sources. Suggested headings could include conflict/reform, date, brief summary, place(s), significant people and/or events. Share with class.Students will create a map of U.S. expansion from 1607 to 1890 showing conflicts or reforms and dates.  | The following Internet sites may be helpful when looking for a variety of primary and secondary sources from multiple perspectives for student research * [Digital History](http://www.digitalhistory.uh.edu/)
* [Docs Teach](http://docsteach.org/)
* [Gilder Lehrman](https://www.gilderlehrman.org/)
* [Library of Congress](https://www.loc.gov/education/)
* [National Archives](http://www.archives.gov/education/)
* [Reading Like a Historian](https://sheg.stanford.edu/us)
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| **Supporting Question 2** | **Formative Performance Task** | **Suggested Sources** |
| Why is the Civil War a defining moment in U.S. History? | After researching and reading selected sources, create two charts one identifying significant people and the other identifying significant events. **Discussion point:** By what criteria do we determine significance and defining moments? See Determining significance handout. Students will answer the supporting question citing evidence from readings and research.  | The following Internet sites may be helpful when looking for a variety of primary and secondary sources from multiple perspectives for student research * [Digital History](http://www.digitalhistory.uh.edu/)
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* [Gilder Lehrman](https://www.gilderlehrman.org/)
* [Library of Congress](https://www.loc.gov/education/)
* [National Archives](http://www.archives.gov/education/)
* [Reading Like a Historian](https://sheg.stanford.edu/us)
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| **Supporting Question 3** | **Formative Performance Task** | **Suggested Sources** |
| What conflicts and reforms resulted from industrialization? | Using a variety of sources, create a visual (e.g., table, chart, poster, collage, info graphic) portraying conflicts/struggles/encounters and major reforms resulting from industrialization in the U.S. to 1890. Suggested headings could include reform / legislation, reason for reform, date, brief summary, significant people and/or events leading to reform. Share with class.Create an illustrated timeline (electronic or paper) of industrialization in the U.S. during the 19th century, be sure to include events related to conflicts/struggles/encounters and major reforms.  | The following Internet sites may be helpful when looking for a variety of primary and secondary sources from multiple perspectives for student research * [Digital History](http://www.digitalhistory.uh.edu/)
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* [Gilder Lehrman](https://www.gilderlehrman.org/)
* [Library of Congress](https://www.loc.gov/education/)
* [National Archives](http://www.archives.gov/education/)
* [Reading Like a Historian](https://sheg.stanford.edu/us)
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| **Summative Assessment:** Write an informative/explanatory essay addressing the compelling question, “How did conflict and reform shape the United States?” Provide relevant information from the readings and formative assessments for support.  |
| **Taking Informed Action:** Write a letter to the editor of your local paper, which contains comparisons between a 19th century conflict and a conflict or issue in the U.S. today. |