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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) |
| **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/) * [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) |
| **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/) * [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) |
| **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. | | | |