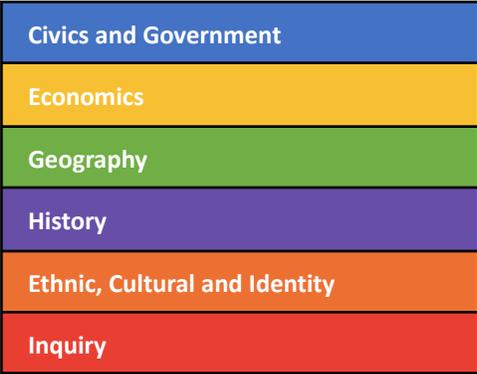


Key

	<i>Anchor Standard</i>	<p>Anchor standards, as identified by the New Mexico social studies standards, are denoted with an anchor icon. Anchor standards are broader concepts that provide continuity across the grade levels, but which are more specifically defined in the standard statement at each level. The anchor standards are not themselves designed to be assessed but to provide an organizing feature across all grade levels. Anchor standards will be color-coded to represent their strand: (1) civics and government, (2) economics, (3) geography, (4) history, (5) ethnic, cultural, and identity studies, and (6) inquiry.</p> <div style="text-align: center;">  </div>
	<i>Priority Standard</i>	<p>Priority standards, as identified by practicing educators and NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time. All standards should be covered during the school year, priority standards identify for teachers where to prioritize while still covering all standards throughout the year.</p>

Grade 8 Geography and Indigenous Peoples of North America

Compelling Question	Inquiry Alignment
<p>How did Indigenous peoples of North America thrive, govern, and live in harmony with their lands?</p>	<p style="background-color: #c00000; color: white; padding: 5px;">8.3. Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions.</p> <p>8.11. Make connections between current events, historical materials, and personal experience.</p> <p>8.12. Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.</p> <p>8.14. Create maps, charts, infographics, or other visual media that communicate research findings or other significant information digitally or on paper.</p> <p>8.16. Portray historical people, places, events, and ideologies of the time to examine history from the perspective of the participants through creative expression.</p>

Standards at a Glance

Theme 1: Geography and Indigenous Peoples of North America	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 8.24. Compare Indigenous government structures to those of the United States today. 8.25. Describe the ways Indigenous peoples organize themselves and their societies.
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 8.26. Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 8.27. Use the five themes of geography (location, place, movement, human-environmental interaction, and region) to describe a specific Sovereign Tribal Nation or Indigenous peoples group of North America. 8.28. Analyze how historic events are shaped by geography.
Geography 12. Location, Place, and Region	<ul style="list-style-type: none"> 8.29. Define a region by its human and physical characteristics.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 8.30. Describe how Indigenous people of North America adapted to their environment.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> 8.31. Describe how knowledge and perspectives of Indigenous peoples can help inform solutions to environmental and human rights issues. 8.32. Draw a diagram or make a model to illustrate how Indigenous people have preserved their histories.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 8.33. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in the United States.



**Anchor Standard:
Civics 1. Civic and Political Institutions**

Grade

Performance Standard(s)

8

**8.24. Compare Indigenous government structures to those of the United States today.
8.25. Describe the ways Indigenous peoples organize themselves and their societies.**

Sample Concept/Content

- Compare similarities and differences between the Haudenosaunee Confederacy (League of the Iroquois) and the U.S. government.
- Study the relationship between sovereign tribes (independent nations) and the U.S. national government outlined in the U.S. constitution, treaties and court decisions.
- Explore a variety of Indigenous government structures and organizations to possible include: Assembly of First Nations (Canada), Autonomous Municipalities of the Maya (Chiapas, Mexico), Tripartite government system of the Cherokee Nation (SE U.S.), and matriarchal societies including Lenape, Hopi, Chickasaw, and Haudenosaunee.
- Explore how cultural traditions, religious customs, architecture, and kinship systems influenced Indigenous government systems.

Supporting Questions

- Which Indigenous groups and ideas influenced the U.S. governing documents?
- What treaties, policies, and court decisions of the U.S. government had an impact on the government structures of Indigenous tribes.
- What is the relationship between Indigenous tribes and the national government today?
- What responsibilities do tribal governments have?
- What are some of the features of Indigenous governments?

Vertical Alignment

Previous Grades:

7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.

7.38. Compare and contrast global and historical government systems to the U.S. federal system.

7.65. Analyze U.S. policies on expansion into the Southwest, including how they reflected U.S. civic ideals of the time and conflicted with those that resided in New Mexico already and had historically made their home here.

Future Grades

9-12.Civ.13. Distinguish the powers and responsibilities of local, state, indigenous, national, and international civic and political institutions.

9-12.Civ.48. Evaluate citizens' and institutions' effectiveness in addressing social and political problems in the local, state, Indigenous, national, and/or international government.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Explain how the Haudenosaunee Confederacy influenced the U.S. Constitution. ● Explore similarities, differences, and the relationships between various tribal governance structures and the U.S. constitution. ● Identify diverse Indigenous governance systems and understand how they are composed, enacted, and preserved. ● Explore how Indigenous government structures inspired and influenced the U.S. constitution and democracy. 	<p>Tribal Sovereignty - the right of Indigenous groups to govern themselves as recognized by the US constitution, that they are distinct governments and they have, with a few exceptions, the same powers as federal and state governments to regulate their internal affairs.</p> <p>Tripartite system - the separation of political power among a legislature, an executive, and a judiciary.</p> <p>Autonomous municipality - a local autonomous system of governance recognized by the Mexican constitution in which communities provide their own official services and elect their representatives for one area of administration within the autonomous municipality, who may be removed if they do not fully comply with the communities' mandates.</p>



**Anchor Standard:
Civics 3. Civic Dispositions and Democratic Principles**

Grade

Performance Standard(s)

8

8.26 Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.

Sample Concept/Content

- Preservation of traditional knowledge, languages and cultural practices.
- Placemaking for sustainability.
- Community members obligations and responsibilities of respect for all people and the environment, passing on values, learning from previous generations.
- Cooperation in maintaining water systems
- Preservation of land based practices.

Supporting Questions

- What are the responsibilities of a community member?
- Describe the relationship between your culture and your community.
- How can you help your community to thrive?

Vertical Alignment

*Previous Grades:
7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.*

*Future Grades:
9-12.Civ.32. Analyze the impact and the appropriate roles of personal interests and perspectives on Dispositions and the application of civic virtues, democratic principles, constitutional rights, and human rights.
9-12.Civ.48. Evaluate citizens' and institutions' effectiveness in addressing social and political problems in the local, state, Indigenous, national, and/or international government.*

Students Who Demonstrate Understanding Can...

- Describe strategies for community and cultural preservation.
- Explain the value in multigenerational learning.
- Brainstorm ideas to make their community more healthy and successful.

Vocabulary for Teacher Development

Multigenerational learning - younger and older people interacting and sharing stories and ideas.
Land based practices - activities which recognize that cultural identity is interwoven with and connected to land.
Traditional knowledge - knowledge, know-how, skills and practices that are developed, sustained and passed on from generation to generation within a community, often forming part of its cultural or spiritual identity.
Placemaking - capitalizes on a local community's assets, inspiration, and potential, with the intention of creating public spaces that promote people's health, happiness, and well-being.



**Anchor Standard:
Geography 11. Geographic Representations and Reasoning**

Grade

Performance Standard(s)

8

8.27. Use the five themes of geography (location, place, movement, human-environmental interaction, and region) to describe a specific Sovereign Tribal Nation or Indigenous peoples group of North America.

8.28. Analyze how historic events are shaped by geography.

Sample Concept/Content

- Indigenous group from one of the following regions of North America
- Five themes are location, place, human-environmental interaction, movement, regions.
- Historical events such as Wars, the establishment of relationships for trade and commerce, obstacles in finding new territories, events related to obtaining natural resources, spread and growth of slave trade, migrations of diverse groups, etc..
- Geographical features that shaped these events include the Mississippi River, Rio Grande, Appalachian Mountains, Rocky Mountains, Atlantic and Pacific Oceans, Gulf of Mexico, Bering Strait, etc..
- Climatic features that shape historical events including, arctic, tundra, plains, temperate forests and mountains, deserts, tropical forests, arid highlands etc.

Supporting Questions

- What is the location, place, movement, human-environmental interaction and region of the North American Indigenous peoples group you chose?
- How does the geography of a given place affect the cultural practices and beliefs of the people who live there?
- How did geography affect the events leading to colonization of North America?
- How did geography affect the conflicts, alliances and allocation of resources throughout history in North America?
- Describe examples where rivers supported the flow of goods and ideas and mountains created boundaries and barriers throughout North American history.

Vertical Alignment

Previous Grades:

6.27. Describe how the local environment impacts cultures and technology.

7.18. Explain the physical and human characteristics of New Mexico using the Five Themes of Geography.

7.19. Describe how environmental factors affect human activities and resource use.

Future Grades:

9-12.Geo.19. Evaluate the process of place-making and the development of place-based identity.

9-12.Geo.24. Analyze and predict how location, place, and region impact the evolution of human perspectives and identities.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none">● Identify and define the five themes of geography.● Research and describe a specific Indigenous peoples group.● Relate how geography directly affects events in history.	Indigenous- the original inhabitants and the descendants of a geographical region at the time when people of different cultures or ethnic origins arrived. The new arrivals later became dominant through conquest, occupation, settlement or other means.



**Anchor Standard:
Geography 12. Location, Place, and Region**

Grade

Performance Standard(s)

8

8.29. Define a region by its human and physical characteristics.

Sample Concept/Content

- Available resources and raw materials
- Environmental differences
- Architecture (e.g. homes, communal structures)
- Geographic features
- Food acquisition
- Clothing differences
- Belief systems: (e.g. cedar, maize, water)

Supporting Questions

- What are some examples in which human and physical characteristics vary?
- In what ways can humans influence the characteristics of a region?
- What are the physical characteristics of the region in which you live?

Vertical Alignment

Previous Grades:

6.18. Identify how natural forces shape Earth's environments and regions

7.18. Explain the physical and human characteristics of New Mexico using the Five Themes of Geography.

7.19. Describe how environmental factors affect human activities and resource use.

Future Grades:

9-12.Geo.20. Explain the distinguishing features of formal, functional, and perceptual regions.

9-12.Geo.23. Describe how human systems, perceptions, and identities shape places and regions over time

9-12.US.30. Analyze the consequences of the continuing westward expansion of the American people after the Civil War.

Students Who Demonstrate Understanding Can...

- Identify human characteristics of a certain region by describing the architecture, food acquisition, clothing and belief system that is unique to that region.
- Identify physical characteristics of a certain region by describing landforms and waterways unique to that region.
- Determine/describe a specific region North America based on its unique human and physical characteristics.
- Research culture and traditions of each region.

Vocabulary for Teacher Development

Cedar - importance in Northwest Coast.
Maize - corn; Importance in Mesoamerica, South West, South East.
Water - importance throughout North America, especially sacred in regions where it is scarce.



**Anchor Standard:
Geography 14. HumanEnvironmental Interactions and Sustainability**

Grade

Performance Standard(s)

8

8.30. Describe how Indigenous people of North America adapted to their environment.

Sample Concept/Content

- Origin stories, tribal languages, social practices, arts, music, ceremonies, and customs related to geography and environment.
- Subsistence strategies and belief systems that serve to preserve environmental and cultural sustainability.
- Land use spectrum: agriculturalism, pastoralism, nomadism.
- Use and preservation of Acequia systems (Pueblo).
- Excess resources, practice of reciprocity (potlatch ceremony of tribes of the pacific northwest).
- Importance and use of corn throughout North America (Southeast tribes migration from Mexico).

Supporting Questions

- How do natural resources affect a group's architecture?
- How do natural resources affect a group's religion/belief systems/ceremonies?
- How did Indigenous peoples adapt to the challenges of their environments?
How did specific groups use land in different ways?

Vertical Alignment

Previous Grades:

5.28. Examine and explain how the physical environment influences human population distribution and land use.

6.27. Describe how the local environment impacts cultures and technology.

7.19. Describe how environmental factors affect human activities and resource use.

7.31. Analyze land use patterns of Ancestral Pueblo, Mogollon, and Athabaskan peoples.

7.32. Discuss the importance of resource shortages in the lifestyles of the Mogollon and

Future Grades:

9-12.Geo.18. Interpret the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.

9-12.Geo.19. Evaluate the process of place-making and the development of place-based identity.

9-12.Geo.30. Assess the reciprocal relationship between the physical environment and culture within local, national, and global scales.

9-12.NMH.17. Examine the changes in the plains of New Mexico as irrigation and cattle ranches

	<p><i>Ancestral Puebloans.</i></p>	<p><i>expanded into the territory.</i></p> <p><i>9-12.US.35. Analyze and predict how locations, places, and regions impact the evolution of human perspective and identity.</i></p> <p><i>9-12.WH.15. Analyze and explain the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.</i></p>
	<p>Students Who Demonstrate Understanding Can...</p>	<p>Vocabulary for Teacher Development</p>
	<ul style="list-style-type: none"> ● Identify examples of how Indigenous peoples adapted to migrations and environmental changes throughout North America. ● Describe examples of how Indigenous peoples' cultures, beliefs and interaction with land were influenced by the natural resources available to them. ● Understand the importance of subsistence, preservation, reciprocity and sustainability for the adaptation and survival of Indigenous peoples and the environments they live in. 	<p>Reciprocity - human-environment and human-human connections that are interdependent through mutual benefits and mutual responsibilities.</p> <p>Acequia system - acequias are mutually managed irrigation channels that have been in continuous operation in the arid American Southwest since before colonization.</p> <p>Resilience - the capacity to recover quickly from difficulties; toughness.</p> <p>Cultural sustainability - maintaining cultural beliefs, practices, values and attitudes that can be despite external influences.</p>



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity**

Grade

Performance Standard(s)

8

- 8.31. Describe how knowledge and perspectives of Indigenous peoples can help inform solutions to environmental and human rights issues.**
- 8.32. Draw a diagram or make a model to illustrate how Indigenous people have preserved their histories.**

Sample Concept/Content

Supporting Questions

- **Environmental:**
 - Human/nature harmony and balance
 - Seven generation principle/philosophy/model of planning
 - Environmental stewardship
 - Placemaking
 - Balance with nature
 - Adobe building
 - Land based practices and education
 - Human to human and human to land reciprocity
 - Alliances
 - Allow Indigenous voices and perspectives in land management policies
- **Human rights:**
 - Strategies of peacemaking
 - Communications and alliances
 - Resilience
 - Common societal norms revolving respect and meeting the needs of all members
- Illustrated and performed oral histories (Zuni maps, green corn dance, musical instruments, sports, sacred sites, origin stories)
- Artistic representations of history (artifacts ceramics, sculptures, stone carvings, codices, temples, figurines, wampum belts, ceremony)

- Describe the philosophies behind Indigenous peoples' relationship to the environment.
- How did Indigenous peoples maintain their original lands for thousands of years before colonization?
- What can we learn from Indigenous peoples to better the environment and the lives of everyone?
- How did Indigenous peoples preserve their histories?
- What type of information do petroglyphs, codices, and statues communicate?
- Describe examples of how art and performance can be used to pass on traditional knowledge.

Vertical Alignment

Previous Grades:

6.28. Describe how people impact their local environment.

7.26. Explain the importance of artifacts and oral histories in understanding how prehistoric people lived.

7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.

7.46. Brainstorm ways in which New Mexicans might heal from past and current injustices.

Future Grades:

9-12.Geo.26. Predict future social, political, economic, cultural, religious, spiritual, and environmental opportunities as well as obstacles associated with movement, population, decision making, and perspectives in a given place or region.

9-12.Geo.27. Develop reasoned ethical judgments about people, places, events, phenomena, Environmental ideas, or developments, and determine appropriate ways to respond.

9-12.Geo.33. Assess how social, economic, political, and environmental developments at global, national, regional and local levels affect the sustainability of modern and traditional cultures.

Students Who Demonstrate Understanding Can...

- Understand the relationship Indigenous peoples had with nature and with each other.
- Brainstorm solutions to environmental and human rights issues based on inspiration from Indigenous peoples.
- Identify a variety of ways in which Indigenous peoples have passed on their histories and culture.
- Create a representation of an Indigenous artifact or custom.

Vocabulary for Teacher Development

Seven generation model - relates to decisions being made about our energy, water, and natural resources, a concept that urges the current generation of humans to learn from the generations of the past and live and work for the benefit of the seventh generation into the future.

Environmental Stewardship - The responsible use and protection of the natural environment through conservation and sustainable practices to enhance ecosystem resilience and human well-being.

Placemaking - an approach that capitalizes on a local community's assets, inspiration, and potential, with the intention of creating public spaces that promote people's health, happiness, and well-being.



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 21. Identity in History**

Grade

Performance Standard(s)

8

8.33. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in the United States.

Sample Concept/Content

Supporting Questions

- **Indigenous origins**
 - Theories and evidence of early settlement of the Americas.
 - Indigenous peoples establishment and migration patterns throughout North America.
- **Forced origins**
 - Groups whose identity is impacted by forced relocation including Indigenous peoples (ex. Genizaros) and people from Africa made into slaves.
 - Forced relocation of Indigenous peoples from home lands onto reservations.
- **Voluntary origins**
 - Factors that lead to Indigenous peoples voluntarily leaving their communities to join agricultural centers, cities, and suburbs.
 - Variation of motivations and experiences of European colonists who settled voluntarily.

- Describe how different groups came to exist and live throughout North America.
- How does being forced to move affect a person or group's identity?

Vertical Alignment

Previous Grades:

5.30. Demonstrate knowledge of family history, culture, and past contributions of people in their main identity groups.

5.31. Explain how the treatment of groups of people in the past and present impacts who they are.

Future Grades:

9-12.US.33. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in the United States

9-12.Civ.20. Use data and evidence from multiple perspectives related to federal policy toward Indigenous groups to develop an understanding of Indigenous/U.S. relations over time.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> • Describe the various ways that people have established their lives in what is now the U.S. • Compare and contrast different groups' origins and make connections with their own lives and communities. 	<p>Genizaro - Indigenous peoples who, through war or payment of ransom, were removed from their tribes and taken into Hispano and Puebloan villages as indentured servants, shepherds, general laborers, etc.</p>

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

Geography 11. Geographic Representations and Reasoning

- 8.27. Use the five themes of geography (location, place, movement, human-environmental interaction, and region) to describe a specific Sovereign Tribal Nation or Indigenous peoples group of North America.

Geography 12. Location, Place, and Region

- 8.29. Define a region by its human and physical characteristics.

Inquiry 26. Communicate and Critique Conclusions

- 8.14. Create maps, charts, infographics, or other visual media that communicate research findings or other significant information digitally or on paper.
- 8.16. Portray historical people, places, events, and ideologies of the time to examine history from the perspective of the participants through creative expression.
- 8.17. Use applicable presentation technology to communicate research findings or other significant information.

This instructional task helps students to develop research skills and an understanding of geography and Indigenous peoples of North America. Guiding questions include:

1. What is the location, place, movement, human-environmental interaction and region of the North American Indigenous peoples group you chose?
2. How does the geography of a given place affect the cultural practices and beliefs of the people who live there?

Sample Task #1

Before colonization, North America was inhabited by hundreds of diverse Indigenous groups who varied region by region. This task will allow students to research an Indigenous group of their choice, while simultaneously learning about the fundamental themes of geography. Through their research and creative expression, they will also have the opportunity to develop empathy, tolerance and understanding for diverse peoples by understanding the relationship between geography and culture.

Part 1: Students will study [maps](#) of North America to identify and discover different regions and determine which Indigenous group they would like to further research. They may choose any Indigenous group historical or contemporary who is Indigenous to the lands that are now known as Canada, The United States, Mexico and Caribbean Islands. Here is a list of examples from various regions that they may choose from.

- Arctic (ex. Inuit)
- Subarctic (ex. Innu, Ojibwa, Beaver)
- Northwest Coast (ex. Chinook, Tlingit, Kwakwaka'wakw)

- California (ex. Mojave, Pomo, Karok)
- Plateau (ex. Yakama, Nez Perce)
- Great Basin (ex. Shoshone, Ute, Washoe)
- Plains (ex. Arapaho, Cheyenne, Comanche, Crow, Lakota, Apache)
- Northeast Eastern Woodlands (ex. Mohawk, Oneida, Seneca, Powhatans)
- Southeast (ex. Cherokee, Chickasaws, Choctows, Creek)
- Southwest (ex. Hopi, Zunis, Yuma, Pima)
- Mesoamerica (ex. Otomi, Mixtec, Zapotec, Tarahumara/Rarámuri, Maya)
- Caribbean (ex. Taino, Igneri)

Part 2: Students will then use a variety of resources found on the internet including images, articles, and videos as well as any available printed instructional materials to research the five themes of geography (location, place, human-environmental interaction, movement, region) in relation to their chosen group. For this part students will use a graphic organizer such as a table or a web/mind map to take notes and gather images and ideas for each theme. Educators can use this opportunity to have students define and understand the five themes, as well as help them develop and practice research skills such as using key terms, skimming articles, and vetting reliable sources.

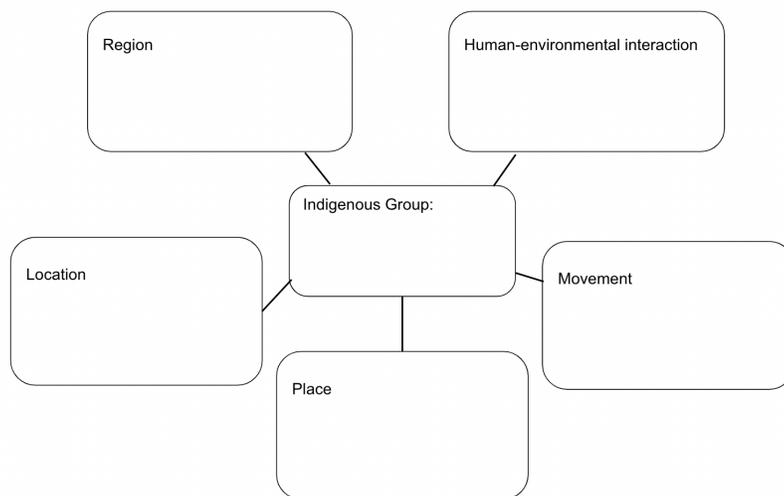
Part 3: Students will make a project through creative expression that presents the information they have learned regarding the five themes of geography for their tribe. Output options can be digital or print as long as they contain the same amount or appropriately differentiated amount of effort. For example:

Handmade: Poster, brochure, diorama, illustrated essay, annotated collages, comics, short books, drawings with accompanied informational text etc.

Digital: Powerpoint, prezi or digital poster/brochure including images of student created pieces such as drawings, sculptures, dioramas, comics, etc.

Exemplar Student Responses

Part 2: Research and notetaking, graphic organizer example:



Example of completed table:

Indigenous Group:	Powhattan
Region	North Eastern Woodlands
Location	Chesapeake Bay, Jamestown Virginia
Place	Physical Characteristics- Near Potomac River, James River, Atlantic Ocean provided natural resources for fishing, hunting. Woodlands made wood available for building shelters, canoes and tools. Climate is hot humid summers, cold snowy winters.
Movement	Before colonization, they encompassed all of the tidewater Virginia area, from the south side of the James River north to the Potomac River. After the English invasion and death of the chief, a treaty was signed in 1646 that limited their natural territories to smaller reservations. Over the next centuries, Powhatan continued to be pushed off their lands and some tribe members left the reservations and integrated with Virginians.
Human-Environmental Interaction	Powhatan utilized natural resources available to them without over extracting. They build longhouses of wood or smaller wigwams made of wood and other vegetation. They consumed animals including acoon, deer, turkey, rabbit, squirrel, and they cultivated corn, squash, pumpkin, beans, and sunflowers. Typically men hunted and women worked in agriculture. Their lifestyle was dependent on seasonal cycles, this influenced their beliefs and religion.

Part 3: Creative project Look For's

- The project reflects high effort and creativity
- Well thought out with outlines, notes, or sketches utilized before final product made
- Digital projects include images of handmade elements and/or original informational text
- Handmade projects are done in professional presentation format, including ink, color, 3-d materials
- Both handmade and digital projects represent all themes of geography

DOK	Blooms
3	Create
Cross-Curricular Connections	
<u>CCSS.ELA-LITERACY.WHST.6-8.2.B</u>	
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

Diverse Indigenous peoples of North America.

How are groups and individuals portrayed?

Indigenous peoples that students research will be portrayed through the specifications of their geographic themes.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

The stimuli allows for critical questioning about diverse varieties of Indigenous peoples' geography and way of life. This can allow for the unlearning of stereotypes of the marginalized community of Indigenous peoples

What supports are provided to teachers to identify blind spots?

Sample content examples include a wide array of regions and Indigenous groups to choose from and helps to define North America as being beyond what is currently the U.S.

How is this text or stimuli culturally/linguistically responsive?

It allows student with ties to Indigenous backgrounds to see themselves in the content and build pride

VABB Analysis

<p>Validate</p> <p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p>Affirm</p> <p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>Question: What is the geography of your hometown like? How does it affect your daily life and culture?</p> <p>ESR: I'm from Albuquerque which is a high desert. We experience all seasons, even in the summer when there are really hot days, there are also cool nights, this means my family likes to get together outdoors in the evening. It also affects my culture because it influences the food I eat.</p>	<p>Question: How are Indigenous peoples typically portrayed? Does this portrayal match the five themes of geography of the tribe you have researched?</p> <p>ESR: Indigenous peoples are typically portrayed as living in teepees, wearing feathers and few clothes. I studied the pueblo people who do not fit this stereotype, they live in adobe villages, wear a variety of clothing and have made many environmental contributions.</p>
<p>Build</p> <p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p>Bridge</p> <p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>Question: If you lived as part of the Indigenous peoples group that you studied, how</p>	<p>Question: Think about the region, location, place, movement and human-environment interaction</p>

<p>would you like to portray the culture of your people to the rest of the world?</p> <p>ESR: If I were a Pueblo Indigenous person, I would want everyone to know how advanced my people are and that we still exist and thrive. I would like my story to be told through my native language.</p>	<p>of your city/community. What are some actions, events or improvements that you can take part in to preserve and take advantage of your geography?</p> <p>ESR: I live in the south valley of Albuquerque, where we have acequias and agriculture. I think my family and community could teach new neighbors about the history of our neighborhood and show them how to utilize irrigation systems for the betterment of their family and the environment.</p>
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Suggested Student Discourse

Question	Method
<p>What is the geography of your hometown like? How does it affect your daily life and culture?</p>	<p>Type: Dialogue</p> <p>Strategy: Conver'stations'</p> <p>A small-group dialogue strategy that gives students exposure to more of their peers' ideas and prevents the stagnation that can happen when a group doesn't happen to have the right chemistry.</p>

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

- 1.) Identify vocabulary words to pre-teach:
 - Vocabulary are words that are more likely to appear in text than speech.
 - Choose words that are not implicitly or explicitly defined within the text.
- 2.) Create Text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports	
Vocabulary/Text-Based Questioning:	UDL Strategies:
<p>Vocabulary: Indigenous Peoples, Place, Location, Region, Movement, Human-Environment Interaction</p> <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● What is the location, place, movement, human-environmental interaction and region of the North American Indigenous 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide maps and visuals to show the variation of geography across the continent that Indigenous peoples have adapted to and give examples of how their culture is reflected through the five themes.

peoples group you chose?

- How does the geography of a given place affect the cultural practices and beliefs of the people who live there?
- What lessons can people learn from understanding indigenous peoples' relationships to their environment?

Targeted Supports:

- Create a graphic organizer for students.
- Provide specific resources or keywords to be used for research.
- Give sentence starters for note taking on each of the five themes.

Grade 8 Age of Exploration and Exploitation (c. 1400 CE - 1500 CE)

Compelling Question	Inquiry Alignment
<p>What were the motivations for westward exploration and the consequent impacts that led to exploitation of people and resources?</p>	<p>8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.</p> <p>8.16. Portray historical people, places, events, and ideologies of the time to examine history from the perspective of the participants through creative expression.</p>

Standards at a Glance

Theme 2: Age of Exploration and Exploitation (c. 1400 CE–1500 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 8.34. Discuss the relationship between a ruler of a nation-state and the citizens of its colonies.
Economics/Personal Financial Literacy 7. Economics Systems and Models	<ul style="list-style-type: none"> 8.35. Illustrate significant European economic theories and their connection to the colonization of the Western Hemisphere.
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> 8.36. Describe the causes and effects of exploration and expansion into the Americas by the Europeans during the 15th and 16th centuries.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.37. Identify key people, places, and ideas from major European nations of the 15th and 16th centuries.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 8.38. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between c. 1400 CE and 1500 CE. 8.39. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.



**Anchor Standard:
Civics 1. Civic and Political Institutions**

Grade

Performance Standard(s)

8

8.34. Discuss the relationship between a ruler of a nation-state and the citizens of its colonies.

Sample Concept/Content

Supporting Questions

- Colonialism:
 - Long control by the British Empire over much of North America, parts of Africa, and India is an example of colonial domination.
 - Historically the most frequent way for one group of people to dominate another.
 - Colonial subjects are often limited to menial jobs with little to no wages.
 - Colonialism, as opposed to annexation, rarely incorporates Indigenous ways of life.
 - Indigenous people, such as tribal groups, become a minority in an area they once were the majority.
 - Minority groups are exploited.
 - Natural resources are exploited.
 - Resources benefit the ruling class.

- How were colonies controlled by their foreign rulers?
- What motivations did rulers have to find and colonize foreign lands?
- Describe how Indigenous people were impacted by colonization?

Vertical Alignment

Previous Grades:

7.15 - Describe the relationships of tribal, state and local governments with the national government under the federal system.

7.47 - Describe the relationship between a nation-state and its colonies.

Future Grades:

9-12.US.42 - Describe how particular historical events and developments shape human processes and systems in a given place/region over time.

9-12.US.65 - Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of the Earth's surface and resources.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Describe how the ruler of a nation state controls their colonial territories. ● Explain how a nation-state benefits from its colonies. ● Summarize the impacts of colonization on Indigenous people. 	<p>Annexation - to add or attach, with respect to a territory.</p> <p>Authoritarian - favoring or enforcing strict obedience to authority, especially that of the government, at the expense of personal freedom.</p> <p>Colonialism - is the political, social, economic, and cultural domination over people by a foreign power, for an extended period.</p> <p>Domination - the exercise of control or influence over someone or something, or the state of being so controlled.</p> <p>Sovereignty - the authority of a state to govern itself or another state.</p>



Anchor Standard:
Economics/Personal Financial Literacy 7. Economics Systems and Models

Grade

Performance Standard(s)

8

8.35. Illustrate significant European economic theories and their connection to the colonization of the Western Hemisphere.

Sample Concept/Content

- Competition between European countries to gain control of natural resources:
 - Searching for gold
 - Hunt/trapping of animals
 - Spices
 - Fertile soil
- Trade:
 - French fur trade
 - Columbian exchange
- Agriculture:
 - Farming of staple and cash crops produced for its commercial value rather than for use by the grower.

Supporting Questions

- Which economic forces led to the exploration and colonization of the Western Hemisphere?
- How did the competition for natural resources impact the European colonization of the Western Hemisphere?
- What was the role of each participant in the Columbian exchange?
- How was each participant impacted by the Columbian exchange?

Vertical Alignment

Previous Grades:

7.23 - Demonstrate how early humans compete and cooperate to gather and use natural resources

7.24 - Discuss patterns of migration of early people as they settled across New Mexico and the Southwest region.

Future Grades:

9-12.US.28 - Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Identify and explain the economic forces which led to the European colonization of the Western Hemisphere. ● Analyze how the competition for natural resources influenced the colonization of the Western Hemisphere. ● Summarize the role and impact of the Columbian Exchange on all participants. 	<p>Civilization - the type of culture and society developed by a particular nation or region or in a particular epoch: The ways in which people organize themselves.</p> <p>Colonization - the action or process of settling among and establishing control over the Indigenous people of an area.</p> <p>Columbian exchange - the exchange of diseases, ideas, food, crops, and populations between Europe, Africa and the Americas following Christopher Columbus's voyage in 1492.</p> <p>Conquest - the subjugation and assumption of control of a place or people by use of military force.</p> <p>Exploration - the action of traveling in or through an unfamiliar area in order to learn about it.</p> <p>Fertile - capable of producing abundant vegetation or crops.</p> <p>Natural resources - anything from the natural environment that people use to meet their needs. They are "gifts of nature" that are present without human intervention.</p> <p>Settlement - a place, typically one that has hitherto been uninhabited, where people establish a community.</p> <p>Staple crops - a crop of food that is eaten often and in such quantities that it constitutes a dominant portion of a standard diet for a given person or group of people.</p> <p>Trade - exchanging goods and services with people for other goods and services or for money.</p> <p>Western Hemisphere - part of Earth comprising North and South America and the surrounding water.</p>



Anchor Standard:
Geography 13. Movement, Population, and Systems

Grade

Performance Standard(s)

8

8.36. Describe the causes and effects of exploration and expansion into the Americas by the Europeans during the 15th and 16th centuries.

Sample Concept/Content

Supporting Questions

Causes:

- Plague > end of feudalism > cultural changes > renaissance
- Collapse of the Silk Road > desire to find alternative trade routes
- Renaissance > expansion in thoughts & attitudes > curiosity to explore
 - Find new lands and trade routes
- Reformation > desire for religious freedom, escape persecution
- Mercantilism > colonization & exploitation

Effects:

- Columbian Exchange & slave trade
 - Chattel slavery; exploitation of people
 - Environmental/invasive species effects - plants, animals; alteration of ancestral landscape
- Economic prosperity and growth of settlement > corresponding effects on Indigenousettlements
 - Fur in border regions: foreshadows French & Indian War > Proclamation Line of 1763
 - Cash crops in agriculture regions: indigo, rice, tobacco, sugar cane

- What factors led to the age of exploration?
- In what ways did mercantilism lead to significant impacts in the Americas?
- Describe how the Columbian Exchange perpetuated exploitation?
- How did the economic prosperity of European colonizers affect not only Indigenousettlements, but ancestral landscape?

Vertical Alignment

Previous Grades:

6.45. Describe how trade networks and the transfer of goods and ideas linked post-classical societies.

6.49. Use maps to explain how encounters and exchanges linked the world.

7.30. Explain early trade networks and their impact on cultural groups.

7.41. Analyze the movement of people, goods, and ideas across the world during the Age of Exploration.

7.44. Analyze the patterns of colonization, exploration, destruction, and creation that came with the occupation of the Americas by Spaniards.

Future Grades:

9-12.US.129. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.

9-12.WH.13. Evaluate the impact of global interconnectedness on international economic stability and growth.

Students Who Demonstrate Understanding Can...

- Identify major events that led to the exploration of new trade routes and lands.
- Summarize the impact exploration and colonization had on the Americas from first discovery through the 1500's.

Vocabulary for Teacher Development

Colonization - the action or process of settling among and establishing control over the Indigenous people of an area.

Feudalism - the dominant social system in medieval Europe, in which the nobility held lands from the Crown in exchange for military service, and vassals were in turn tenants of the nobles, while the peasants (villeins or serfs) were obliged to live on their lord's land and give him homage, labor, and a share of the produce, notionally in exchange for military protection.

Mercantilism - an economic system of trade that spanned from the 16th century to the 18th century, was based on the idea that a nation's wealth and power were best served by increasing exports and so involved increasing trade.

Persecution - hostility and ill-treatment, especially because of race or political or religious beliefs.

Reformation - a 16th-century movement for the reform of abuses in the Roman Catholic Church ending in the establishment of the Reformed and Protestant Churches.

Renaissance - the revival of art and literature under the influence of classical models in the 14th–16th centuries.



Anchor Standard:
History 15. Historical Change, Continuity, Context, and Reconciliation

Grade

Performance Standard(s)

8

8.37. Identify key people, places, and ideas from major European nations of the 15th and 16th centuries.

Sample Concept/Content

Supporting Questions

- Explorers: Ferdinand Magellan, Christopher Columbus, Juan Ponce de León, John Cabot, Amerigo Vespucci, Giovanni de Verrazzano, Jacques Cartier, Henry Hudson, Hernán Cortés, Samuel de Champlain, Hernando de Soto, Francisco Pizzaro
- Rulers: King Henry VIII, Queen Elizabeth I (England), King Ferdinand II and Queen Isabella (Spain), King John II (Portugal)
- Influential People: Martin Luther, John Calvin, William Shakespeare, Leonardo da Vinci, Michelangelo, Niccolò Machiavelli, Thomas Hobbes, Nicolaus Copernicus, Johannes Kepler, Galileo Galilei, Isaac Newton
- *Places:* England, Spain, Portugal, Italy
- *Ideas:* Renaissance: Humanism, education, experiences, adventure, art, literature; Impacts spread all over Europe, led to new learning and growth of universities; Reformation: Reform and schism within the corrupt Roman Catholic Church (involvement in politics, military, world leadership, increased fees, indulgences); English Reformation & the Catholic Counter Reformation; Scientific Revolution: New technology and innovation, using logic and reason to find truth, development of the Scientific Method

- How did the ideas of 15th and 16th century philosophers fuel the Renaissance era and the desire to explore westward trade routes?
- In what ways did the Renaissance improve education throughout Europe?
- How did the Scientific Revolution impact how we study science still today?

Vertical Alignment	
<p><i>Previous Grades:</i></p> <p>7.26. - Explain the importance of artifacts and oral histories in understanding how prehistoric people lived.</p> <p>7.33. - Connect cultural adaptations of Pueblo, Apache, and Dine people to today.</p>	<p><i>Future Grades:</i></p> <p>9-12.US.13. - Evaluate the long-term consequences of the end of Reconstruction and the rise of Jim Crow on formerly enslaved people and their descendants in all regions of the country.</p>
Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Explain how the ideas of the 15th and 16th century led to progress and exploration. ● Identify some key rulers, explorers, and influential people from the 15th and 16th centuries and summarize their significance and impact. 	<p>Humanism - a Renaissance cultural movement which turned away from medieval scholasticism and revived interest in ancient Greek and Roman thought.</p> <p>Innovation - a new method, idea, product, etc.</p> <p>Reformation - a 16th-century movement for the reform of abuses in the Roman Catholic Church ending in the establishment of the Reformed and Protestant Churches.</p> <p>Renaissance - the revival of art and literature under the influence of classical models in the 14th–16th centuries.</p> <p>Scientific revolution - a series of events that marked the emergence of modern science during the early modern period, when developments in mathematics, physics, astronomy, biology and chemistry transformed the views of society about nature.</p>



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 21. Identity in History**

Grade

Performance Standard(s)

8

8.38. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between c. 1400 CE and 1500 CE.

Sample Concept/Content

- Factors that resulted in unequal power relations among identity groups
 - Cultural - European cultures believed themselves to be superior to those of the Americas due to their differences, such as having an emphasis on written vs oral language and traditions, differences in geography and subsequent lifestyles, and differences in appearance and skin color.
 - Economic - Colonial plantations used forced labor of Indigenous peoples
 - Political - The desire for gold and goods to fuel wars over European power resulted in the dehumanization of Indigenous peoples; Monarchies and divine right created injustices for working class Europeans
 - Religious - Catholic Inquisition, Christian spiritual motivations justified conquest of lands
 - Social - Spanish caste system

Supporting Questions

- To what extent should Columbus Day be celebrated as a holiday?
- Why did Europeans enslave people of the Americas and how does this continue to affect power relations of different countries and identity groups to this day?
- What religious movements and religiously inspired ideas allowed for unequal power relations to grow?
- What cultural, economic, and political ideas were brought to the Americas by exploration that resulted in unequal treatment of people who were not European?
- Compare and contrast the cultural and social differences between groups of Europeans and people of the Americas.

Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>7.45. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and culture.</i></p> <p><i>7.65. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.</i></p>
	<p><i>Future Grades:</i></p> <p><i>9-12.NMH.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.</i></p> <p><i>9-12.US.19. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.</i></p>
	Vocabulary for Teacher Development
	<p>Students Who Demonstrate Understanding Can...</p> <ul style="list-style-type: none"> Identify factors that contributed to root causes of inequality brought on during the age of exploration.
	<p>Religious - relating to or believing in a religion. Colonial - involving a period of political control by a more powerful country.</p>



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 21. Identity in History**

Grade

Performance Standard(s)

8

8.39. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.

Sample Concept/Content

- Historical and contemporary contributions to society by individuals or groups (cultural, economic, intellectual, political, social).
- Taino contribute language, (barbacoa/barbecue, canoas/canoes, jamaca/hammock, and jurakan/hurricane) economic goods, fishing techniques, cultivation strategies, religion.
- Incan Empire - civil and hydraulic engineering (architecture like machu picchu, roads, bridges, terraces, aqueducts), freeze drying, brain surgery, communications network (chasqui), accounting system (quipu), agricultural goods including potatoes and quinoa.
- Aztec Empire - number system, calendar, medicinal knowledge, artificial islands (chinampas), irrigation, temple pyramids, chewing gum agricultural goods including corn, beans, tomatoes, pumpkins, chili, hydraulic engineering.
- Mayan Empire - astronomy, calendar system, hieroglyphic writing, numerical system, court system, observatories, temples, palaces, sports (pok-a-tok), ceremonies and rituals, slash and burn farming technique, agricultural goods including cacao (chocolate), squash, tobacco.
- Ancestral Puebloans - Food storage, centers of teaching and learning (chaco canyon) irrigation, art, strategies for environmental adaptation, trade routes.
- Eastern Woodlands - democracy/confederacy, longhouses, matriarchal organization, fishing techniques, survival skills taught to British settlers.
- All-natural medicine, oral traditions, storytelling

Supporting Questions

- What were the achievements and contributions of Indigenous Americans?
- What contributions of Indigenous North Americans have an impact on your life today?
- What are patterns that arise amongst contributions of Indigenous Americans?

Vertical Alignment

Previous Grades:

7.35. Analyze who have been key figures that have contributed to an individual culture and what they did.

7.65. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.

Future Grades:

9-12.US.19. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

Students Who Demonstrate Understanding Can...

- Identify and list various contributions of Indigenous Americans.
- Compare and contrast contributions of Indigenous Americans.
- Build connections and find patterns between Indigenous Americans' contributions and their geographies.

Vocabulary for Teacher Development

Chinampa - a technique used in Mesoamerican agriculture which relies on small, rectangular areas of fertile arable land to grow crops on the shallow lake beds in the Valley of Mexico.

Chasqui - agile, highly trained, physically fit messengers of the incan empire who utilized vast road networks.

Quipu - an ancient Inca device for recording information, consisting of variously colored threads knotted in different ways.

Pok-A-Tok - a ritual ball game of the Maya, versions of which are found throughout Mesoamerica.

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

Ethnic, Cultural, and Identity Studies 21. Identity in History

8.39. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.

Inquiry 25. Develop Claims

8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.

This instructional task helps students to activate prior learning, practice questioning, and summarize new information. They will complete a graphic organizer of a K-W-L chart and learn about the contributions of the civilizations of the Americas that were thriving at the time of European exploration.

Sample Task #2

Contributions of Indigenous peoples KWL chart and research.

- Students will complete a KWL chart about corn/maize to practice the skill before completing another one based on their own choice and interest.
- Students will begin by taking notes in the “K” column on what they already know about the origins and importance of corn/maize.
- Then, with an elbow partner and/or with teacher modeling, students will generate a list of at least 5 questions that they have about the origins of corn and write them in the “W” column.
- Then they will watch this video: [PBS Native America Corn is King Video](#)
- And skim through pages 1-34 of this slides presentation: [NRCS Heirloom Seeds of Our Cultural Past](#)
- Optional extra resource, article with photos and video.
[NPR Tribes Revive Indigenous Crops, And The Food Traditions That Go With Them](#)
- As they watch and read the sources they will complete the “L” part of the graphic organizer to describe what they have learned.
- Teachers can share these questions to promote student discussion in small or whole groups:
 - “Which, if any, of your questions were answered?”
 - “What did you learn that was unexpected or surprised you?”
 - “How could you reformulate a question to match something that you learned?”
- Then students will fill out a new KWL chart about the contributions of Indigenous Americans at the time of exploration. They may choose from any of the following groups and research one of their contributions (listed in 8.39 standard above) or come up with their own Indigenous American Group contribution. Finally, students can discuss their findings with each other in small groups.

Exemplar Student Responses

Indigenous peoples contribution: Corn/Maize

K (What do I know)	W (What do I wonder)	L (What did I learn)
<p>Corn is from Mexico Corn is used in a lot of foods Animals and humans eat corn Corn comes in different colors Dried corn can be saved for a long time</p>	<p>Where did corn originate from exactly? What made people think to use corn in so many different ways? Does all corn taste the same? Why do some species of corn make popcorn and others don't? Which Indigenous peoples ate corn?</p>	<p>Corn was popular amongst many Indigenous peoples across the Americas and was domesticated around 2000 BC. Corn was biologically engineered by Indigenous peoples to become more edible and to feed millions of people. When Indigenous people planted corn or other foods, they thought ahead seven generations to understand the environmental impact they would have. There is a movement to preserve original species of corn seeds. Corn is often grown with beans and squash and this is known as the 'three sisters'.</p>

Indigenous peoples contribution: Ex: Chinampas of the Aztec (Student Choice)

K (What do I know)	W (What do I wonder)	L (What did I learn)
<p>The Aztecs built these floating gardens They surrounded the main city of Teotihuacan The island/lakes they were built on were man-made</p>	<p>What was the purpose of chinampas? What types of things were grown on them? What happened to the chinampas? What does the name mean in its native language?</p>	<p>Chinampas allowed for an efficient use of space to produce lots of food for people in the empire. Food grown on them includes corn, squash, beans, chiles, and tomatoes. They were created by interweaving reeds with stakes</p>

	How were they made?	<p>then adding fertilized soil on top of that base.</p> <p>Chinampas still exist in places like Xochimilco and Tlahuac.</p> <p>This was only one of many agricultural techniques that the Aztecs used.</p> <p>Aztecs prefer to call themselves Mexica.</p>
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DOK	Blooms
2	Recall, Question, Gather

Cross-Curricular Connections

CCSS.ELA-LITERACY.WHST.6-8.9
Draw evidence from informational texts to support analysis, reflection, and research.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?
Indigenous peoples of the Americas.

How are groups and individuals portrayed?
As important contributors to this era.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?
It provokes students to take a deeper look at cultural diversity that exists across the Americas before and during European exploration. The descendants of the Indigenous peoples being researched are part of today's marginalized communities, and many students in NM have ties to these communities.

What supports are provided to teachers to identify blind spots?
The initial KWL chart works as a formative practice for teachers to identify students who will need extra support to complete one on their own.

How is this text or stimuli culturally/linguistically responsive?
The PBS Native American video is culturally responsive because it highlights the importance of Maize, which is important to many hispanic/latino/Indigenous communities. It shows the advanced biological engineering that was built into its cultivation and highlights the connections between diverse communities. When completing their own research, students will find further sources that highlight the contributions of cultures that are related to student backgrounds.

VABB Analysis

<p>Validate</p> <p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p>Affirm</p> <p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>Question: What foods and dishes are important to your family, what occasions do you eat them for? Where do their ingredients originate from?</p> <p>ESR: My family uses a lot of corn and chile as ingredients for some of our most important dishes like tamales, tacos and chile relleno. We eat these as large family meals and on holidays. Corn and chilies originate in Mexico.</p>	<p>Question: Indigenous peoples are often portrayed as primitive, but what are some of the most impressive technological and cultural advancements that Indigenous Americans contributed to North America and the world?</p> <p>ESR: I was surprised to learn that Indigenous Americans engineered water, land, and food, they fed millions of peoples, they conducted brain surgery, made complicated architecture, made medicines, developed languages and created systems of government that inspired the US.</p>
<p>Build</p> <p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p>Bridge</p> <p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>Question: If you could teach your next seven future generations an important lesson what would be?</p> <p>ESR: I would teach them how to fend for themselves and sustain themselves, maybe by knowing how to grow food and build things that they need. I would teach them the lesson that hard work can pay off.</p>	<p>Question: Think of a social group that is different from the ones you identify with, what is something about their culture that you are curious about? What steps could you take to learn more about them?</p> <p>ESR: I am curious about different religions of asian cultures like hinduism and buddhism. I'd like to see what they do first hand so maybe I could ask my local buddhist temple if they have any events that are open to the public so I can learn more.</p>

Suggested Student Discourse

Question	Method
What were the achievements and contributions of the Indigenous Americans you researched?	<p>Type: Discussion</p> <p>Strategy: Kagan Cooperative Structures Strategies for interaction in which students practice a variety of interpersonal functions and academic conversations to improve educational outcomes</p>

Multi-Layered System of Supports/Suggested Instructional Strategies

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- 1.) Identify vocabulary words to pre-teach:
 - Vocabulary are words that are more likely to appear in text than speech.
 - Choose words that are not implicitly or explicitly defined within the text.
- 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports

Vocabulary/Text-Based Questioning:	UDL Strategies:
<p>Vocabulary: Indigenous American, Social Group, Contribution, technological and cultural advancements.</p> <p>Text based questioning:</p> <ul style="list-style-type: none"> ● What did you learn that was unexpected or surprised you? ● What else are you curious about related to the contributions of Indigenous Americans? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Visuals, videos, maps, realia and artifacts <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Sentence starters for KWL chart ● Provide list of internet resources and keywords for research

Grade 8 Colonization (1490 CE - 1750 CE)

Compelling Question	Inquiry Alignment
<p>How did the interactions between Indigenous peoples and colonizers change over time?</p>	<p>8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.</p> <p>8.10. Use primary and secondary sources to analyze conflicting and diverse points of view on a certain topic.</p> <p>8.11. Make Connections between current events, historical materials, and personal experience.</p> <p>8.12. Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.</p>

Standards at a Glance

Theme 3: Colonization (1490 CE–1750 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> 8.40. Compare and contrast reasons why people moved to—and left—the Thirteen Colonies.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 8.41. Critique the ideas and belief systems related to land- and resource-use among Indigenous peoples and Europeans.
History 16. Cause and Consequence	<ul style="list-style-type: none"> 8.42. Evaluate the impacts of European colonization on Indigenous populations. 8.43. Describe the impact of slavery on African populations in Africa and the Americas.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 8.44. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group between 1490 CE and 1750 CE.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none"> 8.45. Discuss how the exchanges of resources and culture across civilizations led to the emergence of a global society. 8.46. Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.



**Anchor Standard:
Geography 13. Movement, Population, and Systems**

Grade

Performance Standard(s)

8

8.40. Compare and contrast reasons why people moved to—and left—the Thirteen Colonies.

Sample Concept/Content

- Religious & ideological reasons (Plymouth Colony, Pennsylvania, Maryland)
- Economic prosperity (Virginia, North Carolina, and South Carolina)
- Fur in border regions
- Cash crops in areas conducive to agriculture:
 - Indigo
 - Rice
 - Tobacco
 - Sugar Cane
- Punitive colony/border colony (Georgia)
- Slave trade
- Foreshadows 7 Year’s War (French & Indian War) and conflicts of the Proclamation of 1763

Supporting Questions

- Why were the 13 Colonies founded?
- How did geography impact the economic development of the 13 Colonies?
- How did religious ideals influence the development of the 13 Colonies?
- Which similarities and differences exist between the 13 Colonies (political, economic, religious, and social)?
- How important were the 13 Colonies to Great Britain as part of its global empire?

Vertical Alignment

Previous Grades:

- 7.43 - Explain the political and religious motivations of Spaniards as they encounter the Indigenous peoples of the Americas.*
- 7.39 - Explain the economic motivation of Spaniards as they enter the lands of, and interact with, the Indigenous peoples of the Americas.*
- 7.44 - Analyze the patterns of colonization, exploration, destruction and creation that came with the occupation of the Americas by Spaniards.*

Future Grades:

- 9-12.US.28 - Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors.*
- 9-12.US.41 - Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.*

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Compare and contrast the geographic and economic characteristics of the 13 Colonies. ● Compare and contrast the development of religious diversity within the 13 Colonies. 	<p>Agriculture - art of cultivating the soil, producing crops and raising livestock.</p> <p>Cash Crops - crops that are planted for the purpose of selling them on the market or for export to make profit.</p> <p>Colony - a group of emigrants or their descendants who settle in a distant territory but remain subject to or closely associated with the parent country.</p> <p>Colonization - the action or process of settling among and establishing control over the Indigenous people of an area.</p> <p>Debtors - person who owes a sum of money</p> <p>Indentured Servants - a contract between two people where one party agrees to work without any or minimal compensation to pay back money or an opportunity provided by the other.</p>



Anchor Standard:
Geography 14. HumanEnvironmental Interactions and Sustainability

Grade

Performance Standard(s)

8

8.41. Critique the ideas and belief systems related to land- and resource-use among Indigenous peoples and Europeans.

Sample Concept/Content

Supporting Questions

Doctrine of Discovery

- European justification to acquire riches and empires around the world
- Land acquisition was justified due to European ideals of cultural, racial, political and religious superiority

Comparative land use ideologies

- Introduction of new crops
- Introduction of new domesticated animals
- Conversion of land - forests and grasslands to pastures
- Adoption of Native American skills for farming and hunting

- How did the Doctrine of Discovery influence the relationship between Indigenous peoples and Europeans during Colonization?
- How did the use of land and resources evolve with the introduction of European ideals?
- What were the benefits and drawbacks of European and Indigenous peoples interactions with the environment?

Vertical Alignment

Previous Grades:

7.51 - Explain how differing places, people, and resources affected events in New Mexico during the Spanish Colonial period.

7.52 - Evaluate and compare practices of land usage and ownership between Indigenous peoples and Spaniards.

Future Grades:

9-12.US.74 - Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.

Students Who Demonstrate Understanding Can...

Vocabulary for Teacher Development

- Evaluate the ideals surrounding the Doctrine of Discovery.
- Analyze how Indigenous peoples and Europeans were impacted by the ideals within the Doctrine of Discovery.

Doctrine - a principle or body of principles presented for acceptance or belief, as by a religious, political, scientific, or philosophic group.
Ideologies - a system of ideas that form the basis of political policies.



Anchor Standard:
History 16. Cause and Consequence

Grade

Performance Standard(s)

8

8.42. Evaluate the impacts of European colonization on Indigenous populations.

8.43. Describe the impact of slavery on African populations in Africa and the Americas.

Sample Concept/Content

Supporting Questions

- Historical Thinking: Primary & Secondary Sources
 - Non-text primary source
 - Author’s bias
 - Narrative bias in tertiary sources (the danger of a single story)
- Patterns of Interaction:
 - Columbian exchange
 - Native American assimilation
 - Bacon’s Rebellion
- Historical Thinking: texts “in conversation” with each other
 - Columbus’ Diary & Letter from Fr. de las Casas
 - Florentine Codex & Cortez
 - Dutch East India Company
 - Role of ideology
 - Doctrine of Discovery

- How were Indigenous populations impacted by the European colonization of the Americas? Evaluate each example's level of impact.
- How were African populations impacted by the institution of slavery in Africa and the Americas?
- Were African slaves impacted differently than those in the Americas?

Vertical Alignment

Previous Grades:

7.42 - Explore the interactions between Spaniards and Indigenous peoples.

7.44 - Analyze the patterns of colonization, exploration, destruction, and creation that came with the occupation of the Americas by Spaniards.

7.45 - Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.

7.54 - Assess evidence of Spanish influence in New

Future Grades:

9-12.US.30 - Analyze the consequences of the continuing westward expansion of the American people after the Civil War.

9-12.US.31 - Evaluate the impact of the 14th Amendment on Native peoples and Asian and European immigrant men and women.

9-12.US.16 - Explore African American economic, political, and sociocultural responses to emancipation and Reconstruction.

	<i>Mexico today.</i>	<i>9-12.US.18 - Explore the efforts of the federal government, African Americans, and civil society reformers to create a new political and social order after emancipation.</i>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Evaluate the impacts of European colonization on Indigenous peoples. ● Describe how African Americans were impacted by slavery in Africa and the Americas. 	<p>Assimilation - a process by which a person's or group's culture becomes that of another group.</p> <p>Bias - prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.</p> <p>Slave Codes - laws that controlled the lives of enslaved African Americans and denied them basic human rights.</p> <p>Slavery - the institution that supports the holding of human beings as property.</p>



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 21. Identity in History**

Grade

Performance Standard(s)

8

8.44. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group between 1490 CE and 1750 CE.

Sample Concept/Content

Supporting Questions

- Religious Freedom:
 - Puritans
 - Quakers
 - Catholics
 - *Mayflower Compact*
 - Anne Hutchinson
 - Act of Toleration
- Great Awakening:
 - Jonathan Edwards
 - George Whitefield
- The Enlightenment:
 - John Locke
 - Benjamin Franklin
- Political Rights & Responsibilities:
 - *Magna Carta*
 - Virginia House of Burgesses
 - *Fundamental Orders of Connecticut*
 - *English Bill of Rights*
- Economic Influences:
 - Mercantilism
 - Navigation Acts
 - Triangular trade

- What role and influence did religion play within the 13 Colonies?
- How did the events of the Great Awakening and Enlightenment change how people thought about themselves and political rights?
- How did English laws contribute to the development and ideals of freedom and representative, self-government in the 13 Colonies?
- Compare how the English and colonists viewed Great Britain’s economic policies.

Vertical Alignment

Previous Grades:

7.36 - Describe the relationship between cultural heritage(s) and personal identity or identities.

7.45 - Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.

Future Grades:

9-12.US.56 - Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.

	<p>7.55 - Describe key figures that have made significant contributions to an individual culture.</p>	<p>9-12.US.66 - Examine historical and contemporary cultural, economic, political, and social contributions to society by individuals or groups within an identity group.</p>
	<p>Students Who Demonstrate Understanding Can...</p>	<p>Vocabulary for Teacher Development</p>
	<ul style="list-style-type: none"> ● Identify and explain how religion influenced colonial settlement in the Americas. ● Examine the source of religious and political ideals surrounding freedom and representative, self-government. ● Compare and contrast the differing viewpoints surrounding English economic policies in the 13 Colonies. 	<p>Legislature - the law-making body of a country or state.</p> <p>Mercantilism - economic policy that is designed to maximize the exports and imports of a country's economy.</p> <p>Persecution - hostility, ill-treatment or harassment towards another because of race, political or religious beliefs.</p> <p>Tolerance - to allow the existence of beliefs, ideas, and opinions contrary to personal feelings.</p>



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 22. Community Equity Building**

Grade

Performance Standard(s)

8

8.45. Discuss how the exchanges of resources and culture across civilizations led to the emergence of a global society.

Sample Concept/Content

- Increased global exchanges through the Atlantic world including: Columbian exchange and transatlantic trade.
- Spread of Christianity.
- Exchange of crops and cultures between Europeans and natives.
- Spread of Aztec technology to the new world, such as astronomy and pyramids.
- Spread of Incan technology to the new world, such as roadway system, masonry, suspension bridges, terrace farming.
- Spread of Mayan technology to the new world, such as architecture, city-states, calendars, and medical advancements.
- Renaissance ideas spread to the Americans.
- Printing press acted as a catalyst for changes in communication.

Supporting Questions

- How did the Columbian Exchange and Transatlantic Trade lead to an emerging global society?
- Which groups participated in global exchanges and by what method?
- Does global exchange impact societies today in the same way it did in the past?

Vertical Alignment

Previous Grades:

7.20 - Analyze how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of our state.

Future Grades:

9-12.US.33 - Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in the United States.

Students Who Demonstrate Understanding Can...

- Identify examples of cultural exchanges involving resources by specific groups.
- Explain how global societies emerged through the exchange of resources and culture.

Vocabulary for Teacher Development

Columbian Exchange - the exchange of diseases, ideas, food, crops, and populations between Europe, Africa and the Americas following Christopher Columbus's voyage in 1492.

Emergence - process of becoming important or prominent.

Renaissance - the revival and renewed interest in art and literature from the influence of classical models in the 14th - 16th centuries.



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 22. Community Equity Building**

Grade

Performance Standard(s)

8

8.46. Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.

Sample Concept/Content

- European perceptions of Indigenous natives as savages.
- European perceptions of Africans as property, shifting from indentured servitude to racial slavery.
- Sell of disabled slaves to doctors to perform medical experiments.
- Scarce role of women.

Supporting Questions

- How did perceptions of different identity groups impact social behaviors in communities throughout North America?
- How did these perceptions influence communities within the 13 Colonies?
- Do these perceptions continue to impact social behaviors in communities throughout the United States today?

Vertical Alignment

Previous Grades:

7.22 - Evaluate how society's responses to different social identities lead to access and barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.

Future Grades:

9-12.US.127 - Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

Students Who Demonstrate Understanding Can...

- Analyze the societal perceptions of specific cultural, ethnic identity groups.
- Identify examples of differing societal perceptions surrounding specific cultural, ethnic identity groups.

Vocabulary for Teacher Development

Communities - a group of people living in the same place or having particular characteristics in common.
Identity - characteristics which determine who or what something is .
Perceptions - the way in which you understand or interpret something.

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

Geography 13. Movement, Population, and Systems

8.40. Compare and contrast reasons why people moved to—and left—the Thirteen Colonies.

Geography 14. Human-Environmental Interactions and Sustainability

8.41. Critique the ideas and belief systems related to land- and resource-use among Indigenous peoples and Europeans.

Ethnic, Cultural, and Identity Studies 21. Identity in History

8.44. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group between 1490 CE and 1750 CE.

Ethnic, Cultural, and Identity Studies 22. Community Equity Building

8.45. Discuss how the exchanges of resources and culture across civilizations led to the emergence of a global society.

Inquiry 25. Develop Claims

8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.

8.11. Make connections between current events, historical materials, and personal experience.

In this instructional task students will complete a triple venn diagram by comparing and contrasting the similarities and differences between each colonial region, New England, Middle and Southern.

Students will utilize culminating resources from prior lessons (notes, interactive notebooks, textbooks, etc.) to categorize and form connections between each region. As they complete this task, students will demonstrate and apply their knowledge and skills to the following questions:

- Which similarities and differences exist between the 13 Colonies (political, economic, religious, and social)?
- How did the use of land and resources evolve with the introduction of European ideals?
- What role and influence did religion play within the 13 Colonies?
- Which groups participated in global exchanges and by what method?
- How important were the 13 Colonies to Great Britain as part of its global empire?

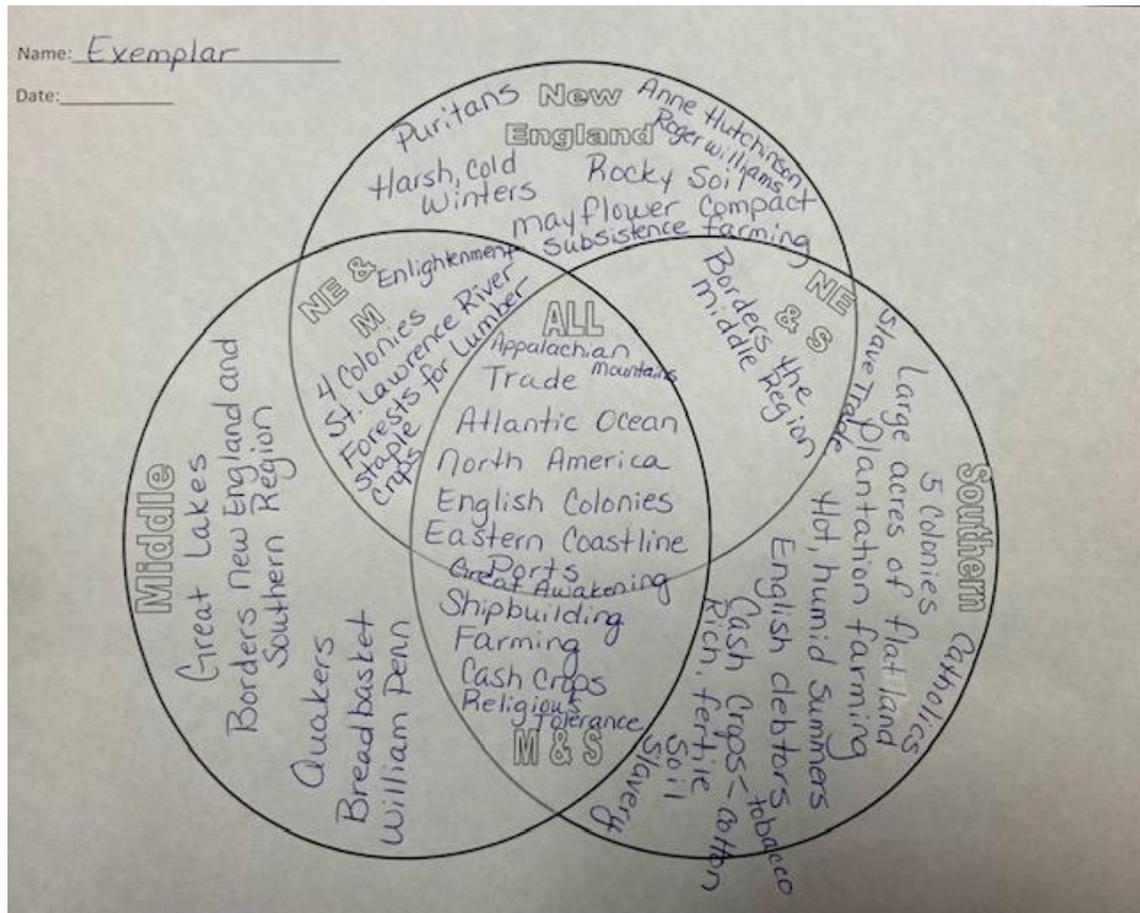
Sample Task #3

Triple Venn Diagram

Within this instructional task, students will generate similarities and differences between the three colonial regions by comparing and contrasting the political, economic, religious and social aspects of each region. Using a triple venn diagram, students will list their responses in the appropriate sections by:

- Listing similarities among all three regions in the center where all three circles overlap.
- Listing similarities among the New England and Southern Regions where those two circles overlap.
- Listing similarities among the New England and Middle Regions where those two circles overlap.
- Listing similarities among the Middle and Southern Regions where those two circles overlap.
- Listing differences for each region in the outer sections of the graphic organizer where each circle does not overlap.

Exemplar Student Responses



DOK

3

Blooms

Compare

Cross-Curricular Connections

[CCSS.ELA-Literacy.W.6-8.1.A](#)

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

[CCSS.ELA-Literacy.WHST.6-8.9](#)

Draw evidence from informational texts to support analysis, reflection, and research.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

The stimuli allows students to connect with the political, economic, religious, and social aspects which defined English colonization. They will reflect on the similarities and differences between each colonial region by comparing and contrasting the characteristics and attributes of each region.

How are groups and individuals portrayed?

Each colonial region is defined by political, economic, religious, and social attributes. These characteristics are influenced by the geography, natural resources and social groups which colonized each region.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

The stimuli prompts students to compare and contrast the characteristics which define each colonial region. Students will make connections between the similarities and differences by analyzing factors such as geography, climate, natural resources, economic activity, social groups, primary sources, and historical events.

What supports are provided to teachers to identify blind spots?

Examples of reference materials and a student exemplar is provided. Teachers are also prompted to reference their district approved curriculum as a reference material for content application.

How is this text or stimuli culturally/linguistically responsive?

The stimuli enables students to categorize the important attributes that made each colonial region unique and similar to its counterparts. The stimuli helps students to organize these qualities when determining the important characteristics which enabled England to expand their growing empire.

VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
Question: What does the stimuli reveal when comparing and contrasting the three colonial regions? ESR: Regional similarities and differences played a	Question: Which key factors played a role in the similarities and differences between each colonial region? ESR: Similarities and differences are identified

	key role in defining the 13 Colonies as an important entity that significantly impacted England's ability to expand its growing empire.	when examining the political, economic, religious, and social characteristics of each region.
	Build <i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	Bridge <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
	Question: Can political, economic, religious, and social factors still be used to determine a country's global status in the world? ESR: These factors can still be used to analyze a country's status in today's world. They can be applied to categorize important characteristics and qualities.	Question: Are global empires still built upon similar characteristics today? ESR: Political, economic, religious and social factors play a defining role in categorizing and evaluating a country's status in the world. Global empires grew overtime due to the lands, resources, and opportunities which were acquired.
	Suggested Student Discourse	
Question	Method	
How important were the 13 Colonies to Great Britain as part of its global empire?	Type: Dialogue Strategy: Inner Outer Circle A dialogue that gives students a chance to talk in the inner circle and act as focused listeners to provide peer feedback on conversational skills/behaviors in the outer circle; This type of dialogue gives students the opportunity to respond to questions and/or discuss information with a variety of peers in a structured manner.	
Multi-Layered System of Supports/Suggested Instructional Strategies		
In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning: <ol style="list-style-type: none"> 1.) Identify vocabulary words to pre-teach: <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text. 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure. 		
Instructional Supports		

Vocabulary/Text-Based Questioning:	UDL Strategies:
<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none"> ● Colonization, political, economic, social, geography, natural resources and triple Venn diagram <p>Text-Based Questions:</p> <ul style="list-style-type: none"> ● Which similarities and differences exist between the 13 Colonies (political, economic, religious, and social)? ● How did the use of land and resources evolve with the introduction of European ideals? ● What role and influence did religion play within the 13 Colonies? ● Which groups participated in global exchanges and by what method? ● How important were the 13 Colonies to Great Britain as part of its global empire? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Identify a list of resources which can be used to reference information about the three colonial regions. ● Make a list of topics that can be used to focus students on the types of similarities and differences which may exist between regions (geography, natural resources, economic activities, etc.) ● Provide an example for students to use on their graphic organizer. ● Complete some examples of similarities and differences between the three colonial regions as a class. <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Identify textbook pages, provide copies of notes, and/or utilize primary sources to compare and contrast the three colonial regions. ● Provide a list of compare and contrast topics (geography, natural resources, economic activities, religions, social groups, etc.)

Grade 8 Causes, Events, and Impact of the American Revolution (1763 CE–1787 CE)

Compelling Question	Inquiry Alignment
Why was the American Revolution inevitable in the fight for independence?	<p>8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.</p> <p>8.22. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.</p>

Standards at a Glance

Theme 4: Causes, Events, and Impact of the American Revolution (1763 CE–1787 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 8.47. Assess the responses of various groups to British policies in the Thirteen Colonies.
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> 8.48. Identify and analyze the economic specializations of the Thirteen Colonies.
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 8.49. Synthesize geographic information about the significance of the Thirteen Colonies to the British Empire.
History 16. Cause and Consequence	<ul style="list-style-type: none"> 8.50. Identify Indigenous peoples alliances during and after the American Revolutionary War. 8.51. Compare and contrast the efforts of the American and British governments to gain the services of African Americans with recruitment of Indigenous peoples.
History 17. Historical Thinking	<ul style="list-style-type: none"> 8.52. Compare and contrast the causes, demographics, and results of the American Revolution. 8.53. Discuss the role of religion in the Thirteen Colonies and its impact on developing American identity.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 8.54. Examine the demographics of the Thirteen Colonies in the years leading up to and during the American Revolution.



Anchor Standard:
Civics 3. Civic Dispositions and Democratic Principles

Grade

Performance Standard(s)

8

8.47. Assess the responses of various groups to British policies in the Thirteen Colonies.

Sample Concept/Content

Supporting Questions

- Colonists/Patriots
 - Sons of Liberty form
 - Some colonies united
- African Americans
 - Crispus Attacks died defending Patriots' beliefs
- Women of the early Republic
 - Daughters of Liberty form
 - Boycotted British goods
- British/Loyalists:
 - Supported British rule and policies
- Indigenous People:
 - Recruited by both Patriots & British
 - Proclamation line
- Regional Responses: (leading up to sectionalism)
 - Northern - Pilgrims & Puritans' religious groups
 - Middle - mostly neutral (Quakers)
 - Southern - supported Loyalists
- Series of events & responses between Colonists and British
 - Proclamation of 1763
 - Stamp Act 1765
 - Boston Massacre 1770
 - Boston Tea Party 1773
 - Intolerable/ Coercive Acts 1774
 - Continental Congress 1774
 - Charleston Tea Party
 - Battle of Lexington and Concord

- What different viewpoints and beliefs emerged in response to continuously changing British policies?
- What did each group support and why?
- How were different groups of people affected by their unique demographics? (ex. location, race, gender, social status)

Vertical Alignment

Previous Grades:

5.14. Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.

5.18. Explain the connections among historical contexts and people's perspectives during major historical events in the United States.

Future Grades:

9-12.Civ.32. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

9-12.Civ.36. Evaluate the tensions between personal interests, different cultural groups, and civic responsibilities or the common good over time.

Students Who Demonstrate Understanding Can...

- Identify how regional differences affected the colonies' responses to various events leading up to the Revolution.
- Determine the cause and effect pattern of notable events and subsequent responses between the British and the Colonists.

Vocabulary for Teacher Development

Patriots - colonists who rebelled against British control during the American Revolution.

Loyalists - American colonists who remained loyal to the British Crown during the American Revolutionary War, often referred to as Tories, Royalists or King's Men at the time.

Sons of Liberty - group of provocateurs in colonial America rallied support for colonial resistance through the use of petitions, assemblies, and propaganda, and they sometimes resorted to violence against British officials.

Boycott - a refusal to buy British goods at the time.

The Stamp Act of 1765 - passed by British Parliament to help pay for British troops stationed in the colonies during the Seven Years' War.

The Townshend Acts of 1767 - a series of measures, passed by the British Parliament in 1767, that taxed goods imported to the American colonies.

The Boston Massacre 1770 - confrontation in Boston between British soldiers and the colonists in which five were shot.

The Boston Tea Party - American political and mercantile protest by the Sons of Liberty, where colonists dumped imported tea into the harbor

The Intolerable Acts of 1774 - a series of punitive laws passed by the British Parliament in 1774 after the Boston Tea Party.

First Continental Congress - a meeting in 1774 of delegates from 12 of the 13 British colonies that became the United States.

Battle of Lexington & Concord - first military engagements of the American Revolution.



**Anchor Standard:
Economics/Personal Financial Literacy 5. Economic Decision Making**

Grade

Performance Standard(s)

8

8.48. Identify and analyze the economic specializations of the Thirteen Colonies.

Sample Concept/Content

- Northern Colonies: merchants, fishing, shipbuilding, skilled craftspeople, apprentices
 - Poor land, climate for farming
 - Emphasis on trading, ship building, fishing
 - Immigrants from many countries
 - Foreshadows industrialization of the North in the Antebellum period
- Middle Colonies: imports/exports, businesses, staple crops, livestock, indentured servants, immigrants
 - Subsistence farming and more resources
 - Indentured servants
- Southern Colonies: agriculture, exports, large plantations, enslaved people
 - Excellent agricultural land, climate in the low country, proliferation of tropical diseases
 - Cultivation of cash crops: cotton, tobacco, sugar cane
 - Need for large scale labor: abundant disease meant labor was constantly in short supply and had to be imported
 - Slave trade / slave codes
 - Penal colonies

Supporting Questions

- How did geography and access to natural resources determine the different economic specialities of each colonial region?
- Why were certain types of jobs common in each different colonial region?
- Which group(s) of people did colonists rely on to fill the demand for labor in each colonial region?

Vertical Alignment

Previous Grades:

5.20. Analyze how economic success is defined differently by various communities in the United States throughout the past and present.

5.22. Examine products that are imported and exported into markets within the United States based on demand for these products, noting how this affects the U.S. economy.

5.28. Examine and explain how the physical environment influences human population distribution and land use.

7.19. Describe how environmental factors affect human activities and resource use.

Future Grades:

9-12.Civ.18. Investigate relationships among governments, civil societies, and economic markets.

9-12.Geo.15. Interpret geographic characteristics of cultures, economies, and political systems.

9-12.Civ.36. Evaluate the tensions between personal interests, different cultural groups, and civic responsibilities or the common good over time.

Students Who Demonstrate Understanding Can...

- Identify ways that the economies of each region were similar to one another and different from one another.
- Compare and contrast the different groups of people that labored in each of the colonies. (Where they came from, how and why they came to the colonies).
- Evaluate the economic growth of the thirteen colonies in terms of region, geography and people.

Vocabulary for Teacher Development

Urban - relating to, or characteristic of a town or city.

Rural - in, relating to, or characteristic of the countryside rather than the town.

Agricultural - of or relating to farming the land; cultivating plants and animals.

Industrial - engaged in industries, such as manufacturing at the time.

Natural resources - materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used for economic gain.

Indentured servitude - a form of labor in which a person is contracted to work without salary for a specific number of years.

Immigrants - a person who comes to live permanently in a foreign country.

Enslaved person - A shift from the previous use of "Slave/ Master" to emphasize the condition of slavery and the loss of human potential it caused. Constantly repeating the word "person" reminds learners of the human cost of slavery. Enslaver is now used in preference to "Master" as "mastery" has positive connotations connected to experience and effort; "enslaver" is a more accurate word in this situation.



**Anchor Standard:
Geography 11. Geographic Representations and Reasoning**

Grade

Performance Standard(s)

8

8.49. Synthesize geographic information about the significance of the Thirteen Colonies to the British Empire.

Sample Concept/Content

- Geographical Significance:
 - Coasts
 - fishing
 - Natural resources
- English Trade Laws
 - Navigation Act of 1660
 - Trade restrictions in the 1700s
- Mercantilism
 - System of imports/exports with the colonies increased British wealth
 - Sugar, tobacco, cotton
- Triangular Trade
 - Slave trade from Africa
 - Manufactured products sold in colonies
 - Sugar from the West Indies

Supporting Questions

- What were some reasons for Britain's founding and controlling of the colonies in North America?
- How did mercantilism affect the economies of Great Britain and the colonies?
- What economic and geographic factors caused the slave trade to grow in the early colonies?

Vertical Alignment

Previous Grades:

5.28. Examine and explain how the physical environment influences human population distribution and land use.

7.19. Describe how environmental factors affect human activities and resource use.

5.22. Examine products that are imported and exported into markets within the United States based on demand for these products, noting how this affects the U.S. economy.

Future Grades:

9-12.Civ.18. Investigate relationships among governments, civil societies, and economic markets.

9-12.Econ.20. Compare the advantages and disadvantages of major economic systems found around the world.

9-12.Geo.15. Interpret geographic characteristics of cultures, economies, and political systems.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Describe how Great Britain controlled the international trade of the Thirteen Colonies. ● Evaluate how British Navigation Acts supported or limited colonial trade. ● Describe the triangular trade that took place between Great Britain, the Thirteen Colonies and the continent of Africa. 	<p>Natural resources - materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used for economic gain.</p> <p>Import - bring (goods or services) into a country from abroad for sale.</p> <p>Export - send (goods or services) to another country for sale.</p> <p>Mercantilism - the economic theory that trade generates wealth and is stimulated by the accumulation of profitable balances, which a government should encourage by means of protectionism.</p> <p>Triangular trade - system in which Europeans traded manufactured goods for captured Africans, who were shipped across the Atlantic Ocean to become slaves in the Americas.</p> <p>Middle Passage - the stage of the Atlantic slave trade in which millions of enslaved Africans were transported to the Americas as part of the triangular slave trade.</p> <p>Port - a town or city with a harbor where ships load or unload, especially one where customs officers are stationed.</p> <p>Duties/taxes - a compulsory contribution to state revenue, levied by the government on workers' income and business profits, or added to the cost of some goods, services, and transactions.</p> <p>Smugglers - to import or export (goods) secretly, in violation of the law, especially without payment of legal duty.</p> <p>Manufactured goods - a good that is produced mainly by the application of labor and capital to raw materials and other intermediate inputs.</p>



Anchor Standard:
History 16. Cause and Consequence

Grade

Performance Standard(s)

8

8.50. Identify Indigenous peoples alliances during and after the American Revolutionary War.
8.51. Compare and contrast the efforts of the American and British governments to gain the services of African Americans with recruitment of Indigenous peoples.

Sample Concept/Content

Supporting Questions

- Indigenous people allied with:
 - Other Indigenous people in the Iroquois Confederation
 - Colonists - to continue trade of tools, weapons and other European goods with furs
 - French - smaller settlements, traded with the Algonquian and Huron tribes.
 - British - traded with Iroquois League
- British tensions:
 - King Philip's War of 1675 - New England Colonists fight Wampanoag people over land
 - Proclamation of 1763 forbidding British settlement west of the Appalachian Mountains
 - Pontiac's Rebellion
- British/Loyalists' desires for African Americans' alliance
 - Promised freedom to enslaved people who fought with the British
- Colonists recruitment of Indigenous People; Supplied Native people with weapons
 - British/Loyalists' desires for Indigenous People's alliance
 - Promised land would remain in Indigenous control

- Why would different Native American groups side with both the British and the Colonists?
- Why would Native Americans or African Americans fight on the side of the colonists during the Revolution?
- Why would Native Americans or African Americans fight on the side of the British during the Revolution?

Vertical Alignment

Previous Grades:

- 5.16. Create and use a chronological sequence of events and timelines to organize and analyze cause-and-effect relationships.
- 5.18. Explain the connections among historical contexts and people's perspectives during major historical events in the United States.
- 5.31. Explain how the treatment of groups of people in the past and present impacts who they are.

Future Grades:

- 9-12.Civ.20. Use data and evidence from multiple perspectives related to federal policy toward Indigenous groups to develop an understanding of Indigenous/U.S. relations over time.

Students Who Demonstrate Understanding Can...

- Outline and explain the desire for different alliances between the colonists, the British, the Native Americans and African Americans during the Revolution.
- Identify factors that contributed to the division of Native Americans and African Americans brought on by colonists during and after the Revolution.

Vocabulary for Teacher Development

King Philip's War - also known as the First Indian War, an armed conflict in 1675–1678 between Indigenous inhabitants of New England and New England colonists and their Indigenous allies.

French and Indian War (Seven Years War) - the American theater of the Seven Years War which pitted the colonies against the French; each side supported by Indigenous tribes.

Proclamation of 1763 - a British-produced boundary marked in the Appalachian Mountains at the Eastern Continental Divide.

Iroquois League - also known as the Haudenosaunee and the Iroquois Confederacy; made of five Indigenous tribes.

Treaty of Paris - ended the French and Indian War/Seven Years' War between Great Britain and France, as well as their respective allies.



Anchor Standard:
History 17. Historical Thinking

Grade

Performance Standard(s)

8

8.52. Compare and contrast the causes, demographics, and results of the American Revolution.

8.53. Discuss the role of religion in the Thirteen Colonies and its impact on developing American identity.

Sample Concept/Content

Supporting Questions

- Causes
 - Salutary neglect & self-governing colonies to tax acts and a standing british army
- Demographics: War in the South vs. War in the North
 - Support for war based on class, economics, location
 - Indegenous involvement during war & effects on tribal dynamics and ancestral lands
- Results:
 - Factors that lead to winning, Washington’s war of attrition, help from France & Spain, smallpox inoculations, distance vs. home field advantage, guerilla warfare, spies
 - Differences/ similarities of revolutions inspired by the American Revolution (French, Haitian)
- Religion:
 - Early immigration fueled by desire for religious freedom,
 - Regions of religious tolerance vs. intolerance > distinct differences in colonial governance & relationships with people of varying religions, and ingenious people. (William Penn, Quakers & Quaker Doctrine, Pilgrims & *Mayflower Compact*, Puritans & Puritan Doctrine)
 - Great Awakening & Enlightenment > Realization that if the colonies can indeed govern themselves, why did they remain under British rule

- How did the French & Indian War incidentally lead to the American Revolution?
- If the Sons of Liberty existed today, would they be considered Patriots or Terrorists?
- What significant factors led to the Patriots win?
- How did religion impact relationships with indegenous people throughout the colonies?
- In what ways did religion validate the American Revolution in the hearts and minds of the colonists?

Vertical Alignment

Previous Grades:

- 5.14. Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.
- 5.16. Create and use a chronological sequence of events and timelines to organize and analyze cause-and-effect relationships.
- 5.18. Explain the connections among historical contexts and people’s perspectives during major historical events in the United States.

Future Grades:

- 9-12.Civ.38. Use historical data and evidence related to various actors’ interests and motivations to determine their influence on contemporary issues.
- 9-12.Civ.39. Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates.

Students Who Demonstrate Understanding Can...

- List specific reasons, with evidence, why the American Revolution was inevitable.
- Outline and explain the key factors that led to patriot victory during the Revolutionary War.
- Summarize how religion had an impact on the American identity and the role it played during the onset of the revolution.

Vocabulary for Teacher Development

- Attrition** - the action or process of gradually reducing the strength or effectiveness of someone or something through sustained attack or pressure.
- Demographic** - a particular sector of a population.
- Enlightenment** - intellectual movement of the late 17th and 18th centuries emphasizing reason and individualism rather than tradition.
- Proclamation** - a public or official announcement, especially one dealing with a matter of great importance.
- Religious tolerance** - the ability to appreciate spiritual values, beliefs and practices which are different from your own.
- Salutary neglect** - the British policy of avoiding strict enforcement of parliamentary laws, especially trade laws, as long as British colonies remained loyal to the British government and contributed to British economic growth. Self-Governing - the ability of a person or group to exercise all necessary functions of regulation without intervention from an external authority.



Anchor Standard:
Ethnic, Cultural, and Identity Studies 21. Identity in History

Grade

Performance Standard(s)

8

8.54. Examine the demographics of the Thirteen Colonies in the years leading up to and during the American Revolution.

Sample Concept/Content

Supporting Questions

- Diverse Groups of People:
 - free Native and African-Americans,
 - enslaved African-Americans and Native Americans,
 - indentured servants and apprentices of all genders
 - women, children
 - immigrants from various countries
 - people in cities, people on farms/ rural regions, etc.
- Religious:
 - Cultural impact of colonies founded for religious [or specifically non-religious] purpose
 - Pilgrims, Puritans, Quakers, Southern Baptist
- Social:
 - Generalized questioning of authority and the status quo
 - First Great Awakening
- Cultural:
 - Integration of African traditions, especially in art and worship services in Southern colonies
 - Integration of traditions from immigrants of various countries
 - Integration of Native American traditions
- Political:
 - More political equality demanded by colonists as a result of “spiritual equality” learned from Great Awakening

- How did the promise of religious freedom and new opportunities motivate colonists to flourish despite difficult living conditions in the colonies?
- Why were people from different regions, classes, races and genders drawn to the ideas of the Great Awakening?
- What were the achievements and contributions of different groups during the years around the Revolution?
- Which “new” thinking or belief from the people during the years of the Revolution has had an impact on your life today?

Vertical Alignment

Previous Grades:

5.14. Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.

5.18. Explain the connections among historical contexts and people’s perspectives during major historical events in the United States.

Future Grades:

9-12.US.20. Identify and explore how current traditions, rites, and norms of identity groups have changed or are changing overtime.

9-12.US.66. Examine historical and contemporary cultural, economic, political, and social contributions to society by individuals or groups within an identity group.

Students Who Demonstrate Understanding Can...

- Explain how the cultural, social and religious ideas in the years leading up to the Revolution influenced early colonists’ political beliefs.
- Compare and contrast the cultural and social differences between groups of Europeans and people of the Americas.
- Analyze and assess how differing groups responded and reacted to political and social policies during Sectionalism.

Vocabulary for Teacher Development

Pilgrims - English settlers who came to North America on the Mayflower and established the Plymouth Colony.

Plymouth Colony - was an English colonial venture in America from 1620 to 1691 in Massachusetts.

Puritans - a member of a group of English Protestants of the late 16th and 17th centuries who regarded the Reformation of the Church of England under Elizabeth as incomplete and sought to simplify and regulate forms of worship.

Quakers - people who belong to a historically Protestant Christian set of denominations known formally as the Religious Society of Friends.

First Great Awakening - a period when spirituality and religious devotion were revived.

Enlightenment - an intellectual and philosophical movement that dominated Europe in the 17th and 18th centuries with global influences and effects.

Tradition - the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.

Rites - a social or religious custom, practice, or conventional act.

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

History 16. Cause and Consequence

8.51. Compare and contrast the efforts of the American and British governments to gain the services of African Americans with recruitment of Indigenous peoples.

Inquiry 25. Develop Claims

8.11. Make connections between current events, historical materials, and personal experience.

Inquiry 26. Communicate and Critique Conclusions

8.16. Portray historical people, places, events, and ideologies of the time to examine history from the perspective of the participants through creative expression.

This instructional task helps students to understand and evaluate the needs and motives of the different demographic groups during the Revolutionary War that they learned about in Theme 4:

African Americans, Native Americans, Women, Landowning men and Poor, non-landowning men.

- Why would Native Americans or African Americans fight on the side of the colonists during the Revolution?
- Why would Native Americans or African Americans fight on the side of the British during the Revolution?
- What important contributions did each group give to the efforts to the Revolution?
- Would the colonists have won without each group's efforts? Why or why not?

Sample Task #4

Defend your Position:

Which side would you have joined in the Revolution?

During the American Revolution, both the British and the Colonists attempted to recruit Native Americans and African Americans to fight on their side. These diverse groups of people were offered opportunities that made them think they were fighting for the unalienable rights that were promised in the Declaration of Independence:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

In this Instructional task, students will learn about the different perspectives, needs and motives of different groups of people during the revolutionary period. Students will choose one perspective to speak from and defend the side that they chose to fight for. They will also describe the contributions that each group made to the war effort. This task can be concluded as a debate between opposing sides, or an argumentative essay defending their choice to fight with the colonists or the British.

Resource Links:

Video: [Would you have joined the Revolution?](#)

Articles: [Allies and Enemies: British and American attitudes towards Native Americans during the Revolution](#)

[The Indian's War of Independence](#)

[Revolutionary War: The Homefront](#)

[Fighting for Freedom: African Americans Choose Sides During the American Revolution](#)

[African Americans and the War for Independence](#)

[African Americans and the Revolution](#)

[Women in the American Revolution](#)

[Ten Facts: Women During the Revolutionary War](#)

[Choosing Sides](#)

Ask students to consider some of the following questions when defending their position:

Guiding Questions:

- Which side offered the best way to freedom for enslaved Africans?
- Which side would help Native Americans maintain their independence in their homeland?
- How do you think the outcome of the Revolution would have changed without the involvement of women?
- Why was it “high risk” for landowning men to support the Colonists?
- Why would poor, free men want to join the fight for freedom during the Revolution?

Exemplar Student Responses

A strong student response should include at least three reasons that defend their unique perspective when answering this question: **Now that you've learned about the complexities of fighting for "life, liberty and the pursuit of happiness," would you have fought with the colonists or the British, or not at all?**

Among the groups of people who fought in the American Revolution, particularly in the outcome that favored America, Native Americans are a significant category. Many tribes deprived Britain of their knowledge of the land and tactics through their neutrality. Although this meant that they did not aid the United States either, by keeping that expertise out of both sides' possession the Americans secured an easier victory. Another aspect of Native Americans' role in the American Revolution was their weapons and techniques in battle. Colonial forces adopted many strategies and equipment utilized by the Native Americans, particularly as a result of general George Washington's observation of such during the French-Indian War. With these new tactics and weapons such as that of the tomahawk, colonial forces were able to secure victory in many conflicts. As such, although indirectly, Native Americans contributed to the success of the United States of America through battle.

As with Native Americans, African Americans were another category of people who engaged in the American Revolution, fighting in favor of both patriot and loyalist causes. Loyalist and British generals promised freedom in the early years of the war to runaway slaves who joined forces with them, and as such thousands of Black men fought for Britain. However, others had hope in the Declaration of Independence's line, 'all men are created equal', and fought for the patriot cause after Washington lifted the ban on African Americans enlisting in the Continental Army in 1776. No matter which side they found themselves to be upon, African Americans fought with incredible tenacity. Freedom was the driving force behind enlistment, and it was this hope that drove them to serve honorably and skillfully. Perhaps not the most invaluable asset to American forces, African Americans were still a large part of the military forces that made the war possible, and with their incredible desire for freedom they served the patriot cause well.

Women were a thoroughly involved group in the American Revolutionary War. Serving both on the homefront and on the forefront of the war, they helped to keep soldiers' lives intact, both in battle and at home. On the homefront, women took initiative for their enlisted husbands, working to keep their businesses or farms alive and their children fed. Some also worked as spies for Washington and even formed their own local militias, arming themselves for the circumstances in which British troops moved through their hometown. Without these women, it is likely that enlisted men would return home from the war to find that they no longer had such. Other women, as well as civilians, aided the army directly. Serving as camp followers, they did chores such as cooking, cleaning, and laundry as well as driving supplies and helping cannon crews in the heat of battle. Women who filled such roles, called Molly Pitchers, kept soldiers in good health and morale. There were advantages to the position, as it allowed for women to have knowledge of the fate of their husbands as well as keep their family unit whole during the length of the war. These women were absolutely crucial to the eventual conclusion of the Revolutionary War, and without them an abyss of sickness and hardship would have severely hindered the Continental Army.

DOK	Blooms
3	Apply
Cross-Curricular Connections	
<p style="text-align: center;"><u>CCSS.ELA-LITERACY.RI.8.1</u></p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.SL.8.4</u></p>	

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

Groups of Native Americans, African Americans (both free and enslaved), Women, Landowning men and Poor, non-landowning men.

How are groups and individuals portrayed?

Each diverse group is depicted as being in control of their decision of who to fight for, or not to join the cause at all. In addition, women are included to demonstrate their efforts in the Revolution despite not having the choice to join the fighting.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

Through their readings, students will learn about the needs (freedom, land, equal opportunities, etc.) of different communities/groups during the time of the Revolution.

What supports are provided to teachers to identify blind spots?

Multiple cites are provided as resources for students to use to gain background knowledge. Teachers/students can select from the options presented in order to personalize their research and choose one perspective based on student interest and choice.

How is this text or stimuli culturally/linguistically responsive?

These resources help students understand the various demographic groups during the Revolutionary period and their efforts to gain the “unalienable rights” that were outlined in the Declaration of Independence.

VABB Analysis

<p>Validate</p> <p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p>Affirm</p> <p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.</i></p>
<p>Question: What do the resources show about the unique needs and wants of the different groups of people during the Revolutionary period?</p> <p>ESR: All groups would have wanted freedom. African Americans wanted freedom over their own lives, Native Americans also wanted freedom to live on their own land without colonist interference. Women also wanted the choice of deciding how to be involved in the fight for independence.</p>	<p>Question: What shifts have been made in your thinking about who fought for our country’s rights and freedoms?</p> <p>ESR: Regardless of race or gender, all people have needs and wants that they are willing to fight and die for. While some groups of people were seen as “heroes” and some as “victims” during this time, we can now identify and discuss the intense desires of all people to have autonomy over their lives.</p>
<p>Build</p>	<p>Bridge</p>

	<p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>	
	<p>Question: Why do some groups of people still have to fight for their “inalienable rights” that were promised to them?</p> <p>ESR: Most Native Americans, African Americans and women of the colonial era did not receive the freedoms they were hoping to get when they fought for the colonists. Since then, these groups of marginalized people continue the effort to ensure they are represented equally in our government and law making processes.</p>	<p>Question: What are some ways that our country guarantees that all people have the right to fight for what they believe in?</p> <p>ESR: The Bill of Rights was written to guarantee that all citizens have individual rights within their federal government. All adults over 18 years old can become responsible citizens by voting and becoming involved with local, state and federal policies and decisions that affect their lives.</p>	
Suggested Student Discourse			
	Question	Method	
	<p>Which side of the Revolution would each different group of people have chosen to fight for, and why?</p>	<p>Type: Debate</p> <p>Strategy: Four Corners Debate A debate structure that requires students to show their position on a specific statement (strongly agree, agree, disagree, strongly disagree) by standing in a particular corner of the room. This activity elicits the participation of all students by requiring everyone to take a position. This debate strategy can be used as a warm-up activity by asking students to respond to a statement about a topic they will be studying, an effective follow-up activity by asking students to apply what they have learned when framing their arguments, or as a pre-writing activity to elicit arguments and evidence prior to essay writing.</p>	
Multi-Layered System of Supports/Suggested Instructional Strategies			
	<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> 1.) Identify vocabulary words to pre-teach: <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text. 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure. 		

Instructional Supports

Vocabulary/Text-Based Questioning:

UDL Strategies:

Vocabulary to Pre-Teach:

- Vocabulary: unalienable rights, perspective, colonists, British, Native Americans, African Americans

Text-Based Questioning:

- What did the Native Americans want from the colonists in exchange for fighting on their side?
- What did the African Americans hope would happen to them after the Revolution?
- What was the British's attitude towards the Native Americans and the African Americans?

Universal Supports:

- Provide visuals to help students relate to one or more specific groups.

Targeted Supports:

- Provide sentence stems to help students construct a framework for their argumentative essay.
- Use multiple media such as audio or video of speeches, or a text-reader.
- Create a graphic organizer for students to use to gather information about each group in the discussion or debate.

Grade 8 Constitution and Foundation of the Republic (1787 CE–1815 CE)

Compelling Question	Inquiry Alignment
<p>How do we become responsible citizens?</p>	<p>8.10. Use primary and secondary sources to analyze conflicting and diverse points of views on a certain topic.</p> <p>8.11. Make connections between current events, historical materials, and personal experience.</p> <p>8.13. Engage in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues.</p> <p>8.16. Portray historical people, places, events, and ideologies of the time to examine history from the perspective of the participants through creative expression.</p>

Standards at a Glance

Theme 5: Constitution and Foundation of the Republic (1787 CE–1815 CE)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 8.55. Examine how challenges the government faced because of the Articles of Confederation resolved at the Constitutional Convention. 8.56. Evaluate how individuals and groups addressed specific problems at various levels to form a new republic. 8.57. Identify and apply the function of the first 10 Amendments (the Bill of Rights).
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 8.58. Identify parallels in language or intent (construct or content) between Enlightenment philosophies and the ideas expressed in the founding documents of the United States. 8.59. Cite specific examples of precedents established in the Early Republic that impact American lives today.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.60. Identify and describe the structure and function of the three branches of government, as laid out in the US Constitution.
History 17. Historical Thinking	<ul style="list-style-type: none"> 8.61. Compare and contrast the causes, demographics, and results of the American Revolution with the French and Latin American revolutions.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 8.62. Describe the influence of diverse ideologies on politics, society, and culture in early U.S. history.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none"> 8.63. Discuss the similarities, differences, and interactions between civil rights and civil liberties. 8.64. Evaluate the role of racial social constructs in the structures and functions of 21st-century American society.



**Anchor Standard:
Civics 1. Civic and Political Institutions**

Grade

Performance Standard(s)

8

8.55. Examine how challenges the government faced because of the Articles of Confederation resolved at the Constitutional Convention.
8.57. Identify and apply the function of the first 10 Amendments (the Bill of Rights).

8.56. Evaluate how individuals and groups addressed specific problems at various levels to form a new republic.

Sample Concept/Content

Supporting Questions

- Weaknesses of the Articles of Confederation:
 - Congress became the single branch of the national government.
 - The government did not have a president or a national court system.
 - Each state had one vote in Congress.
 - Congress could settle conflicts among states and make treaties with other countries and with Native Americans.
 - Congress could also issue coins and borrow money for the federal government.
 - States could refuse Congress' requests for money or soldiers.
 - Congress's powers protected individual liberties promoted in the Declaration of Independence only.
- Strengths of the Constitution:
 - Created Three Branches of the Federal Government: Executive, Legislative and Judicial to balance the federal powers.
 - Created a system of checks and balances that keeps any branch from becoming more powerful than the others.
 - Created the Bill of Rights to

- Why did some people believe the national government needed to change?
- In what ways did the Constitution strengthen the national government?
- How did the compromises reached during the Constitutional Convention satisfy competing groups?
- How are individual rights upheld for citizens, according to the Bill of Rights?

	<p>protect all individual rights of people</p> <ul style="list-style-type: none"> ● Compromises about Representation: <ul style="list-style-type: none"> ○ Addressed the needs of specific groups, such as urban and rural states, large and small states, and slave states and non slave states. ○ The Great Compromise created two houses in the Legislative Branch: the Senate (2 per state) and the House of Representatives (based on population). ○ Three-Fifths Compromise allowed three-fifths of a state’s slave population to be counted for representation. ○ Northwest Ordinance created a system for bringing new states into the Union, and outlawed slavery and indentured servitude in those territories. ● Bill of Rights’ protections for individuals: <ul style="list-style-type: none"> ○ Protects individuals from abuses by the federal government. ○ Guarantees implied and enumerated powers. ○ Sets rules for due process of the law. 	
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>5.9. Analyze how different individuals and groups influenced the creation and interpretation of the founding documents.</i></p> <p><i>5.18. Explain the connections among historical contexts and people’s perspectives during major historical events in the United States.</i></p> <p><i>5.11. Evaluate how the Bill of Rights shaped the rights of United States citizens.</i></p>	<p><i>Future Grades:</i></p> <p><i>9-12.Civ.15. Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.</i></p> <p><i>9-12 Civ.23. Analyze the U.S. Constitution and its founding principles.</i></p> <p><i>9-12.Civ.33. Analyze civic virtues and principles, governance, and the role of the people in creating a government “of the people, by the people, and for the people” at all levels of government.</i></p>

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Identify how the framers addressed the weaknesses of the Articles of Confederation and united the nation through the Constitution. ● Explain the debate between larger states and smaller states over representation and the counting of slave populations. ● Analyze and debate the meaning of the individual rights that are given to citizens in the Bill of Rights. 	<p>Constitutional Convention - originally intended to revise the Articles of Confederation, but instead created a new Constitution.</p> <p>Articles of Confederation - an agreement among the 13 original states of the United States of America that served as its first frame of government.</p> <p>Individual rights – belief that individuals have certain basic rights that are not created by the government but which government should protect. These are the right to life, liberty, economic freedom, and the pursuit of happiness. It is the purpose of the government to protect these rights, and it may not place unfair or unreasonable restraints on their exercise. Many of these rights are enumerated in the Bill of Rights.</p> <p>Due process - the legal requirement that the state must respect all legal rights that are owed to a person.</p> <p>Federalism - U.S. system of government in which power is distributed between a central government and individual states.</p>



**Anchor Standard:
Civics 3. Civic Dispositions and Democratic Principles**

Grade

Performance Standard(s)

8

- 8.58. Identify parallels in language or intent (construct or content) between Enlightenment philosophies and the ideas expressed in the founding documents of the United States.**
- 8.59. Cite specific examples of precedents established in the Early Republic that impact American lives today.**

Sample Concept/Content

Supporting Questions

Enlightenment Philosophies:

- 1600's European thinking about basic laws that govern nature and people.
- Ideas that reason and logic could improve society.
- Ideas about how governments should function.
- Philosopher **John Locke** believed that people had "natural born" rights such as equality and liberty. He supported the movement toward self-government.
- The U.S. Constitution's first words "We the People..." come from Locke's writings about the "consent of the governed."

Early U.S. Precedents:

- Electoral College to choose president.
- Foundation of Cabinet members.
- The Judiciary Act of 1789 set up the federal court system.
- Role of the national armed forces and state militias (National Guard).
- Development of a new nation, national identity/oreign diplomats.
- Washington's precedent for a two-term limit.
- Creation of two main political parties.
- Establishment of a national bank.
- Title of "President."

- How did the teachings of the Enlightenment during the 1700s influence the social and political philosophies of the new Republic?
- How did these new philosophies set the precedents in the new government that we still follow today?
- Why are some precedents still followed today while some are not?
- How did the early government precedents affect the rights of different groups of people?
- What common philosophies or political ideas from the Enlightenment are found in the Constitution?

Vertical Alignment

Previous Grades:

5.17. Use primary and secondary sources to acquire historical information.

5.9. Analyze how different individuals and groups influenced the creation and interpretation of the founding documents.

5.18. Explain the connections among historical contexts and people’s perspectives during major historical events in the United States.

Future Grades:

9-12.Civ.32. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

9-12.Civ.33. Analyze civic virtues and principles, governance, and the role of the people in creating a government “of the people, by the people, and for the people” at all levels of government.

9-12.Civ.35. Analyze founding documents and their impact on national unity over time.

9-12.Civ.39. Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates.

Students Who Demonstrate Understanding Can...

- Describe how the philosophies found in Enlightenment thinking influenced the new ideas in the Early Republic.
- Compare and contrast some of the precedents of the early government with some of the current procedures in today’s government.

Vocabulary for Teacher Development

Enlightenment - intellectual movement of the late 17th and 18th centuries emphasizing reason and individualism rather than tradition.
Precedent - an act or decision that serves as a guide for future situations with similar circumstances.



**Anchor Standard:
History 15. Historical Change, Continuity, Context, and Reconciliation**

Grade

Performance Standard(s)

8

8.60. Identify and describe the structure and function of the three branches of government, as laid out in the U.S. Constitution.

Sample Concept/Content

Supporting Questions

- Legislative Branch
 - Outlined in Article I of Constitution
 - Responsible for making the laws of the country
 - Made up of two houses of Congress: the Senate and the House of Representatives
- Executive Branch
 - Outlined in Article II of Constitution
 - Responsible for enforcing the laws of the country
 - Made up of the President and the President’s Cabinet members.
- Judicial Branch
 - Outlined in Article III of Constitution
 - Responsible for interpreting the laws of the county
 - Power to exercise judicial review
 - Made up of the Supreme Court, which currently has nine justices

- How does the Constitution balance the power among the Federal Government?
- Why did the framers of the Constitution create a system of checks and balances through the separation of powers?
- Why is limited government important for maintaining popular sovereignty in a representative democracy?

Vertical Alignment

Previous Grades:

5.8. Identify and explain the structure and function of the three branches of government and how they form the basis for our constitutional and federal republic.

5.17. Use primary and secondary sources to acquire historical information.

Future Grades:

9-12 Civ.23. Analyze the U.S. Constitution and its founding principles.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Identify and Summarize the roles of each branch of the Federal Government. ● Explain how the three branches of government prevent the federal government from becoming too powerful. ● Debate how the system of checks and balances ensures the government is held responsible to its citizens. 	<p>Representative democracy - a form of government in which the people elect officials to create laws and policy on their behalf.</p> <p>Popular sovereignty - the principle that the authority of a state and its government are created and sustained by the consent of its people, through their elected representatives, who are the source of all political power.</p> <p>Legislative branch - section of the government that makes laws.</p> <p>Bicameralism - a type of legislature, one divided into two separate assemblies, chambers, or houses</p> <p>Executive branch - section of the government that carries out the laws.</p> <p>Judicial branch - branch of government that decides the meaning of the laws.</p> <p>Judicial review - the authority to rule on the constitutionality of laws that have been passed</p> <p>Checks and balances - principle of government under which separate branches are empowered to prevent actions by other branches and are induced to share power.</p> <p>Rule of law - the political philosophy that all citizens and institutions within a country, state, or community are accountable to the same laws.</p>



Anchor Standard:
History 17. Historical Thinking

Grade

Performance Standard(s)

8

8.61. Compare and contrast the causes, demographics, and results of the American Revolution with the French and Latin American revolutions.

Sample Concept/Content

Supporting Questions

- American Revolution: 1775 - 1783
 - Based on ideology of British philosopher John Locke
 - Desired freedom from monarchs
 - Revolution started by common people
 - Gained independence from a colonizing nation
 - Constructed new government with Representative Democracy
 - Wrote new Constitution outlining self government of the people
- French Revolution: 1787 - 1799
 - Based on ideology of French philosopher Jean-Jacques Rousseau
 - Desired to change inequalities of existing government
 - Revolution started by common people
 - Desire to be free of "reign of terror" by French monarchs
 - Constructed new political and social structures
- Latin American Revolutions: 1820s
 - Enlightenment philosophers
 - Gained independence from a colonizing nation
 - Constructed new governments, some with dictators
 - New nations became economically independent
 - Outlawed slavery when they gained independence
- Haitian Revolution: 1794
 - Gained independence
 - Constructed new government with predominantly Black population
 - Set up new social society that outlawed slavery

- How are the ideals of the American Revolution reflected in both the French and the Latin American Revolutions?
- What differences in social, political and cultural structures resulted from the revolutions in the Americas and in France?

Vertical Alignment

Previous Grades:

5.18. Explain the connections among historical contexts and people's perspectives during major historical events in the United States.

Future Grades:

9-12.Civ.32. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Students Who Demonstrate Understanding Can...

- Explain the similarities in the foundational ideas of revolution in the American colonies and in Latin America.
- Explain the differences between the causes and the desired outcomes of the American Revolution and the French Revolution.

Vocabulary for Teacher Development

Enlightenment - intellectual movement of the late 17th and 18th centuries emphasizing reason and individualism rather than tradition.
Monarchy - a form of government in which a king, queen or member of a royal family is the head.
Dictatorship - a form of government characterized by a single leader or group of leaders that hold government power promised to the people and little or no toleration for dissent.
Representative democracy - a form of government in which the people elect officials to create laws and policy on their behalf.



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 21. Identity in History**

Grade

Performance Standard(s)

8

8.62. Describe the influence of diverse ideologies on politics, society, and culture in early U.S. history.

Sample Concept/Content

Supporting Questions

Political Influences:

- Philosophies: Liberty, Equality, Democracy, Individualism,
- Impact of economic decision making
- Geographical location and size of states

Ethnic and Social Identities:

- Native Americans
- African Americans
- Colonial Americans

Cultural:

- Religious belief systems of different groups
- Customs of various groups
- Visual Arts: Folk Arts; John James Audubon; Hudson River School; George Catlin
- Music and Dance Traditions: Patriotic anthems; Classical music and dance from Europe; American Southern Spirituals
- Literature: Washington Irving; James Fenimore Cooper; Davy Crockett; Henry Wadsworth Longfellow

- How did the unique beliefs of early settlers from various backgrounds influence the formation of the early U.S.?
- Did the diversity of backgrounds and thinking make it harder or easier for people to accept the new belief systems of the early U.S.?

Vertical Alignment

Previous Grades:

- *5.9. Analyze how different individuals and groups influenced the creation and interpretation of the founding documents.*
- *5.13. Examine history from the perspectives of the participants using a variety of narratives.*
- *5.18. Explain the connections among*

Future Grades:

- *9-12.Civ.16. Analyze the role of groups without formal decision-making power in influencing change in the U.S. government.*
- *9-12.Civ.32. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional*

	<p><i>historical contexts and people’s perspectives during major historical events in the United States.</i></p>	<p><i>rights, and human rights.</i></p> <ul style="list-style-type: none"> ● <i>9-12.Civ.44. Evaluate the effects of diverse ideologies and the process of political socialization on oneself and society.</i>
	<p>Students Who Demonstrate Understanding Can...</p>	<p>Vocabulary for Teacher Development</p>
	<ul style="list-style-type: none"> ● Compare and contrast some of the diverse political and cultural beliefs of the early U.S. ● Explain how economic and political decisions were affected by the different belief systems that were experienced in the new nation. 	<p>Socio-economic status - the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation.</p>



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 22. Community Equity Building**

Grade

Performance Standard(s)

8

**8.63. Discuss the similarities, differences, and interactions between civil rights and civil liberties.
8.64. Evaluate the role of racial social constructs in the structures and functions of 21st-century American society.**

Sample Concept/Content

- **Civil liberties** in the U.S. include all of the following rights:
 - Free speech
 - Privacy
 - Right to remain silent
 - Right to be free from unreasonable searches
 - Right to a fair trial
 - Right to marry
 - Right to vote
- **Civil rights** include how an individual is treated regarding certain rights, and how they are protected.
- Racial social constructs of 21st century.
- Displacement, exclusion, segregation.
- Public policies.

Supporting Questions

- What civil liberties are granted in the Bill of Rights to protect citizens from discrimination?
- How are citizens' civil rights guaranteed by the Bill of Rights?
- How do the economic, social and political systems that resulted from slavery effect different racial groups today?

Vertical Alignment

Previous Grades:

5.10. Explain how the principles of the founding documents and the principle of liberty became unifying ideas of American democracy.

5.11. Evaluate how the Bill of Rights shaped the rights of United States citizens.

5.18. Explain the connections among historical contexts and people's perspectives during major historical events in the United States.

5.29. Identify how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues.

6.19. Identify how differences and similarities

Future Grades:

9-12.Civ.17. Evaluate multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, human rights, and order in U.S. representative democracy.

9-12.Civ.24. Evaluate procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

9-12.Civ.27. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good and protecting civil and human rights.

	<p><i>between diverse groups impact perspectives.</i></p>	<p><i>9-12.Civ.32. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</i></p>
	<p>Students Who Demonstrate Understanding Can...</p>	<p>Vocabulary for Teacher Development</p>
	<ul style="list-style-type: none"> ● Describe the basic freedoms (civil liberties) given to all citizens as outlined in the Constitution. ● Explain how a citizen’s civil rights protect discrimination based on characteristics such as race, disability, color, gender, national origin, or others. 	<p>Civil liberties - freedoms guaranteed to us by the Constitution and the Bill of Rights.</p> <p>Civil rights - legal rights that protect individuals from discrimination.</p> <p>Systemic inequity - a complex combination of elements designed to create, support and sustain unfair power relations and unequal distribution of resources.</p> <p>Reparations - the making of amends for a wrong one has done, by paying money to or otherwise helping those who have been wronged.</p> <p>Affirmative action - a set of procedures designed to eliminate unlawful discrimination among applicants, remedy the results of such prior discrimination, and prevent such discrimination in the future.</p> <p>Unconscious bias - negative stereotypes regarding a person or group of people; these biases influence individuals’ thoughts and actions without their conscious knowledge.</p> <p>Racial identity - identification with, or sense of belonging to, a particular group based on race (common physical characteristics and some shared culture and history).</p>

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

Civics 3. Civic Dispositions and Democratic Principles

- 8.59 Cite specific examples of precedent established in the Early Republic that impact American lives today.

Inquiry 25. Develop Claims

- 8.10. Use primary and secondary sources to analyze conflicting and diverse points of views on a certain topic.

Inquiry 26. Communicate and Critique Conclusions

- 8.16. Portray historical people, places, events, and ideologies of the time to examine history from the perspective of the participants through creative expression.

This instructional task helps students helps students to explore and develop claims around the content from Theme 5:

1. What precedents set during the early republic still impact American politics today?
2. To what extent does the modern United States live up to the principles outlined in its founding documents?

Sample Task #5

The early republic shaped the U.S. government by setting precedents and policies that impacted, and continue to impact both domestic and foreign relations of the U.S. In this instructional task, students will choose a president, Washington or Adams, and create a monologue in which they assume the role of the president and explain the precedents set, and how they have shaped the new republic and continue to impact domestic and foreign relations in the U.S. today. Students will read:

- [Presidential Precedents](#)
- [Excerpts from Washington's Farewell Address](#)
- [Editorial: The changing faces of Cabinet diversity, George Washington through Biden](#)
- [Lyrics from Hamilton, Cabinet Battle #1](#)
- [Reading about the Alien and Sedition Acts](#)

During the monologue students respond to the following prompt: What precedents emerged in my presidency that continue to shape the U.S. government moving forward?

Exemplar Student Responses

A strong student response should include at least three precedents set by Washington, along with their significance today.

Precedent Set	Significance Today
Appointing Judges	President Obama appointed Sonia Sotomayor, President Trump appointed Amy Coney Barrett, and President Biden appointed Supreme Court Justice Ketjani Brown Jackson.
Ceremonial purposes	Presidents attend funerals of senators, have presidential inaugurations, and attend swearing in ceremonies.
Chief foreign diplomat	Presidents negotiate with foreign governments and appoint ambassadors; John Adams negotiated with France to avoid war. George Washington persuaded Britain to forgive some Pre-Revolutionary debts and to drop certain restrictions on trade. President Obama met with Mexican President Felipe Calderon, Hosni Mubarak, of Egypt, and Prime Minister Vladamir Putin of Russia as a method of de-escalation.
Created the cabinet system.	The cabinet is a precedent that has been maintained even through today's modern presidencies. The cabinet has not always agreed on the advice being given to the president. The challenging debates within Washington's private cabinet meetings helped him to formulate the policy direction for issues critical to the development of the United States.
Commander in chief of the military	George Washington led a large militia force to put down the Whiskey Rebellion. His response set a critical precedent for presidential authority to enforce the law. During George H.W. Bush's presidency, he led a large coalition that defeated Iraq following the invasion of Kuwait.
"Mr. President"	The proper title for addressing the new President of the United States was not established by the Constitution. George Washington believed a simplistic title, "Mr. President", reflected the true republican nature of the new government. The President of the US is still formally called "Mr. President".
No lifetime appointment	President Washington set the precedent to serve two terms only. There was no provision in the original Constitution limiting a President to two terms in office, which allowed Franklin Roosevelt to be elected four times, and is the only one to do so. The 22nd Amendment to the Constitution, ratified in 1951, strictly limited the presidency to two terms.

John Adams

Precedent Set	Significance Today
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Called the first special session of Congress to debate the mounting crisis in French-American relations	Special sessions are called today to respond to economic issues, disasters or war.
Signing the Alien and Sedition Acts	These acts were aimed to curb criticism of administration policies and prevent internal subversion; made it easy to imprison or fine dissidents, which violated the First Amendment.
Expanded the size and strength of the navy	Navy is an important factor in the military, especially during the Revolutionary War and later wars
Unofficial Fighting with France in the XYZ affair	Improved relations with France
First president to live in the White House	Succeeding presidents live in the White House while they are in office
Willingness to step down after the election of 1800	Most presidents concede in a loss, except during the 2020 Presidential election, which concluded with an insurrection on January 6, 2021 in an effort to overthrow the election.
DOK	Blooms
3	Create
Cross-Curricular Connections	
<u>CCSS.ELA-LITERACY.RL.8.1</u>	
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Culturally and Linguistically Responsive Teaching and Learning	

Who is represented in the text or stimuli?

The first two presidents of the U.S. are represented in each text. However, the editorials reference the changing of faces of diversity of cabinet positions in recent decades.

How are groups and individuals portrayed?

The first two presidents are portrayed as flawed men who tried to make decisions that each thought was best for the country. This is important as students need to see that the founding of the new nation and the subsequent establishment of government was an experiment in nation-building.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

The documents force students to ask questions about the lack of diversity in cabinet positions and the treatment of dissidents during the early republic. Additionally, it leads students to question the connection of each presidents' precedents to current events, such as women and African Americans in cabinet positions, the treatment of people under the Alien and Sedition Acts, the January 6th Insurrection, etc.

What supports are provided to teachers to identify blind spots?

Multiple documents are provided for teachers, which allows them to be able to pick and choose which ones are most feasible for use in their classroom.

How is this text or stimuli culturally/linguistically responsive?

Taken together these texts help students make connections between political events in the early republic and later historical and contemporary events, including the lack of diverse representation in the first two centuries of the country.

VABB Analysis

<p style="text-align: center;">Validate</p> <p style="text-align: center;"><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p style="text-align: center;">Affirm</p> <p style="text-align: center;"><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>Question: To what extent was there a lack of representation of women and minorities in the early republic era?</p> <p>ESR: Women, native Americans, and slaves were not mentioned, and did not have rights during the early republic era.</p>	<p>Question: What shifts have been made in recent decades to increase diversity in the government?</p> <p>ESR: There has been an increase in cabinet positions and supreme court justices such as the inclusion of women and minorities.</p>
<p style="text-align: center;">Build</p> <p style="text-align: center;"><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p style="text-align: center;">Bridge</p> <p style="text-align: center;"><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>Question: If you could provide advice to today's government from the leaders of the early</p>	<p>Question: Think about recent local, state, or national elections. Do you think George</p>

<p>republic in the form of a meme, what would that advice be?</p> <p>ESR: Student answers will vary, but could include A picture of George Washington with the quote “Put some respect on my name”; A picture of George Washington with political parties X’d out that says “Just say NO to political parties”</p>	<p>Washington’s advice about refraining from forming political parties was valid? Why or why not?</p> <p>ESR: Student answers will vary, but could include that political parties have been fighting since the early republic and are still fighting today. Students can provide examples from recent local, state, or national elections as evidence.</p>
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Suggested Student Discourse

Question	Method
<p>How do we become responsible citizens?</p>	<p>Type: Dialogue Strategy: Conver’stations’ A small-group dialogue strategy that gives students exposure to more of their peers’ ideas and prevents the stagnation that can happen when a group doesn’t happen to have the right chemistry.</p>

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

- 1.) Identify vocabulary words to pre-teach:
 - Vocabulary are words that are more likely to appear in text than speech.
 - Choose words that are not implicitly or explicitly defined within the text.
- 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports	
Vocabulary/Text-Based Questioning:	Strategies:
<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none"> ● Vocabulary to Pre-Teach: precedent, foreign, domestic, cabinet, address <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● What problems did George Washington face as the leader of a new nation? ● What are 3 pieces of advice that George Washington left in his farewell address? ● What domestic and foreign issues did John Adams face as president? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide visuals to differentiate between the words precedent and president. <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Provide sentence stems to help students construct a framework for their response. ● Use multiple media such as audio or video of speeches, or a text-reader. ● Create a graphic organizer for students to use to gather information about their president.

Grade 8 Expansion and Displacement (1815 CE–1850 CE)

Compelling Question	Inquiry Alignment
<p>What were the motivations of, and impacts on different social groups throughout western expansion?</p>	<p>8.10. Use primary and secondary sources to analyze conflicting and diverse points of views on a certain topic.</p> <p>8.12. Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.</p> <p>8.16. Portray historical people, places, events, and ideologies of the time to examine history from the perspective of the participants through creative expression.</p> <p>8.22. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.</p>

Standards at a Glance

Theme 6: Expansion and Displacement (1815 CE–1850 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 8.65. Identify policies of this era that define the relationship between federal, state, and tribal governments through treaties, court decisions, and land acquisition statutes. 8.66. Evaluate the efficacy of formal U.S. policies of expansion, their effects on Sovereign Tribal Nations' ability to self-govern, and Indigenous resistance efforts to preserve tribal sovereignty.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 8.67. Describe a human-created environmental concern related to western expansion, including different contemporary perspectives and other historical context between 1815 CE and 1850 CE.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.68. Compare and contrast Indigenous and Hispanic peoples assimilation experiences with later immigrants' experience as part of expansion across the territorial United States.
History 16. Cause and Consequence	<ul style="list-style-type: none"> 8.69. Describe causes and effects of the Mexican American War and its consequences on residents living in the "new" U.S. Territories. 8.70. Examine the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 8.71. Analyze why and how Indigenous peoples resisted United States territorial expansion.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 8.72. Analyze the motivations of various groups and their impacts on western expansion and the settlement of the United States. 8.73. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.



**Anchor Standard:
Civics 2. Processes, Rules, and Laws**

Grade

Performance Standard(s)

8

8.65. Identify policies of this era that define the relationship between federal, state, and tribal governments through treaties, court decisions, and land acquisition statutes.

8.66. Evaluate the efficacy of formal U.S. policies of expansion, their effects on Sovereign Tribal Nations' ability to self-govern, and Indigenous resistance efforts to preserve tribal sovereignty.

Sample Concept/Content

Supporting Questions

- **Policies**
 - Land ordinance of 1785
 - Northwest Ordinance of 1787
 - Louisiana Purchase
 - Annexation of Florida
 - Cherokee Nation v. Georgia (1831) and Worcester v. Georgia (1832)
 - Marshall Trilogy
 - Sovereignty in context of US constitution Article 1 Sec 8
- **Resistance efforts**
 - Prophetstown founded by Shawnee brothers Tecumseh and Tenskwatawa
 - Battle of Tippecanoe
 - War of 1812 Mohawks under chief John Norton
 - Red Stick Rebellion
 - Seminole Wars
 - Kamehameha I unifies Hawaiian islands
 - Muscogee Creek Wars
 - Apache uprising under Cochise
 - Taos Revolt

- Describe the relationship between federal, state, and tribal governments.
- What patterns emerged in the treaties and court decisions that affected the relationship between federal and tribal governments?
- What did land acquisition statutes ignore?
- How did U.S. policies affect Indigenous peoples ability to self govern?
- How efficient were U.S. policies of expansion at achieving their goals?
- What strategies did Indigenous peoples implement to preserve their sovereignty?
- How efficient were Indigenous resistance efforts at achieving their goals?

Vertical Alignment

	<p><i>Previous Grades:</i></p> <p>7.65. Analyze U.S. policies on expansion into the Southwest, including how they reflected US civic ideals of the time and conflicted with those that resided in New Mexico already and had historically made their home here.</p> <p>7.66. Show the correlation between the territorial and Indigenous economies, including how both were impacted by U.S. federal policies.</p>	<p><i>Future Grades:</i></p> <p>9-12.US.30. Analyze the consequences of the continuing westward expansion of the American people after the Civil War.</p>
	<p>Students Who Demonstrate Understanding Can...</p>	<p>Vocabulary for Teacher Development</p>
	<ul style="list-style-type: none"> ● Identify policies of expansion. ● Describe the effects of U.S. acquisition of territories on Indigenous peoples and their ability to self govern. ● Understand the relationships between federal, state and tribal governments. 	<p>Prophetstown - a Native American village founded in 1808 by Shawnee leaders Tecumseh and his brother Tenskwatawa in Indiana, which grew into a large, multi-tribal community that resisted European influence and was grounded in traditional Indigenous values. After the battle of Tippecanoe, it was destroyed.</p>



**Anchor Standard:
Geography 14. HumanEnvironmental Interactions and Sustainability**

Grade

Performance Standard(s)

8

8.67. Describe a human-created environmental concern related to western expansion, including different contemporary perspectives and other historical context between 1815 CE and 1850 CE.

Sample Concept/Content

- Impact on Acequia systems
- Water contamination
- Overuse/depletion of resources
- U.S. views of private ownership contrasted with Indigenous views of communal ownership and results in degradation and contamination
- Traditional forms of land use vs Anglo-European settlers' tendencies. Upset of balance of rate and intensity of movement and cultivation (ex: cattle ranching)
- Impact of over-hunting buffalo

Supporting Questions

- What perspective did Indigenous peoples hold on how to manage the environment vs. that of settlers?
- How did western expansion impact water, irrigation, and agriculture?
- What sorts of plants, animals, and techniques did settlers bring that changed the environment of the west?

Vertical Alignment

Previous Grades:

5.28. Examine and explain how the physical environment influences human population distribution and land use.

7.67. Distinguish land use patterns of Anglo-Americans during the American westward expansion period.

Future Grades:

9-12.US.65. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of the Earth's surface and resources.

Students Who Demonstrate Understanding Can...

- Describe the environmental impacts of Western Expansion.
- Analyze the differences between how Indigenous peoples view and use land vs settlers.

Vocabulary for Teacher Development

Acequias - mutually, community managed irrigation channels that have been in continuous operation in the arid American Southwest since colonization.



**Anchor Standard:
History 15. Historical Change, Continuity, Context, and Reconciliation**

Grade

Performance Standard(s)

8

8.68. Compare and contrast Indigenous and Hispanic peoples assimilation experiences with later immigrants' experience as part of expansion across the territorial United States.

Sample Concept/Content

- Boarding schools and forced assimilation
- Cherokee education system and written language-Sequoyah
- Worcester v. Georgia
- Adaptations to new physical environments
- Displacement from traditional lands, flora and fauna
- Lack of resources necessary to thrive
- Migration stories
- Genizaros
- Loss of language and traditional knowledges

Supporting Questions

- What was the experience of Indigenous peoples who were sent to boarding schools?
- What are the similarities and differences between the assimilation experiences of Indigenous peoples and those of immigrants of today?

Vertical Alignment

Previous Grades:

7.24. Discuss patterns of migration of early people as they settled across New Mexico and the Southwest region.

7.33. Connect cultural adaptations of the Pueblo and Diné people to today.

7.65. Analyze US policies on expansion into the Southwest, including how they reflected US civic ideals of the time and conflicted with those that resided in New Mexico already and had historically made their home here.

Future Grades:

9-12.US.22. Examine immigration policy in the United States.

9-12.US.72. Examine the lives and experiences of Latinos and other diverse groups and the relationship of the United States to Mexico.

9-12.NMH.21. Probe the beginnings of the Native American boarding school system and its ramifications on Indigenous communities in New Mexico and abroad.

Students Who Demonstrate Understanding Can...

- Describe the experience of forced assimilation that Indigenous peoples experienced.
- Compare and contrast different assimilation experiences.

Vocabulary for Teacher Development

Genizaro - a term used in eighteenth- and nineteenth-century New Mexico for "detrribalized Indians," mainly Indigenous Mexicans or descendants of slaves who were integrated, often as servants, into Spanish homes. Modern use of this term also refers to the descendants of this community.



**Anchor Standard:
History 16. Cause and Consequence**

Grade

Performance Standard(s)

8

8.69. Describe causes and effects of the Mexican American War and its consequences on residents living in the “new” U.S. Territories.

Sample Concept/Content

- Causes
 - Republic of Mexico enacts colonization law.
 - Texas declares its independence.
 - Sectionalism issue pushed west.
 - Desire for Manifest Destiny.
 - Desire for expansion of Slavery.
- Effects
 - Under U.S. territory jurisdiction, Mexican women lose right to own land, vote, and divorce.
 - Territories open up to possibility of legal slavery, whilst Mexico had abolished it in 1829.
 - Land grants threatened.
 - Indigenous communities suffer massacres, loss of land and threats to their way of life.
 - Assimilation from Spanish or Indigenous languages into English.
 - Assimilation away from communal ways of sharing resources into more individualistic ways.
 - Treaty of Guadalupe Hidalgo preserves some things such as Acequias, claims that residents can maintain their religion, culture, and language.
 - Tohono O'odham nation split by conceived border.
 - Environmental changes including conversion of the plains to wheat farms, forests to lumber, and mountains to mining quarries.
 - Native Californians were not recognized as Mexican and so were not protected by the Treaty of Guadalupe Hidalgo.

Supporting Questions

- Describe three steps that led up to the Mexican American War.
- Besides gaining land, what were the motivations of the U.S. for invading Mexico?
- What rights did women and Indigenous people lose when they became part of a U.S. territory?
- What promises and agreements were made in the Treaty of Guadalupe Hidalgo?

Vertical Alignment

Previous Grades:

6.50. Examine instances of conflict and oppression in Medieval times as well as responses to these violations.

7.44. Analyze the patterns of colonization, exploration, destruction and creation that came with the occupation of the Americas by Spaniards.

7.60. Investigate the use of trade routes and systems to analyze the economic impact they had on New Mexico as well as those who traded with New Mexicans.

7.69. Categorize causes and consequences of the U.S. military invasion of Mexico and New Mexico.

Future Grades:

9-12.US.33. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in the United States.

9-12.NMH.14. Dissect the Treaty of Guadalupe Hidalgo and evaluate how the different people of New Mexico were addressed and impacted by the document.

9-12.NMH.15. Examine the rights that were guaranteed to New Mexico citizens in Article IX of the Treaty of Guadalupe Hidalgo and the reason why Article X would have been stricken.

Students Who Demonstrate Understanding Can...

- Determine political and social causes to the war.
- Analyze the war's and its aftermath impacts on Mexicans and Indigenous peoples.

Vocabulary for Teacher Development

Colonization Law - allowed US citizens to settle on Mexican lands in Texas as long as they became Mexican citizens and respected Mexican law.



Anchor Standard:
History 16. Cause and Consequence

Grade

Performance Standard(s)

8

8.70. Examine the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.

Sample Concept/Content

Supporting Questions

- **Purchases/Annexations/Treaties**
 - Northwest Ordinance of 1787
 - Treaty of Paris allows for the illegal seizure of Native lands
 - Thomas Jefferson enacts federal policy of land acquisition through Indian debt
 - Civilization campaign policy
 - Louisiana Purchase
 - Whisky Treaty
 - Creek lands ceded via illegal treaty
 - Georgia illegally extends jurisdiction over Cherokee
- **Removal Treaties**
 - Treaty of Dancing Rabbit Creek (Choctaw)
 - Treaty of Payne's Landing (Seminole)
 - Treaty of New Echota (Cherokee)
- **Forced Relocations**
 - Navajo long walk and Bosque Redondo
 - Trail of Tears
 - Creation of Legion of the United States
 - Congress supports Jefferson's policy to trade lands west of the Mississippi
 - "Indian Treaties, and Laws and Regulations Relating to Indian Affairs" by Andrew Jackson
 - Indian Removal Act
 - Seneca moved to Allegheny and Cattaraugus reservations
- **Wars**
 - Seminole Wars
 - Black Hawk War
 - Battle of Bad Axe
 - Muscogee Creek War
 - Taos Revolt

- Explain how the experiences of forced removal continue to impact the health and community of Indigenous Americans.
- What were common patterns throughout the treaties that the U.S. signed with Indigenous tribes?
- What were the U.S.'s strategies for colonization of western lands?

	<ul style="list-style-type: none"> ○ Apache Uprising ○ Mexican American War ○ “California Indian Wars” and the Act for the Government and Protection of Indians ○ War of 1812 	
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>6.50. Examine instances of conflict and oppression in Medieval times as well as responses to these violations.</i></p> <p><i>7.44. Analyze the patterns of colonization, exploration, destruction and creation that came with the occupation of the Americas by Spaniards.</i></p>	<p><i>Future Grades:</i></p> <p><i>9-12.US.33. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in the United States.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Identify important treaties, purchases and forced relocation during this era. ● Compare and contrast the ways in which the U.S. acquired lands. 	<p>Navajo long walk - 1863 forced deportation and attempted ethnic cleansing of over 10,000 Diné and Mescalero Apache people by the United States federal government.</p> <p>Bosque Redondo Indian Reservation - or H’weeldi, meaning place of suffering. Internment camp where Navajo (Diné) and mescalero apache internees were forced to move to. Prisoners were expected to assimilate and embrace American cultural values, one out of four died of dysentery, exposure, or starvation.</p> <p>Civilization campaign policy - promoted commercial agriculture, Christianity, an alteration in the gender-based divisions of labor among Indians, separation of children from families and private ownership of land.</p> <p>Trail of Tears - a series of forced displacements and ethnic cleansing of approximately 60,000 Indigenous Americans of the "Five Civilized Tribes" between 1830 and 1850 by the United States government.</p>



Anchor Standard:
History 19. Power Dynamics, Leadership, and Agency

Grade

Performance Standard(s)

8

8.71. Analyze why and how Indigenous peoples resisted United States territorial expansion.

Sample Concept/Content

Supporting Questions

- Why
 - Indigenous peoples viewed as racially inferior, this belief was propagated publicly by presidents and governmental leaders
 - Settlers would kill, rape, beat, steal from, and torture Indigenous peoples without consequences
 - Scalping legalization and bounties
 - Extermination and genocide
 - Massacres including of the Sauk, Miwok, Apache, Comanche, Pomo, Wintun, Klamath, Patwin, Taos, Rancheria Tulea, Konkow Maidu, Wichita etc
 - Forced removal
 - Broken treaty agreements
 - Act for the Government and Protection of Indians, which allowed the kidnapping of Indigenous children
 - Their lands were stolen and Indigenous peoples could not access resources they needed to survive
 - Desire to maintain traditions and way of life that existed for thousands of years
 - Concern for environment, natural resources, and sacred places
- How
 - Attempts at peaceful negotiation through treaties, but agreements often broken by the U.S.
- Resistance movements:
 - Taos Revolt
 - Seminole Wars
 - Muscogee Creek War
 - Apache Red sleeves

- What was happening to Indigenous peoples that made them want to resist U.S. territorial expansion?
- Compare and contrast resistance movements and strategies.
- Which tribes suffered massacres at the hands of the U.S.?
- Who were important leaders in the resistance movements and what are they remembered for?

	<ul style="list-style-type: none"> ○ Red Stick Rebellion ○ Indigenous role in War of 1812 ○ Black Hawk War ○ Battle of Bad Axe ○ Choctaw refusal to move ○ Leadership of Cochise, Geronimo, Tecumseh and Tenskwatawa create pan-american unified movement 	
Vertical Alignment		
	<p><i>Previous Grades:</i></p> <p>5.18. Explain the connections among historical contexts and people’s perspectives during major historical events in the United States.</p> <p>7.53. Compare and contrast the revolts and resistance movements under Spanish rule.</p>	<p><i>Future Grades:</i></p> <p>9-12.Civ.20. Use data and evidence from multiple perspectives related to federal policy toward Indigenous groups to develop an understanding of Indigenous/U.S. relations over time.</p> <p>9-12.US.25. Examine the impact of the end of the Civil War on the settlement of the West and on the relationships between the United States and the Indigenous nations in the West.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Explain what actions on the part of the U.S. motivated Indigenous peoples to resist territorial expansion. ● Describe various resistance movements and understand their similarities and differences. 	<p>Genocide - the deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group.</p> <p>Massacre - an indiscriminate and brutal slaughter of people.</p> <p>Scalping - the act of cutting or tearing a part of the human scalp, with hair attached, from the head, and generally occurred in warfare with the scalp being a trophy.</p> <p>Resistance movements - A social movement that seeks to prevent or reverse social, cultural, or economic structural change.</p>



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 21. Identity in History**

Grade

Performance Standard(s)

8

8.72 Analyze the motivations of various groups and their impacts on western expansion and the settlement of the United States.

Sample Concept/Content

Supporting Questions

- **Motivations**
 - More land to exploit resources, (ex. trappers and miners)
 - Slave owners and politicians who represented them wanted to expand slavery
 - U.S. government wants to give parcels to settlers who will contribute to U.S. economy
 - Religious freedom (Mormons)
 - Gold Rush
 - Opportunities to buy cheap land
 - Desire to exterminate Indigenous peoples and colonize the west
- **Impacts**
 - Displacement and extermination of Indigenous peoples, loss of life and knowledge
 - Damage to the environment/over extraction of resources
 - Change of demographics
 - Imposition of U.S./European beliefs, culture and language onto Indigenous peoples and Mexicans

- What benefits and opportunities came along with acquiring land in the west?
- What were the economic and social motivations for western expansion?
- What was lost or destroyed when the U.S. expanded and settled the west?
- How was the environment impacted by western expansion?
- What would populations of the west be like if the U.S. had not settled in the way that it did?

Vertical Alignment

Previous Grades:

5.31. Explain how the treatment of groups of people in the past and present impacts who they are.

7.45. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.

Future Grades:

9-12.US.34. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.

9-12.US.52. Analyze how ideologies of the Progressive movement impacted Indigenous People in the United States.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Identify motivations and impacts of western expansion. ● Understand the different circumstances of various groups of settlers. ● Identify environmental damages caused by expansion. ● Brainstorm alternate results and possibilities. 	<p>Environmental impacts of western expansion - over extraction due to mining, endangerment and extinction of animals, air, water and soil contamination caused by livestock and humans, disruption to balance of plant and animal life systems, destruction of land formations, extermination of Indigenous knowledges and practices that protected and revitalized lands.</p>



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 21. Identity in History**

Grade

Performance Standard(s)

8

8.73. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.

Sample Concept/Content

- Kidnapping of children to place them into Boarding schools result in deaths of children from disease, accidents, mistreatment etc
- Children who attended boarding schools were more likely to commit suicide, develop anxiety disorders, post traumatic stress disorders
- Prolonged separation from elders and parental figures resulted in a loss of ethnic pride and knowledge of cultural traditions and practices
- Indigeneous peoples lose their identity when forced to change their appearance which previously related to important social practices and ceremonies, for example, hair cutting
- Christianity enforced and religious practices banned in Hawaii and amongst most North American tribes
- Deculturization and erasure of ethnic identity
- Extinction of Indigenous languages
- Internalized racism, mental health issues, and historical trauma still suffered today

Supporting Questions

- How did forced assimilation affect a person's racial identity and the way they see themselves and their community?
- What were the consequences of boarding schools?
- What sorts of things were lost due to assimilation?

Vertical Alignment

Previous Grades:

5.31. Explain how the treatment of groups of people in the past and present impacts who they are.

7.45. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.

Future Grades:

9-12.US.34. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.

9-12.US.52. Analyze how ideologies of the Progressive movement impacted Indigenous People in the United States.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> • Describe the consequences of assimilation. • Analyze how one's identity is tied to culture, language, ethnicity, race, and religion. • Understand the continued effect that assimilation has on the mental health of those who were forced to assimilate and their descendants. 	<p>Deculturization - the educational process that destroys a student's culture and replace it with a new culture.</p> <p>Ethnic identity - identification with, or sense of belonging to, a particular group based on ethnicity (shared cultural characteristics like language, ancestry, practices, and beliefs).</p> <p>Internalized racism - when a person adopts negative beliefs of themselves or their community, usually unknowingly, due to being taught that they or their people are inferior.</p> <p>Racial identity - identification with, or sense of belonging to, a particular group based on race (common physical characteristics and some shared culture and history).</p> <p>Historical trauma - multigenerational trauma experienced by a specific cultural, racial or ethnic group.</p>

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

History 16. Cause and Consequences

8.70. Examine the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.

Ethnic, Cultural, and Identity Studies 21. Identity in History

8.73. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.

Inquiry 26. Communicate and Critique Conclusions

8.16. Portray historical people, places, events, and ideologies of the time to examine history from the perspective of the participants through creative expression.

In this task, students will complete a Trail of Tears Journal Entry Project, which will allow students to think critically and understand how policies of western expansion affected a specific tribe while analyzing the geography, relocation, and lived experiences from the perspective of an Indigenous person who survived the Trail of Tears.

Sample Task #6

Students will choose from the following tribes: Choctaw, Chickasaw, Cherokee, Creek, or Seminole and research 1) the geography, daily life and culture of the tribes original homelands, 2) their tribes relation to the Indian Removal Act and specific experience on the Trail of Tears, and 3) the conditions and geography of the reservation that the U.S. forces them onto.

Students will demonstrate historical accuracy, knowledge of geography, and convert research into creative storytelling.

Trail of Tears Journal Entry Project Instructions and Research Questions Guide

Write 3 journal entries as either a Choctaw, Chickasaw, Creek, Seminole, or Cherokee person during the process of Indian Removal. Use the questions below to help you research and determine what information to include in your diary entries. Write the entries from the perspective of a person experiencing this at the time. Add more details and information that are historically accurate but also be creative and imagine your own story. Each entry should be ½ to a full page in length.

Entry 1: Your life at home

What is the geography like in the place you are from? Climate, natural resources, etc
What is your daily life like? What activities do you take part in?

What do you eat, what kind of clothes do you wear?
 What will you be leaving behind and how does it feel?

Entry 2: On the Trail of Tears

What do you think of the Indian Removal Act and why do you think the government is passing this act?
 What year/month were you removed from your homelands?
 Describe what you have seen or experienced on the Trail of Tears. What is it like?
 What have you felt or thought about so far?

Entry 3: Life on the New Reservation

For how long did you travel on the Trail of Tears?
 What is your new reservation like? What is hard about living on the reservation?
 How is your new reservation different from where you are from? What do you miss most?
 What are your hopes for the future?

Exemplar Student Responses

Look For

- Students will detail the specific geography of their chosen tribe and provide clues as to how it affects their culture. For example, importance of waterways and fishing to the Seminole
- Students will provide accurate information regarding what their chosen tribe experienced on the Trail of Tears including: conditions, distance traveled, amount of deaths, year/month/season when they were removed etc.
 Students will demonstrate that they understand the living conditions of the new reservations to include lack of familiar natural resources, inadequate and diminished resources, having to share space and resources with other tribes, etc.
 Students will show that they can empathize with the experience of Indigenous peoples through their journal entries by describing the struggles they are facing such as adjusting to a new environment, suffering loss of loved ones, losing parts of their culture, fearing the unknown, expressing emotions, etc.
- Either by hand or digitally, students who complete exceptional work will incorporate creative aesthetic elements that make their journal entries look interesting and like real artifacts



DOK

Blooms

3

Create

Cross-Curricular Connections

CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

Indigenous Americans who experienced removal and displacement

How are groups and individuals portrayed?

As people with whom students can empathize with, people who experience a forced migration and who miss their homelands.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

The research questions guide provokes students to think critically and empathize with a marginalized community, Indigenous peoples.

What supports are provided to teachers to identify blind spots?

Question guide and look for's help teachers to support every student's research, task provides a starting point for teachers to determine historical accuracy.

How is this text or stimuli culturally/linguistically responsive?

It validates the experience of people who have migrated, which many students and their families can relate to. It makes learning more relevant by asking students to empathize and express emotions through a historical lens.

VABB Analysis

Validate

The intentional and purposeful legitimization of the home culture and language of the student.

Affirm

The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.

Question: What are some of your family traditions or languages that have been lost or passed down through generations?

ESR: My family is from Peru and speaks mostly Spanish, it has been passed down from my grandparents and parents to me but my siblings and I don't speak it as well. We still do some traditions like noche buena but it's different because in Peru it's summer and we go to the beach.

Question: What kind of strengths and mindset does a person need to have to overcome a difficult migration?

ESR: They need to have bravery, intelligence, motivation and hope for the future in order to overcome obstacles such as crossing the border, encountering danger, leaving their life behind and starting over.

	Build <i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	Bridge <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
	<p>Question: What laws and policies have an affect on your family or community? If you could, what law would you change and why?</p> <p>ESR: Many people in my community are undocumented and they came here from Mexico but overstayed their Visa, the U.S. says this is illegal and its really hard because they are scared to drive and they cant get certain jobs and they live in fear. I would change immigration laws to allow people of any age who contribute positive things to their community to be able to have legal status.</p>	<p>Question: Brainstorm ways in which the U.S. government could correct the wrongs that they imposed unto Indigenous peoples.</p> <p>ESR: The U.S. could start by giving the land back to Indigenous peoples or coming up with a compromise of how current communities can repay Indigenous peoples such as by giving them a tax for all the profit made on their land, or by giving descendants of Indigenouspeoples who suffered on the Trail of Tears, extra support and opportunities to have a successful life and preserve their traditions.</p>
	Suggested Student Discourse	
	Question	Method
	<p>What kind of strengths and mindset does a person need to have to overcome a difficult migration?</p>	<p>Type: Dialogue</p> <p>Strategy: Inner Outer Circle A dialogue that gives students a chance to talk in the inner circle and act as focused listeners to provide peer feedback on conversational skills/behaviors in the outer circle; This type of dialogue gives students the opportunity to respond to questions and/or discuss information with a variety of peers in a structured manner.</p>
Multi-Layered System of Supports/Suggested Instructional Strategies		
	<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> 1.) Identify vocabulary words to pre-teach: <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text. 2.) Create Text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure. 	

Instructional Supports

Vocabulary/Text-Based Questioning:

Vocabulary to pre-teach: diary entry, Indian Removal Act, Trail of Tears, Reservation

Text-Based Questioning:

- What was the experience of people who were forced to relocate from their homelands on the Trail of Tears?
- What was daily life like for someone of the tribe you are researching?

UDL Strategies:

Universal Supports:

- Show video documentaries, cinematic reenactments, and diverse artworks that represent the experience of people on the Trail of Tears.
- Teacher can provide a research guide and note taking outline that students can fill out to help them understand the circumstances and details of their tribes geography and experience needed to write their journal entries

Targeted supports

- For students who need more support, teacher can provide sentence starters for each diary entry
- Teachers can provide specific resources including books and websites and suggest a tribe that has more sources such as Cherokee, for students who need extra support with research

Grade 8 Sectionalism (1830 CE–1860 CE)

Compelling Question	Inquiry Alignment
<p>How can oppressed people respond to injustice?</p>	<p>8.10. Use primary and secondary sources to analyze conflicting and diverse points of views on a certain topic.</p> <p>8.13. Engage in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues.</p> <p>8.15. Develop informational texts, including analyses of historical and current events.</p> <p>8.16. Portray historical people, places, events and ideologies of the time to examine history from the perspective of the participants through creative expression.</p>

Standards at a Glance

Theme 7: Sectionalism (1830 CE–1860 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> ● 8.74. Compare the federal government’s response to the southern states’ call for independence with that of the original Thirteen Colonies.
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> ● 8.75. Critique citizens’ responses to changing political and social policies during the early 19th century.
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> ● 8.76. Identify and explain the economic differences between the North and the South.
History 16. Cause and Consequence	<ul style="list-style-type: none"> ● 8.77. Demonstrate how conflicts over slavery led the North and South to war.
History 17. Historical Thinking	<ul style="list-style-type: none"> ● 8.78. Compare and contrast the causes, demographics, and results of the Haitian Revolution and enslaved peoples’ rebellions between 1830 CE and 1860 CE.
Anchor Standard 20. Diversity and Identity	<ul style="list-style-type: none"> ● 8.79. Examine how enslaved people adapted within and resisted their captivity. ● 8.80. Describe the formation of African American cultures and identities in free and enslaved communities. ● 8.81. Identify and explore how current traditions, rights, and norms of identity groups have changed or are changing over time.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none"> ● 8.82. Apply knowledge of an event of the Sectionalism and Reform Era to analyze current issues and events.



**Anchor Standard:
Civics 2. Processes, Rules, and Laws**

Grade

Performance Standard(s)

8

8.74. Compare the federal government’s response to the southern states’ call for independence with that of the original Thirteen Colonies.

Sample Concept/Content

- Colonization -
 - Patriots vs. loyalists
 - Mercantilism
 - Taxation without representation
 - Issues with policy enforcement - Navigation Acts, Proclamation of 1763, intolerable/coercive Acts

- Sectionalism -
 - North vs. south
 - State’s rights
 - Balance of political representation
 - Popular sovereignty
 - Slavery debate
 - Lincoln’s election
 - Issues with policy enforcement - Fugitive Slave Act, Missouri Compromise, Compromise of 1850, Bleeding Kansas

Supporting Questions

- Which events caused debate and a call for independence during the colonial era?
- Which events caused debate and a call for Southern independence during sectionalism?
- How is the call for independence similar and different between the 13 Colonies and the Southern States during Sectionalism?

Vertical Alignment

Previous Grades:

7.47 - Describe the relationship between a nation-state and its colonies.

7.72 - Evaluate New Mexico’s transition into a U.S. territorial government from the perspectives of the various groups residing in the territory at the time.

Future Grades:

9-12.US.15 - Evaluate how the events of Reconstruction impacted people from diverse groups.

9-12.US.18 - Explore the efforts of the federal government, African Americans, and civil society reformers to create a new political and social order after emancipation.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> Identify similarities and differences between political responses stemming from the colonial and sectionalist ideals for independence. 	<p>Mercantilism - economic policy that is designed to maximize the exports and imports of a country's economy.</p> <p>Policy - system of guidelines, procedures and protocols adopted by a government body or organization.</p> <p>Popular Sovereignty - the citizens are collectively the sovereign of the state and hold the ultimate authority over public officials and their policies.</p> <p>Proclamation - a public or official announcement.</p> <p>Sectionalism - loyalty to one's own region or section of a country, rather than those of the country as a whole.</p>



**Anchor Standard:
Civics 3. Civic Dispositions and Democratic Principles**

Grade

Performance Standard(s)

8

8.75. Critique citizens' responses to changing political and social policies during the early 19th century.

Sample Concept/Content

- Political Responses:
 - Calls for popular sovereignty when adding a new state
 - Creation of Confederate States of America
 - Rise of new political parties
 - Fugitive Slave Act
- Social Responses:
 - Bleeding Kansas
 - Call for war
 - John Brown's Raid
 - Southern secession
 - *Uncle Tom's Cabin*

Supporting Questions

- Which political and social responses emerged as a result of sectional ideals between the North and South?
- How did each response play a role in widening the social divide between the North and South during sectionalism?

Vertical Alignment

Previous Grades:

7.28 - Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.

Future Grades:

9-12.US.42 - Describe how particular historical events and developments shape human processes and systems in a given place/region over time.

Students Who Demonstrate Understanding Can...

- Analyze and assess how differing groups responded and reacted to political and social policies during Sectionalism.

Vocabulary for Teacher Development

Popular Sovereignty - the citizens are collectively the sovereign of the state and hold the ultimate authority over public officials and their policies.
Secession - act of formally withdrawing from a federation or political body.
Social - collective human interactions.



Anchor Standard:
Economics/Personal Financial Literacy 5. Economic Decision Making

Grade

Performance Standard(s)

8

8.76. Identify and explain the economic differences between the North and the South.

Sample Concept/Content

- Geographic comparison between the North & South:
 - North: thin, rocky soil; long, harsh winters; short, mild summers; short growing season, thick forests; natural harbors
 - South - rich, fertile soil; large-acres of flat land; long growing season; broad, coastal plain; mild winters; hot, humid summers
- Industrialization vs. Agriculture:
 - Factories led to industrialization and urbanization in the North
 - Cash crops and plantations
- Colonial heritage of plantations: Cash crops, slavery, and slave codes

Supporting Questions

- Which geographic features influence the economics of the North and South?
- Compare the economic differences which defined the North and South.
- How did economics play a role in the development of sectionalism between the North and South?

Vertical Alignment

Previous Grades:
5.15. Analyze the causes of the Civil War and the effects individuals and groups had on the conflict.

Future Grades:
912.US.14. Analyze the short and longterm effects of the end of the Civil War and Reconstruction period.

Students Who Demonstrate Understanding Can...

- Identify and explain the geographic features which led to economic differences between the North and the South.
- Identify and explain how economic differences between the North and the South led to sectionalism in the United States.

Vocabulary for Teacher Development

Industrialization - period of social and economic change that transforms an area for the purpose of manufacturing.
Sectionalism - loyalty to one's own region or section of a country, rather than those of the country as a whole.
Urbanization - a process in which there is an increase in the percentage of people living/working in cities and towns.



Anchor Standard:
History 16. Cause and Consequence

Grade

Performance Standard(s)

8

8.77. Demonstrate how conflicts over slavery led the North and South to war.

Sample Concept/Content

- Antebellum conflicts over states' rights -
- Federalism v. Anti-Federalism
 - Compromise of 1850
 - Dred Scott Case
 - Bleeding Kansas
 - Missouri Compromise
 - John Brown's raids
 - Lincoln-Douglas Debates
 - Lincoln's election
 - Battle of Fort Sumter
 - Southern secession

Supporting Questions

- How did slavery divide the North and South in each of the following conflicts: Federalism, Compromise of 1850, Dred Scott Case, Bleeding Kansas, Missouri Compromise, John Brown's Raid, Lincoln-Douglas Debates, and Southern Secession?
- Which conflicts played a leading role that led to war between the North and South? Explain.

Vertical Alignment

Previous Grades:

7.72 - Evaluate New Mexico's transition into a US territorial government from the perspectives of the various groups residing in the territory at the time.

Future Grades:

9-12.US.14 - Analyze the short- and long-term effects of the end of the Civil War and Reconstruction period.

Students Who Demonstrate Understanding Can...

- Synthesize the Northern and Southern perspective which led to conflict over slavery during the following historical events: state's rights, Compromise of 1850, Dred Scott Case, Bleeding Kansas, Missouri Compromise, John Brown's Raid, Lincoln-Douglas Debates, & Southern Sucession.
- Connect and explain how specific conflicts involving slavery played a pivotal role which led to war between the North and South.

Vocabulary for Teacher Development

Antebellum - events occurring or existing before a particular, especially the Civil War.
Anti-Federalism - political movement which opposed the creation of a strong central government versus one which gave more authority to states.
Federalism - power is shared between two sets of governmental institutions, those of the states and those of the central authorities, as stipulated by the Constitution.
Secession - withdrawal of a group from a larger political entity, organization, or union.



Anchor Standard:
History 17. Historical Thinking

Grade

Performance Standard(s)

8

8.78. Compare and contrast the causes, demographics, and results of the Haitian Revolution and enslaved peoples' rebellions between 1830 CE and 1860 CE.

Sample Concept/Content

Supporting Questions

- Haitian Revolution:
 - Conflict between 1791-1804
 - African slaves and their descendents conducted uprisings against the British and French colonizers
 - independence from France
 - Haiti becomes the first country to be founded by former slaves
- Nat Turner's Rebellion, 1831:
 - Mission - take revenge on plantation owners
 - Between 55-65 people were killed
 - Many innocent African Americans were killed before Nat Turner was caught and hanged for his actions
 - Increased southern fears surrounding uprisings of enslaved African Americans

- Why were slave rebellions dangerous for those who chose to rebel?
- How were enslaved Africans impacted by the Haitian Revolution?
- How were enslaved African Americans impacted by Nat Turner's Rebellion?

Vertical Alignment

Previous Grades:

7.53 - Compare and contrast the revolts and resistance movements under Spanish rule.

Future Grades:

9-12.US.51 - Analyze the strategies of African Americans to achieve basic civil rights in the early 20th century.

Students Who Demonstrate Understanding Can...

Vocabulary for Teacher Development

- Identify the causes, demographics and results of the Haitian Revolution and Nat Turner's Rebellion.
- Identify similarities and differences between the Haitian Revolution and Nat Turner's Rebellion by comparing and contrasting both events.

Conflict - a serious disagreement or argument.
Rebellion - an act of violence or open resistance to an established government or ruler.
Revolution - a forcible overthrow of a government in favor of a new system.



**Anchor Standard:
Ethnic, Cultural and Identity Studies 21 20. Diversity and Identity**

Grade

Performance Standard(s)

8

8.79. Examine how enslaved people adapted within and resisted their captivity.

8.80. Describe the formation of African American cultures and identities in free and enslaved communities.

Sample Concept/Content

Supporting Questions

Adaptation:

- Traditional folk tales to pass on African & family history
- Religion and spirituals

Resistance:

- Civil Disobedience - Underground Railroad, Harriet Tubman
- Nat Turner’s Rebellion
- John Brown’s Raid

Culture & Identity:

- Free African American Communities:
 - Limited rights
 - Often faced discrimination
 - Risk of being kidnapped and enslaved
 - Most worked as farmers, laborers, artisans (blacksmiths, carpenters, & cobblers)
 - Contributors to society: Henry Blair, Sojourner Truth, and Frederick Douglas
- Enslaved African American Communities:
 - Conditions varied among plantations
 - Slave Codes
 - Mistreatment by plantation owners
 - Hard to keep families together
 - Family unit was a source of strength, pride and love
 - Taught children traditional African stories and songs
 - Used folk tales to pass on African history, morals and beliefs
 - Religion helped with harness of slave life
 - Spirituals

- How did enslaved Africans adapt and resist captivity under the slave system in the United States?
- Which characteristics describe free African American communities in the United States under Sectionalism?
- Which characteristics describe enslaved African American communities in the United States under Sectionalism?
- How were free and enslaved African American communities similar and different?

Vertical Alignment

Previous Grades:

7.33 - Connect cultural adaptations of the Pueblo, Apache, and Dine people to today.

7.20 - Analyze how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of our state.

7.36 - Describe the relationship between cultural heritage(s) and personal identity or identities.

Future Grades:

9-12.US.34 - Examine the role assimilation plays in the loss of cultural, ethnic, racial and religious identities and language.

Students Who Demonstrate Understanding Can...

- Examine different methods used by enslaved people to adapt and resist the system of slavery in the United States.
- Describe the similarities and differences between free and enslaved African American communities in the United States during sectionalism.

Vocabulary for Teacher Development

Adapt - modify or adjust for a new use or purpose.
Civil Disobedience - the refusal to comply with certain laws; form of peaceful protest.
Resistance - refusal to accept or comply with something.
Spirituals - religious songs.
Artisans - a worker in a skilled trade.
Discrimination - the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.
Slave Codes - laws passed by Southern states to keep enslaved African Americans from running away or rebelling.



**Anchor Standard:
Ethnic, Cultural and Identity Studies 21 20. Diversity and Identity**

Grade

Performance Standard(s)

8

8.81. Identify and explore how current traditions, rights, and norms of identity groups have changed or are changing over time.

Sample Concept/Content

- Social expectations for behavior within cultural identities
- Identities are processes that change over time

Supporting Questions

- *How do characteristics which define identity groups change over time?*
- *Why do characteristics which define identity groups change over time*

Vertical Alignment

Previous Grades:

7.36 - Describe the relationship between cultural heritage(s) and personal identity or identities.

7.76 - Identify and describe the traditions, rights, and norms of the groups which the student identifies as belonging and explore how these traditions, rights, and norms may have changed over time.

Future Grades:

9-12.US.20 - Identify and explore how current traditions, rights, and norms of identity groups have changed or are changing over time.

Students Who Demonstrate Understanding Can...

- Identify and explain how traditions, rights and norms evolve and change over time in identity groups.

Vocabulary for Teacher Development

Identity - characteristics which determine who or what something is.
Norms - a pattern that is typical or expected of a group.
Traditions - the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 22. Community Equity Building**

Grade

Performance Standard(s)

8

8.82. Apply knowledge of an event of the Sectionalism and Reform Era to analyze current issues and events.

Sample Concept/Content

- Possible connections to current events:
 - Criminal justice and incarceration
 - Laws and citizen’s rights
 - Economics
 - Education
 - Health care
 - Voting rights
 - Legal precedents

Supporting Questions

- How can social issues surrounding equity during Sectionalism be connected and applied to current issues and events today?

Vertical Alignment

Previous Grades:

7.45 - Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.

7.65 - Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.

Future Grades:

9-12.US.19 - Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

9-12.US.56 - Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.

Students Who Demonstrate Understanding Can...

- Apply their knowledge and skills of Sectionalism to current issues and events surrounding equity building in the United States.

Vocabulary for Teacher Development

Community - a group of people living in the same locality and under the same government.
Equity - assumes that all citizens have had different opportunities and experiences, and allocates the exact resources and opportunities needed to reach an equal outcome.
Precedent - a judicial decision that may be used as a standard in subsequent similar cases - a landmark decision that set a legal precedent.
Sectionalism - loyalty to one’s own region or section of a country, rather than those of the country as a whole.

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

Civics 3. Civic Dispositions and Democratic Principles

- 8.75. Critique citizens' responses to changing political and social policies during the early 19th century.

History 16. Cause and Consequence

- 8.77. Demonstrate how conflicts over slavery led the North and South to war.

Inquiry 26. Communicate and Critique Conclusions

- 8.15 - Develop informational texts, including analyses of historical and current events.
- 8.16 - Portray historical people, places, events and ideologies of the time to examine history from the perspective of the participants through creative expression.

In this instructional task students will create a meme, hashtags and a detailed explanation from the Northern and Southern perspective. Students will utilize culminating resources from prior lessons (notes, interactive notebooks, textbook, etc.) to demonstrate the political and social policies that led to deepening sectionalism between the North and South. As they complete this task, students will demonstrate and apply their knowledge and skills to the following questions:

- Which political and social responses emerged as a result of sectional ideals between the North and South?
- How did each response play a role in widening the social divide between the North and South during sectionalism?
- How did slavery divide the North and South in each of the following conflicts: Federalism, Compromise of 1850, Dred Scott Case, Bleeding Kansas, Missouri Compromise, John Brown's Raid, Lincoln-Douglas Debates, and Southern Secession?
- Which conflicts played a leading role that led to war between the North and South? Explain.

Sample Task #7

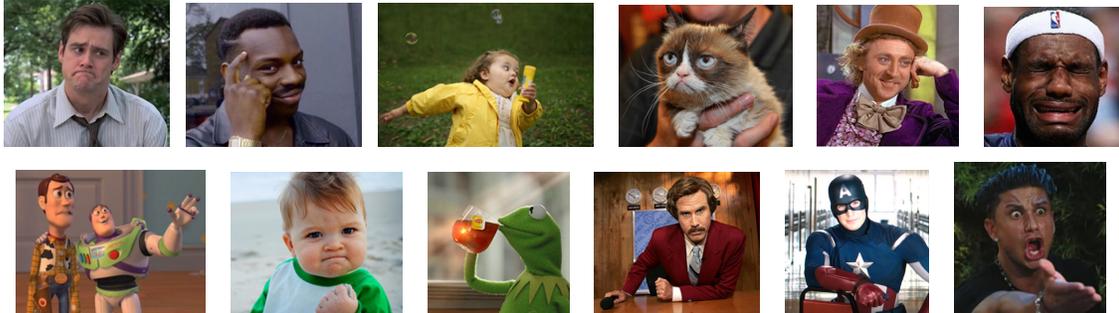
Sectionalism Perspective Memes

Within this instructional task, students will create a meme, two hashtags, and a detailed explanation from the Northern and Southern perspective that portrays the deepening divide that resulted from political and social policies. Guidelines for each aspect of the instructional task is as follows:

- Memes: using a selected image, students create a meme statement that reveals historical content while connecting to the Northern or Southern perspective during sectionalism.
- Hashtags: students create two hashtags that identify a political and/or social policy that can be used to support the perspective with the meme.

- Detailed Explanation: students construct a detailed paragraph that explains how the historical events/policies denoted in hashtags connect with the sectionalist perspective portrayed within the meme.

As students complete the task, they may choose from a preselected set of images provided by the teacher. A sample set of images are below and were acquired using Google Images:



Exemplar Student Responses



When you are required to return escaped slaves
 #fugitiveslaveact #abolitionistmovement

During sectionalism, the Fugitive Slave Act of 1850 required all citizens to help seize and return African Americans who were trying to escape slavery by reaching a free, northern state. Many northerners felt slavery was immoral and evil. As a result, many northerners supported the abolitionist movement which campaigned for an end to slavery throughout the United States. Free, northern states gave freedom to escaped slaves who successfully made the journey. Too appease outraged plantation owners in the South, the Fugitive Slave Act was instituted in 1850. Laws were written which fined and jailed anyone who enabled or helped escaped slaves. Judges received money for sending accused runaway slaves to the South. The image and meme statement demonstrates the dismissive mindset of northern abolitionists towards the Fugitive Slave Act.

DOK	Blooms
3	Create

Cross-Curricular Connections

[CCSS.ELA-Literacy. W. 6-8.1A](#)

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

[CCSS.ELA-Literacy. W. 6-8.1E](#)

Provide a concluding statement or section that follows from and supports the argument presented.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

The stimuli allows students to connect with the opposing viewpoints under sectionalism. They will connect each opposing perspective to the historical events which deepened the divide between the North and the South prior to the Civil War.

How are groups and individuals portrayed?

Northerners opposed slavery and the expansion of the institution into western territories. Southerners pushed for legislation to protect the system and its expansion. The divide between the North and South deepens as political and social events heighten that cause tension over the issues of slavery, representation, popular sovereignty and statehood.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

The stimuli prompts students to connect with the diverse perspectives that ultimately divided our nation and led to the Civil War. They must analyze and reflect on historical events that evoked political and social division thus, allowing them to see events from opposing perspectives.

What supports are provided to teachers to identify blind spots?

Examples of visuals were provided for teachers to use when asking students to connect historical events to images that reflect the northern and southern perspectives during sectionalism. Teachers were also prompted to reference their district approved curriculum as a reference material for content application.

How is this text or stimuli culturally/linguistically responsive?

The stimuli helps students to personally connect with the political and social policies that divided our nation. They are able to create connections between historical events and sectional perspectives. The stimuli helps students to identify the social inequities that led to regional divisions and civil war.

VABB Analysis

Validate <i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	Affirm <i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
Question: What does the stimuli reveal about the political and social diversity of our nation during sectionalism? ESR: Regional differences led to opposing viewpoints which deepened the divide between	Question: What shifts were taken to increase political and social equality? ESR: There were increases in representation, calls for popular sovereignty, uprisings and movements to abolition slavery.

	<p>the North and South. Social and ethnic inequities were at the core of regional opposition.</p>	
	<p style="text-align: center;">Build</p> <p style="text-align: center;"><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p style="text-align: center;">Bridge</p> <p style="text-align: center;"><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
	<p>Question: How have social inequities during sectionalism impacted today's society?</p> <p>ESR: Other social movements have emerged over time calling for ethnic and gender equality; for example: Women's Rights Movement and Civil Rights Movement.</p>	<p>Question: Are sectional challenges still prevalent today?</p> <p>ESR: Political sectionalism exists and is widely seen in the form of our opposing political parties. Social policy reforms continue to be at the forefront of many ethnic and gender movements.</p>
Suggested Student Discourse		
	Question	Method
	<p>Was war inevitable between the North and South as a result of Sectionalism?</p>	<p>Type: Debate Strategy: Four Corners Debate A debate structure that requires students to show their position on a specific statement (strongly agree, agree, disagree, strongly disagree) by standing in a particular corner of the room. This activity elicits the participation of all students by requiring everyone to take a position. This debate strategy can be used as a warm-up activity by asking students to respond to a statement about a topic they will be studying, an effective follow-up activity by asking students to apply what they have learned when framing their arguments, or as a pre-writing activity to elicit arguments and evidence prior to essay writing.</p>
Multi-Layered System of Supports/Suggested Instructional Strategies		
	<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> 1.) Identify vocabulary words to pre-teach: <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text. 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure. 	

Instructional Supports

Vocabulary/Text-Based Questioning:	UDL Strategies:
<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none">● Sectionalism, political, social, policy, perspective, memes and hashtags <p>Text-Based Questions:</p> <ul style="list-style-type: none">● Which conflicts played a leading role in the political and social divide between the North and South?● How did slavery divide the North and South prior to the Civil War?● How did sectionalism impact the political and social responses of the North and South?● Was war inevitable between the North and South due to their sectionalist differences?	<p>Universal Supports:</p> <ul style="list-style-type: none">● Identify a list of resources which can be used to reference events which occurred during Sectionalism.● Provide sample visuals that students can use to create their memes and hashtags.● Provide a completed example that students can reference while completing the instructional task. <p>Targeted Supports:</p> <ul style="list-style-type: none">● Use familiar and relatable examples of memes to demonstrate the approach needed for the instructional task.● Identify textbook pages, provide copies of notes, and/or graphic organizers that provide information relating to the political and social policies/events during Sectionalism.

Grade 8 The Civil War (1860 CE–1865 CE)

Compelling Question	Inquiry Alignment
<p>Why do people continue to debate the causes of the American Civil War?</p>	<p>8.4. Evaluate primary and secondary sources for the author’s bias, perspective of the creator, and relevance to the topic.</p> <p>8.11. Make connections between current events, historical materials, and personal experience.</p> <p>8.12. Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.</p> <p>8.14. Create maps, charts, infographics, or other visual media that communicate research findings or other significant information digitally or on paper.</p>

Standards at a Glance

Theme 8: The Civil War (1860 CE–1865 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 8.83. Discuss the nature of civil wars in general, and the role of border states and territories in the U.S. Civil War specifically and explore the role the territory of New Mexico played.
Economics/Personal Financial Literacy 8. Money and Markets	<ul style="list-style-type: none"> 8.84. Summarize a significant economic warfare initiative of the Civil War through creative expression. 8.85. Explain how Union Army strategies and other socioeconomic changes at the end of the Civil War led to an economic depression in the southeastern United States.
History 16. Cause and Consequence	<ul style="list-style-type: none"> 8.86. Evaluate the impact of science and technology during the Civil War period.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 8.87. Deconstruct the Emancipation Proclamation to determine its contemporary purpose and current significance. 8.88. Discuss the impact of the Western Campaign on Indigenous peoples.



**Anchor Standard:
Civics 1. Civic and Political Institutions**

Grade

Performance Standard(s)

8

8.83. Discuss the nature of civil wars in general, and the role of border states and territories in the U.S. Civil War specifically and explore the role the territory of New Mexico played.

Sample Concept/Content

Supporting Questions

Nature of Civil Wars:

- “Civil” comes from the same root as “citizen”
- “Brother fought brother” in this highly controversial war
- Economics of slavery and political control within states
- War to preserve the union, states in the south succeeded from the union in order to preserve the practice of slavery
- States Rights vs. Federal Rights on issues surrounding slavery

Sectionalism:

- Missouri Compromise
- Compromise of 1850
- Kansas Nebraska Act - Bleeding Kansas

Significance of Border States:

- Border states were those which permitted slavery but remained with the Union
- Significance of Lincoln’s decision to allow border states to continue the practice of slavery

Significance of New Mexico’s Role:

- Confederates wanted NM for hopeful expansion of slavery under Compromise of 1850
- Confederates wanted gold from Colorado and California to pay for war
- Confederates wanted access to the ports in California as southern ports were blocked under Anaconda Plan
- Thought that citizens of the New Mexico Territory would be very helpful in the southern war effort as they had been disregarded by the US government in early attempts for

- How was the Civil War different from any other U.S. wars past or present?
- Why did the issue of slavery increase sectional tension?
- Why was it important for the Union to keep border states from joining the Confederacy?
- What roles did women play during the Civil War?
- What role did freed slaves play during the Civil War?

	<p>statehood.</p> <ul style="list-style-type: none"> ● Most significant Civil War Battle in NM <ul style="list-style-type: none"> ○ Battle of Glorieta Pass (called Gettysburg of the West), March 1862 ○ Civil War became a war of attrition for the South 	
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>7.65 - Analyze US policies on expansion into the Southwest, including how they reflected U.S. civil ideals of the time and conflicted with those in New Mexico already and had historically made their home here.</i></p> <p><i>7.72 - Evaluate New Mexico's transition into a US territorial government from the perspectives of the various groups residing in the territory at the time.</i></p>	<p><i>Future Grades:</i></p> <p><i>9-12.US.14 - Analyze the short- and long-term effects of the end of the Civil War and Reconstruction period.</i></p> <p><i>9-12.US.15 - Evaluate how the events of Reconstruction impacted people from diverse groups.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Describe what a civil war is and why their significance in history. ● Explain President Lincoln's decision to allow border states to continue the practice of slavery. ● Summarize the New Mexico Territory's role during the Civil War. 	<p>Attrition - the action or process of gradually reducing the strength or effectiveness of someone or something through sustained attack or pressure.</p> <p>Sectionalism - sectionalism is loyalty to one's own region or section of the country, rather than to the country as a whole.</p>



**Anchor Standard:
Economics/Personal Financial Literacy 8. Money and Markets**

Grade

Performance Standard(s)

8

8.84. Summarize a significant economic warfare initiative of the Civil War through creative expression.

8.85. Explain how Union Army strategies and other socioeconomic changes at the end of the Civil War led to an economic depression in the southeastern United States.

Sample Concept/Content

Supporting Questions

- Anaconda Plan (General Scott’s Economic strategy)
 - Blockade of the southern states by sea and land to suppress the Confederacy
 - Inability to export cash crops for profit
 - Siege of Vicksburg
- Sherman’s March to the Sea
- Impact of 13th, 14th and 15th amendments on labor and the Southern economy
 - sharecropping, tenant farming, 40 acres and a mule
- Reconstruction policies
 - President Andrew Johnson's policies toward Southern states
- “Lost Cause of the Confederacy” and/or “Glorious Confederacy” narratives
- Growth of international cotton industry during the Anaconda initiative & effects on southern cotton industry

- What was General Scotts’ economic strategy to win the war?
- What geographic and economic advantages did the South and North have during the Civil War?
- How did the economic strategies implemented during the Civil War lead to economic depression in the south once the war was over?

Vertical Alignment

Previous Grades:

7.17 - Discuss New Mexico’s economic limitations and successes.

7.66 - Show the correlation between territorial and Indigenous economies, including how both were impacted by US federal policies.

7.73 - Describe the economy of territorial New Mexico from various perspectives.

Future Grades:

9-12.US.14 - Analyze the short- and long-term effects of the end of the Civil War and Reconstruction period.

9-12.US.16 - Explore African American economic, political, and sociocultural (educational, artistic, literary) responses to emancipation and Reconstruction.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Design a creative interpretation of the Anaconda plan which illustrates the blockade's economic significance in the southern states. ● Summarize long standing economic effects of Civil War time initiatives in the south. ● Explain why citizens are most impacted by civil wars. 	<p>Initiative - the power or opportunity to act or take charge before others do.</p> <p>Sharecropping - (of a tenant farmer) cultivate (farmland) giving a part of each crop as rent.</p> <p>Siege - a military operation in which enemy forces surround a town or building, cutting off essential supplies, with the aim of compelling the surrender of those inside.</p> <p>Tenant Farmer - a person who farms rented land.</p>



Anchor Standard:
History 16. Cause and Consequence

Grade

Performance Standard(s)

8

8.86. Evaluate the impact of science and technology during the Civil War period.

Sample Concept/Content

Supporting Questions

Technological Advancements:

- Railroads, ironclads, telegraphs, weaponry, submarines, rockets, photography, and hot air balloons

Medical Advancements:

- Field medics, surgical methods, amputation & prosthesis, anesthesia, & hospital architecture

Impacts:

- Advanced weaponry, unsanitary conditions, and harmful unsanitary medical practices > large numbers of injured soldiers, disease, high death tolls
- Creation of the Ambulance Corps, & improvements in hospital architecture (ventilation and sanitation)
- Communication and infrastructure advancements > spread information quickly, move people and supplies more efficiently

- In what ways did new medical science and technology transform the United States during the Civil War?
- How did high death toll lead to the evolution of medical practices?
- In what ways did technological advancements help or hinder the war efforts in the North and South?
- Who had access to scientific and technological advancements?

Vertical Alignment

Previous Grades:

7.60 - Investigate the use of trade routes and systems to analyze the economic impact they had on New Mexico as well as those who traded with New Mexicans.

Future Grades:

9-12.US.26 - Explain the various causes of the Industrial Revolution.

9-12.US.27 - Evaluate the consequences of the Industrial Revolution.

9-12.US.28 - Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors.

Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> ● Describe weapons advancements during the Civil War and how those advancements led to significantly higher death tolls. ● Create a list of how technological advancements aided the North and South in differing ways during the war. ● Summarize how unsanitary conditions and high death toll led to advancements in medical practices. 	<p>Amputation - the action of surgically cutting off a limb.</p> <p>Anesthesia - insensitivity to pain, especially as artificially induced by the administration of gasses or the injection of drugs before surgical operations.</p> <p>Gatling gun - a rapid-fire, crank-driven gun with a cylindrical cluster of several barrels. The first practical machine gun, it was officially adopted by the U.S. Army in 1866.</p> <p>Hand grenade - a small bomb thrown by hand or launched mechanically.</p> <p>Ironclad - a 19th-century warship with armor plating.</p> <p>Landmine - an explosive mine laid on or just under the surface of the ground.</p> <p>Minié ball - a cylindrical bullet with a hollow base that expanded when fired, proved lethally accurate over relatively long distances.</p> <p>Prosthesis - an artificial body part.</p> <p>Repeating rifle - is a single-barreled rifle capable of repeated discharges between each ammunition reload.</p> <p>Telegraph - a system for transmitting messages from a distance along a wire, especially one creating signals by making and breaking an electrical connection.</p>



Anchor Standard:
Ethnic, Cultural, and Identity Studies 21. Identity in History

Grade

Performance Standard(s)

8

8.87. Deconstruct the Emancipation Proclamation to determine its contemporary purpose and current significance.

Sample Concept/Content

Supporting Questions

Abraham Lincoln:

- Abraham Lincoln's thoughts on preserving the Union, changing views on slavery, and what powers the Constitution gave the federal government on the matter, and the role this thought process played leading to the Emancipation Proclamation.

Controversy:

- Emancipation Proclamation freed enslaved people in states in open rebellion (Confederate states), but not in territories or border states.

Significance:

- The Emancipation Proclamation played an important part in the chain of events leading to the 13th Amendment (Militia Act, Confiscation Acts, Emancipation Proclamation) despite controversy over border states.
- Thought and knowledge of freedom (where available) boosted morale and hope.

- Why was the Emancipation Proclamation so controversial?
- What was the symbolic power of the Emancipation Proclamation?
- How did Abraham Lincoln's views on slavery change throughout the war?
- If the Emancipation Proclamation freed all the slaves, why did the U.S. Constitution require Amendments 13-15?

Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>7.45 - Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.</i></p> <p><i>7.65 - Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.</i></p>
	<p><i>Future Grades:</i></p> <p><i>9-12.US.13 - Evaluate the long-term consequences of the end of Reconstruction and the rise of Jim Crow on formerly enslaved people and their descendants in all regions of the country.</i></p> <p><i>9-12.US.16 - Explore African American economic, political, and sociocultural (educational, artistic, literary) responses to emancipation and Reconstruction.</i></p> <p><i>9-12.US.18 - Explore the efforts of the federal government, African Americans, and civil society reformers to create a new political and social order after emancipation.</i></p>
Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Compare and contrast how the Emancipation Proclamation was both significant and controversial. ● Summarize how the Emancipation Proclamation paved the way for the 13th Amendment.
	<p>Confiscation - the action of taking or seizing someone's property with authority; seizure.</p> <p>Emancipation - the fact or process of being set free from legal, social, or political restrictions; liberation.</p> <p>Proclamation - a public or official announcement, especially one dealing with a matter of great importance.</p>



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 21. Identity in History**

Grade

Performance Standard(s)

8

8.88. Discuss the impact of the Western Campaign on Indigenous peoples.

Sample Concept/Content

- Western Campaign impacts on Indigenous Peoples
 - Many Cherokee and Seminole support the Union, in hopes that the federal government would honor treaties in gratitude for service.
 - One fourth of all Cherokee and Seminole die from violence, starvation and war related illness and after their sacrifices, their lands were less secure than before.
 - Even more supported confederacy, like Cherokee, Chickasaw, Muscogee (Creek), Choctaw, and Seminole Nations who signed Confederate treaties that guaranteed title to territories west of the Mississippi.
 - Leader Stand Watie, brigadier general chief of the First Indian Cavalry Brigadewas the last confederate general to surrender.
 - Indigneous peoples worked as spies, guides, craftsman, and river pilots.
 - Indigenous languages became very important and were spoken by non native military leaders for purposes of recruitment and to disguise strategic information.

Supporting Questions

- Which tribes were Indigenous to the lands that the Civil War was fought on?
- What was the role of Indigenous peoples in the Civil War?
- Why did Indignous peoples choose to join the Union, and others chose to join the Confederacy?
- What were the results and impacts of Indigenous peoples' involvement in the Civil War?

Vertical Alignment

Previous Grades:

5.12. Explore inequity throughout the history of the United States and its connection to conflict that arises today.

5.15. Analyze the causes of the Civil War and the effects individuals and groups had on the conflict.

Future Grades:

9-12.US.25. Examine the impact of the end of the Civil War on the settlement of the West and on the relationships between the United States and the Indigenous nations in the West.

9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.

Students Who Demonstrate Understanding Can...

- Analyze the impact that Indigenous peoples had on the Civil War and vice versa.
- Describe which tribes were involved in the western theater of the Civil War and what impacts they felt.

Vocabulary for Teacher Development

First Indian Cavalry Brigade - included the First and Second Cherokee Cavalry, the Creek Squadron, the Osage Battalion, and the Seminole Battalion. Their main job was to scout and spy along the Mississippi river.

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

History 16. Cause and Consequence

8.86. Evaluate the impact of science and technology during the Civil War period.

Inquiry 25. Develop Claims

8.11. Make connections between current events, historical materials, and personal experience.

Inquiry 26. Communicate and Critique Conclusions

8.17. Use applicable presentation technology to communicate research findings or other significant information.

This instructional task helps students to evaluate the different science and technological advancements that shaped the United States during the Civil War, and their relevance to today's technology. This task will help students make historical connections to science and technology that society benefits from today, and explore content from Theme 8:

- In what ways did new medical science and technology transform the United States during the Civil War?
- In what ways did technological advancements help or hinder the war efforts in the North and South?

Sample Task #8

Investigate the Impact of Science & Technology during the Civil War

Scientific and technological advancements heavily impacted the United States at the time of the Civil War. The advancements aided the war effort in various ways for the north and south and changed medical practices for the better, saving numerous lives at such a deadly time in our nation's history.

Students will be asked to investigate one scientific or technological advancement from the Civil War era, discuss the impact at that time, who had access to the advancement, then determine how that advancement benefits society today. This task can be collaborative or individual.

Students will share their results with the class through writing & discussion or digital collaboration board presentations.

List of Scientific & Technological Advancement Topics:

- Ironclad Warships
- Submarines
- Torpedos
- Limelights
- Rockets
- Photography
- Hot Air Balloon

- Telegraph
- Railroad
- Ambulance Corp
- Anesthesia Inhaler
- Plastic Surgery
- Prosthetic Limbs
- Hospital Architecture

Guiding Questions to Consider:

1. Explain what your chosen scientific or technological advancement topic is?
2. How did your topic aid in the efforts of the Civil War?
3. Which side did your topic benefit the most during the war; the north, the south, or both?
4. Explain how the advancement led to further scientific research and development.
5. How did minorities and women contribute to the scientific & technological advancement of your topic during the Civil war?
6. Who was allowed access to your scientific or technological advancement?
7. How did minorities and women contribute to the further development of your topic from the Civil War era to today?
8. Describe how society benefits from your topic today?
9. In what ways, if any, is your topic relevant to you?

Exemplar Student Responses

Contribution to Digital Collaboration Board:

The anesthesia inhaler was one of the most significant medical advancements during the Civil War era. The invention of the anesthesia inhaler came at a crucial time when so many were wounded on battlefields. Though various forms of medicinal anesthesia had been utilized over hundreds of years, the development of how to use gasses was vastly improved during the Civil War. Before common use of anesthesia the wounded would often bite down on sticks or leather to aid in the pain of surgical procedures, such as the removal of shrapnel or limbs. During the Civil War different types of anesthesia, like chloroform and ether, were used to put a person to sleep to avoid the pain of surgery. Chloroform was used more readily and could be administered in 9 minutes. Ether took more time to administer at around 17 minutes, and was very flammable. Large medical laboratories, run by both the northern and southern armies, produced chloroform, ether, and other drugs.

Due to the development of new weaponry, the American Civil War was far deadlier than past wars fought by our country men. There are said to have been over a half a million men wounded, and loss of limb, or limb amputation, was very common. The anesthesia inhaler made the removal of limbs, and other surgical procedures, much less traumatic for soldiers and those caught in the crossfire of war. The inhaler benefited both sides during the Civil War, the north and the south, and was amongst a host of other medical advancements at that time which aided humankind. Higher ranking officers and officials benefited from surgical advancements before lower ranking members of the military. Black men, despite promises of equal treatment by the Union army, often did not receive equal medical treatment.

Today, society benefits from the use of more modern anesthesia in surgical procedures every day. Anesthesia is now more commonly administered intravenously, but is sometimes administered with an inhalable gas through a mask placed over the nose and mouth. Many people in my family have benefited from the evolution of anesthesia, including myself when my appendix had to be removed. Members of my family have had cesarean births, removal of wisdom teeth and cysts, all of which would have been incredibly painful without anesthesia. In conclusion, the evolution of anesthesia has been one of the most

significant and beneficial medical advancements over the past two hundred years. Yet, despite the significance and necessity of the field, and although women and minorities are increasing in numbers of medical professionals, the field of anesthesiology is still greatly underrepresented. Differences in starting pay based on gender and race still persist. As the field continues to evolve one can hope that more women and minorities join the field, and pay gaps will be a thing of the past.

Below is one type of anesthesia inhalers used during the Civil War:

Dr. Julian John Chisholm invented the Chisholm Chloroform inhaler in the 1860s. It was developed to avoid wasting chloroform due to evaporation during administration. Because supply chains to the south had been disrupted by the northern blockade it was getting hard to keep enough chloroform on hand, therefore the army surgeons wanted to waste as little chloroform as possible. By dripping chloroform into the slotted screen, versus a rag or sponge, much less was lost to evaporation.



DOK	Blooms
3	Analyze

Cross-Curricular Connections

[CCSS.ELA-LITERACY.WHST.6-8.4](#)
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?
Various people who participated in the invention, testing, and usage of emerging science and technology during the Civil War. People include inventors, citizens of varying backgrounds, people of color, the enslaved, military personnel, and government officials.

How are groups and individuals portrayed?
Individuals are depicted as being skilled in their areas of expertise in the area of emerging science and technology. The wounded and suffering are also portrayed, and heroic actions taken by inventors and courageous individuals at that time.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?
Students will note during their investigation the varying treatment of people based on class, rank, gender, color and location during the Civil War.

What supports are provided to teachers to identify blind spots?
Students will be researching the various types of scientific and technological advancements during the Civil War.

Web resources include:

- *The Gilder Lehrman Institute of American History*
- *Smithsonian Institution*
- *National Archives*
- *National Park Service*
- *PBS*
- *History.com*

How is this text or stimuli culturally/linguistically responsive?

Through their investigation, students will make connections between various minority groups and innovations, how those innovations impacted minorities, and minority access to technology and medical advancements.

VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
<p>Question: In what ways do you, or does society, benefit from scientific and technological advancements which began during the Civil War era?</p> <p>ESR: Answers will vary but can include connections from telegraph to cell phone, ambulance corp to current emergency medical technicians, access to healthcare, railroads to modern highways, hot air balloons to airplanes, the first dangerous submarines to modern sea faring submarines, and so on.</p>	<p>Question: Did everyone benefit equally from science and technology during the Civil War? How were minorities and women treated with respect to science and technology?</p> <p>ESR: Answers will vary but can include unequal access to medical treatment, anesthesia and pain management. Medical experimentation on the enslaved. Students could outline gender and ethic issues written about in Louisa May Alcott's short stories, and/or discrimination faced by women doctors such as Elizabeth Blackwell and Mary Walker.</p>
Build	Bridge
<i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	<i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
<p>Question: How do we let technology guide how we communicate?</p> <p>ESR: President Lincoln was passionate about communication and daily correspondence during the Civil War, especially through very direct</p>	<p>Question: The American perspective of the Civil War tends to be filled with heroic stories of male soldiers battling for the liberation of the enslaved. From what you've learned while researching your topic, what stories and information do you believe should be given equal</p>

<p>communication provided by the telegraph. As communication methods have advanced to radios, switchboard, phone calls, video conferences, emails and text, people value direct and concise methods of conveying information. Social media is just as effective as emergency alert systems to spread information quickly when needed.</p>	<p>attention to ensure all historical voices are represented?</p> <p>ESR: Student answers should highlight information they learned that is meaningful to them, stories they empathized with, or were impressed by, people they feel are not acknowledged for their accomplishments, or people they feel gender or cultural connections to.</p> <p>Example: Inventors such as Elijah McCoy should be well known and highlighted in history courses. His invention of railroad lubrication systems saved the railroad time and money, allowing for goods and people to be transported more efficiently around the country.</p>
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Suggested Student Discourse

Question	Method
<p>How was the Civil War different from any other U.S. wars past or present?</p>	<p>Type: Discussion</p> <p>Strategy: Last World Protocol</p> <p>This strategy is useful for document analysis. Each member of the group selects a passage that stuck out to them, and each member of the group must reflect on that passage before the conversation moves to the next student and passage.</p>

Multi-Layered System of Supports/Suggested Instructional Strategies

<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <ol style="list-style-type: none"> 1.) Identify vocabulary words to pre-teach: <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text. 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure. 	
<p>Instructional Supports</p>	
<p>Vocabulary/Text-Based Questioning:</p>	<p>UDL Strategies:</p>
<p>Vocabulary to pre-teach:</p> <ul style="list-style-type: none"> ● Technological advancement, scientific advancement, transform, innovation, relevant 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide visual examples of scientific and medical examples during the 1800's. ● Show an example of innovation transforming technology using varying

	<p>Text-Based Questioning:</p> <ul style="list-style-type: none">● What does it mean to advance?● How is innovation important to advancement?● What makes new technology relevant during any time period?	<p>media such as audio or video.</p> <p>Targeted Supports:</p> <ul style="list-style-type: none">● Use cause and effect graphic organizers to explain advancement and transformation.● Use multiple media such as audio or video of speeches, or a text-reader.
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Grade 8 Reconstruction (1865 CE–1877 CE)

Compelling Question	Inquiry Alignment
<p>In what ways did reactions to Congressional Reconstruction lead to long standing civil rights setbacks?</p>	<p>8.19. Recognize and value my group identities without perceiving or treating others as inferior.</p> <p>8.21. Describe ways in which stereotyping can be a barrier to acting as an ally and engaging in positive civic behaviors in classrooms, schools, and the broader community.</p> <p>8.22. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.</p> <p>8.23. Synthesize historical and local knowledge to take age-appropriate action toward mending, healing, and transforming the future.</p>

Standards at a Glance

Theme 9: Reconstruction (1865 CE–1877 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> ● 8.89. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression. ● 8.90. Analyze the impact of individuals and reform movements that advocated for greater civil rights and liberties throughout early U.S. history.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 8.91. Demonstrate why different people may have different perspectives of the same historical event and why multiple interpretations should be considered to avoid historical linearity and inevitability.
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● 8.92. Describe how white supremacist groups' organizations in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions. ● 8.93. Describe demographic shifts because of the Civil War and Reconstruction.
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> ● 8.94. Explore and demonstrate the contemporary and current significance of Juneteenth. ● 8.95. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none"> ● 8.96. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.



**Anchor Standard:
Civics 2. Processes, Rules, and Laws**

Grade

Performance Standard(s)

8

8.89. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression.

8.90. Analyze the impact of individuals and reform movements that advocated for greater civil rights and liberties throughout early U.S. history.

Sample Concept/Content

Supporting Questions

Expansions - Legislative & Judicial:

- 13th, 14th, 15th Amendment; Presidential to Congressional (Radical) Reconstruction; Freedmen's Bureau; Civil Rights Acts of 1866 & 1875
- Post Civil War strong African American participation in state/federal government
- The establishment of Historically Black Colleges & Universities

Contractions & Impacts that Propagated Systemic Oppression (*formal & informal*):

- Grant Administration-Era Enforcement Acts; Compromise of 1877; Plessy v. Ferguson (separate but equal); Black Codes; Convict Leasing; Jim Crow policies; Voting Rights Laws (literacy tests & poll taxes); the temporary farewell of African Americans from congress (1887-1929)

Significant Civil Rights Events & Movements include, but are not limited to:

- The first enslaved person being brought to the United States; the Stono Rebellion; the publication of "The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, The African"; the mutiny of the Amistad; the Seneca Falls Convention, Chinese Exclusion Act; Frederick Douglas speech "The Meaning of July Fourth for the Negro"; formation of the NACW, ANA & NAACP; Gorras Blancas; Tulsa Riots; Brown v. Board of Education of Topeka; Stonewall Riots; Poor People's March; passage

- Why might different people have held varying opinions about the goals of Reconstruction?
- Why were African Americans motivated to establish their own churches during Reconstruction?
- In what ways was being involved in government leadership important to African Americans?
- What does the phrase "letter and spirit of the law" mean?
- In what ways did African-Americans gain or lose freedoms with the "letter or spirit of the law"?

	<p>of Title IX and IDEA legislation; closing of residential Indian schools</p> <p>Significant Individuals:</p> <ul style="list-style-type: none"> Hiram Revels, Robert Elliot, Joseph Rainey, Ida B. Wells, Francis E.W. Harper, W.E.B. Du Bois, Carter Woodson, Dr. Martin Luther King Jr., Rosa Parks, Ruby Bridges 	
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>7.48 - Draw conclusions about how policies of the Spanish monarchy in New Spain impacted the people of New Spain.</p> <p>7.55 - Describe key figures that have made significant contributions to an individual culture.</p> <p>7.72 - Evaluate New Mexico's transition into a U.S. territorial government from the perspectives of the various groups residing in the territory at the time.</p>	<p><i>Future Grades:</i></p> <p>9-12.US.13 - Evaluate the long-term consequences of the end of Reconstruction and the rise of Jim Crow on formerly enslaved people and their descendants in all regions of the country.</p> <p>9-12.US.15 - Evaluate how the events of Reconstruction impacted people from diverse groups.</p> <p>9-12.US.18 - Explore the efforts of the federal government, African Americans, and civil society reformers to create a new political and social order after emancipation.</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development

- Analyze the major judicial precedents set during reconstruction and outline which most perpetuated systemic oppression at that time.
- Describe some significant reform movements during reconstruction, and the positive impacts of those movements.
- Create a list of significant individuals during the Reconstruction era and their contribution to Civil Rights.

Black peonage - peonage, also called debt slavery or debt servitude, is a system where an employer compels a worker to pay off a debt with work.

Discrimination - the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.

Literacy - competence or knowledge in a specified area.

Oppression - systematic use of power or status for the unequal or unjust treatment of individuals or groups-through societal laws, norms, customs, and institutions.

Poll Taxes - a mechanism of voter suppression directed at impoverished African Americans & whites from the late 1800's until the 24th amendment passed in 1964.

Precedent - an earlier event or action that is regarded as an example or guide to be considered in subsequent similar circumstances.

Radical - advocating or based on thorough or complete political or social change; representing or supporting an extreme or progressive section of a political party.

Reconstruction - a thing that has been rebuilt after being damaged or destroyed.

Reform - make changes in order to improve.

Segregation - the action or state of setting someone or something apart from other people or things or being set apart.

Sharecropping - a tenant farmer who gives a part of each crop as rent.

Social justice - justice in terms of the distribution of wealth, opportunities, and privileges within a society.

Systemic inequity - a complex combination of elements designed to create, support and sustain unfair power relations and unequal distribution of resources.



**Anchor Standard:
History 18. Critical Consciousness and Perspectives**

Grade

Performance Standard(s)

8

8.91. Demonstrate why different people may have different perspectives of the same historical event and why multiple interpretations should be considered to avoid historical linearity and inevitability.

Sample Concept/Content

Supporting Questions

Differing perspectives on events can lead to a variety of interpretations, which can then lead to historical inaccuracies and the suppression of voices, especially those in the minority:

- Example - people still debate the causes of the Civil War
 - Slavery, states rights, war of northern aggression
- Example - confederate flags and statues seen as symbols of sectionalism vs. symbols of treason
 - Who's voices are suppressed when considering the above?
- Example - the 13th-15th Amendments "freed the slaves" and granted civil liberties, but were not implemented consistently
 - Forced labor and human trafficking still exist in the United States, illegally & in the form of the prison labor system
 - Poll taxes and literacy tests were emplaced
 - Jim Crow laws enforcing the separate but equal ruling determined by the Plessy v. Ferguson supreme court case
- Example - relocation of Indigenous people throughout United States history
 - Lands obtained in the Ohio River Valley greatly aided the growing United States economically, but at what cost?

- How can differing perspectives of historical events lead to historical inaccuracies and the continued oppression of minority groups?
- What are some ways to ensure all historical voices are recognized?
- How does identity lead to differing historical perspectives?

	<ul style="list-style-type: none"> ○ Impact of failed and or ignored treaties between Indigenous groups and settlers 	
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p><i>7.54 - Assess evidence of Spanish influence in New Mexico today.</i></p> <p><i>7.72 - Evaluate New Mexico's transition into a U.S. territorial government from the perspectives of the various groups residing in the territory at the time.</i></p>	<p><i>Future Grades:</i></p> <p><i>9-12.US.15 - Evaluate how the events of Reconstruction impacted people from diverse groups.</i></p> <p><i>9-12.US.16 - Explore African American economic, political, and sociocultural (educational, artistic, literary) responses to emancipation and Reconstruction.</i></p> <p><i>9-12.US.17 - Identify the ways in which gender roles were changing and remained unchanged during the 19th century.</i></p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development

- Examine how identity leads to differing historical perspectives.
- Provide examples of varying perspectives on a historical event and list ways to acknowledge all historically relevant voices pertaining to that event.
- Summarize an example of oppression based on a propagated historical inaccuracy.

Discrimination - the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.

Forced labor - all work or service which is exacted from any person under the threat of a penalty and for which the person has not offered himself or herself voluntarily.

Human trafficking - the unlawful act of transporting or coercing people in order to benefit from their work or service, typically in the form of forced labor or sexual exploitation.

Oppression - Systematic use of power or status for the unequal or unjust treatment of individuals or groups-through societal laws, norms, customs, and institutions.

Prejudice - holding unreasonable preconceived judgments or convictions especially pertaining to irrational suspicion or hatred of a particular group, race, or religion.

Sectionalism - Sectionalism is loyalty to one's own region or section of.

Segregation - the action or state of setting someone or something apart from other people or things or being set apart.

Stereotype - A generalized belief, true or untrue, that is used to describe a broad group of people without regard for individual identity.

Suppression - the action of suppressing something such as an activity or publication or voice.



**Anchor Standard:
History 19. Power Dynamics, Leadership, and Agency**

Grade

Performance Standard(s)

8

8.92. Describe how white supremacist groups' organizations in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions.

Sample Concept/Content

Supporting Questions

Impacts of formal vs. informal law, and impacts of societal pressure:

- Black codes; response to Enforcement Acts of 1870 & 1871; use of violence to undermine growth of Black political power; rise of Jim Crow; segregation
- Failure of congressional reconstruction largely due to political pressure and supremacist activity led to embedded structural racism within the political and social systems in the south and generations of injustice

Development of southern pride symbols and explicit, overt white supremacy:

- Confederate statues erected to reshape war history after laws were enacted in southern states to disenfranchise Black Americans and segregate society
- Confederate flag flown as a symbol of southern pride (not recognized as the treason of secession it represents)
- Daughters of the Confederacy efforts to reshape Civil War history, and the "lost cause" narrative which undermines the work of Civil Rights activists and perpetuates some of the darkest ideas in America's past

- How did the Ku Klux Klan threaten and terrorize African Americans as well as white Republicans?
- In what ways did supremacist group activities upset the balance of power in the south?
- Why did the the rise of Jim Crow laws and white supremacist groups set back African American progress, especially in the south, until the 1960s?
- How is the phrase "white power" or "white pride" different from "Black Power" or "LGBTQIA+ pride"? How do you feel when you say/see those words? How might others perceive you when you say/write those words? (Are these answers the same or different? Why?)

Vertical Alignment

Previous Grades:

7.22 - Evaluate how society's responses to different social identities lead to access and barriers for various demographic groups in relation to various societal institutions, including by not limited to education, healthcare, government, and industry.

7.46 - Brainstorm ways in which New Mexicans might heal from past and current injustices.

Future Grades:

9-12.US.18 - Explore the efforts of the federal government, African Americans, and civil society reformers to create a new political and social order after emancipation.

9-12.US.121 - Analyze the rise of conservatism and liberalism in U.S. politics and society.

9-12.US.135 - Examine contemporary civil and human rights struggles and successes.

Students Who Demonstrate Understanding Can...

- Explain the intentions of white supremacist groups in the south during Reconstruction.
- Detail some ways white supremacist groups succeeded in the oppression of minority groups in the south during Reconstruction and beyond

Vocabulary for Teacher Development

Arson - the criminal act of deliberately setting fire to property.
Lynching - (of a mob) kill (someone), especially by hanging, for an alleged offense with or without a legal trial.
Segregation - the action or state of setting someone or something apart from other people or things or being set apart.



Anchor Standard:
History 19. Power Dynamics, Leadership, and Agency

Grade

Performance Standard(s)

8

8.93. Describe demographic shifts because of the Civil War and Reconstruction.

Sample Concept/Content

- Data (e.g. population maps, census data), special interest should be placed in population flows East/West and North/South of various groups:
- The Great Migration
- Westward migration of “Exodusters”
- Lure & impact of ranching and cowboy work, “40 acres and a mule”
- Buffalo Soldiers and carpetbaggers
- Impact of transcontinental railroad on facilitating movement of people & goods

Supporting Questions

- What enticed enslaved Africans to chance harsh punishments and flee during the Civil War?
- Where are some of the places enslaved African Americans go when released from slavery?
- Who moved to the south after the Civil War and why?

Vertical Alignment

Previous Grades:

- 7.21 - Define and explain the present demographics of our state.*
- 7.33 - Connect cultural adaptations of the Pueblo, Apache, and Dine people to today.*
- 7.68 - Evaluate the significance of short- and long-range trails throughout the lands gained in the Mexican Cession.*

Future Grades:

- 9-12.US.18 - Explore the efforts of the federal government, African Americans, and civil society reformers to create a new political and social order after emancipation.*
- 9-12.US.109 - Analyze the important policies and events that took place during the presidencies of John R. Kennedy, Lyndon Johnson, and Richard Nixon.*

Students Who Demonstrate Understanding Can...

- Create a visual interpretation that compares demographic movement during and after the Civil War.
- Describe the motivations for relocation during the Civil War and then following the war during Reconstruction.

Vocabulary for Teacher Development

Buffalo Soldier - an African American cavalry soldier.
Carpetbagger - a person from the northern states who went to the South after the Civil War to profit from the Reconstruction.
Exoduster - African Americans who fled North Carolina because of economic and political grievances after the Reconstruction era.
Migration - to move from one place to settle in another.



Anchor Standard:
Ethnic, Cultural, and Identity Studies 21. Identity in History

Grade

Performance Standard(s)

8

8.94. Explore and demonstrate the contemporary and current significance of Juneteenth.

Sample Concept/Content

- Juneteenth celebrates the day in which all enslaved people were finally released from bondage. Artistic celebration, community, food, fashion and social justice are core components of festivities:
 - Songs and poetry recitations
 - Dance, especially ensemble dances in hip hop, stomping, stepping
 - Food served “family style”
 - Fashion and business patronage to support Black-owned artists
 - Conversations, marches, protests and continuing support of social justice

Supporting Questions

- Why and how do people celebrate Juneteenth?
- Why did it take 30 months, from the Emancipation Proclamation, for enslaved African Americans to be released in Galveston, Texas? What does this say about the entrenched beliefs about slavery in the south at that time?

Vertical Alignment

Previous Grades:

7.36 - Describe the relationship between cultural heritage(s) and personal identity or identities.

7.57 - Discuss the importance of respecting individual cultures and explore how to address stereotypes.

Future Grades:

9-12.US.18 - Explore the efforts of the federal government, African Americans, and civil society reformers to create a new political and social order after emancipation.

Students Who Demonstrate Understanding Can...

- Explain what Juneteenth is and why it is celebrated.
- Summarize the significance of Juneteenth when compared to the Emancipation Proclamation.

Vocabulary for Teacher Development

Emancipation - the fact or process of being set free from legal, social, or political restrictions; liberation.
Social justice - justice in terms of the distribution of wealth, opportunities, and privileges within a society.



Anchor Standard:
Ethnic, Cultural, and Identity Studies 21. Identity in History

Grade

Performance Standard(s)

8

8.95. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.

Sample Concept/Content

- Education:
 - Segregation per Plessy vs. Ferguson ruling
 - De facto discrimination
 - District zoning in urban areas
- Government:
 - Plessy vs. Ferguson (separate but equal)
 - Jim Crow Segregation Laws
 - United States v. Reese et al. & United States vs. Cruikshank 1876, decisions which undermined the Enforcement Acts of 1870-71
 - Poll Taxes & Literacy Tests to prevent Black men from voting
- Healthcare:
 - Long standing inequities in access to healthcare
 - Differences in care received by minorities
 - Inequities in healthcare access and education, as well as community and societal factors, lead to use of tobacco, physical inactivity, poor nutrition
- Industry:
 - Industrialization and population density led to urban class development and unsafe or unaffordable

Supporting Questions

- How was segregation promoted by significant social policies during Reconstruction?
- What economic forces led to systems of inequity in industry? How did inequity in industry look in the late 1800's and early 1900's?
- In what ways does unequal access to healthcare affect minorities?
- How did the removal of the military in the south at the end of congressional reconstruction lead to lack of oversight of the 14th Amendment and equal access to due process?

	<ul style="list-style-type: none"> housing <ul style="list-style-type: none"> ○ Dangerous occupations for minorities ○ Property owners controlled wealth, sharecropping and tenant farming did not allow for financial advancement ● Law Enforcement: <ul style="list-style-type: none"> ○ Black Codes ○ Pig Laws ○ Jim Crow Laws ○ Inequity in due process 	
Vertical Alignment		
<p><i>Previous Grades:</i></p> <p><i>7.22 - Evaluate how society's responses to different social identities lead to access and barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.</i></p> <p><i>7.45 - Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.</i></p>	<p><i>Future Grades:</i></p> <p><i>9-12.US.19 - Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.</i></p> <p><i>9-12.US.86 - Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.</i></p>	
Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development	
<ul style="list-style-type: none"> ● List a variety of examples of how economic forces led to unequal access to opportunities for minorities. ● Create a cause and effect chart featuring social policies which led to privilege for white Americans, and systemic inequity for minorities. 	<p>Inequity - lack of fairness or justice.</p> <p>Injustice - violation of right or of the rights of another.</p> <p>Privilege - a right, favor, or immunity granted to one individual or group and withheld from another due to group membership.</p> <p>Social justice - justice in terms of the distribution of wealth, opportunities, and privileges within a society.</p> <p>Systemic inequity - a complex combination of elements designed to create, support and sustain unfair power relations and unequal distribution of resources.</p>	



**Anchor Standard:
Ethnic, Cultural, and Identity Studies 22. Community Equity Building**

Grade

Performance Standard(s)

8

8.96. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

Sample Concept/Content

Supporting Questions

Individual Champions:

- Frederick Douglas, Ida Wells, W.E.B. Du Bois, Mahatma Gandhi, Sojourner Truth, Rosa Parks, Dr. Martin Luther King Jr., John Lewis, Dorothy Height, Malcolm X, Esmeralda Simmons, Lateefah Simon, Erika Andiola, Kimberlé Crenshaw, Nihad Awad

Social Movements:

- Indigenous Land Rights Movement, Industrial Workers of the World, Women’s Suffrage & the National Women’s Party, Black Panthers, NAACP Grass Roots, Tenants Rights, Voting Rights, Black Lives Matter, The Fight for \$15, Women’s March, Dreamers, LGBTQ2+, The March for our Lives

Local, National, Global Advocacy:

- Local/National Advocacy Groups - Activism in the Black Church and institutions of higher learning such as Wilberforce University; American Civil Liberties Union, Antidefamation League, Human Rights Campaign, NAACP, National Organization for Women, American Association of People with Disabilities
 - Advocacy groups for homeless and poverty, AIDS discrimination, retired persons, Latin American Citizens, Veterans, Asian Americans (JAACL), Immigrant Rights
- Global Advocacy Groups - Amnesty International, Human Rights Watch, Civil Rights Defenders, Anti-Slavery International, Global Rights, Human Rights Foundation, Survival International

- What is social advocacy and what are the goals of social advocacy groups?
- In what ways do individuals, advocacy groups, and social movements influence public policy regarding systemic inequity?
- List some of the skills individuals retain that make them great advocates?

Vertical Alignment

Previous Grades:

7.22 - Evaluate how society's responses to different social identities lead to access and barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.

7.45 - Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.

Future Grades:

9-12.US.19 - Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

Students Who Demonstrate Understanding Can...

- Describe ways individuals, advocacy groups, and social movements influence public policy regarding systemic inequity.
- List specific examples of either an individual or social movement that led to progressive change for the rights of a minority group.
- Create a list of advocacy groups, what they stand for, and what their goals entail.

Vocabulary for Teacher Development

Advocacy - any action that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others.

Inequity - lack of fairness or justice.

Injustice - violation of right or of the rights of another.

Social movement - a loosely organized but sustained campaign in support of a social goal, typically either the implementation or the prevention of a change in society's structure or values.

Systemic inequity - a complex combination of elements designed to create, support and sustain unfair power relations and unequal distribution of resources.

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

Civics 2. Processes, Rules, and Laws

8.89. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression.

Inquiry 27. Take Informed Action

8.22. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.

This instructional task will allow students to examine the implementation and impact of the Civil War Amendments. Students will be required to use tier 3 vocabulary to build their knowledge surrounding content from Theme 9:

- Why might different people have held varying opinions about the goals of Reconstruction?
- In what ways was being involved in government leadership important to African Americans?
- How was segregation promoted by significant social policies during Reconstruction?

Sample Task #9

In this sample task students will complete a graphic organizer surrounding the 13th through 15th Amendments. This task allows students to explore reactions to the significant legislation passed during Reconstruction, and how those reactions led to systems of oppression in the United States. Students will list what issues were addressed by each Amendment, what the Amendments accomplished, and reactions to each Amendment. Students will use guiding questions to help them determine reactions to each Amendment (students can be given direction to answer guiding questions before filling out the graphic organizer). They must use all of the vocabulary words included in the list provided at least once (students can be given the option, or direction, to list and define vocabulary words before completing the graphic organizer). Students will highlight or underline vocabulary on their graphic organizer.

Vocabulary List:

- Ratification
- Abolish
- Servitude
- Citizenship
- Privileges
- Immunities
- Rebellion
- Confederate
- Suffrage
- Enslaved
- Jim Crow

- Black Codes
- Stereotypes
- Segregate

Web Resources for Students:

- [Smithsonian Learning Lab](#)
- [National Archives - Civil War & Reconstruction](#)
- [Lumen Learning - The South After Reconstruction](#)
- [History.com - Reconstruction](#)
- [Britannica - Reconstruction](#)
- [Smithsonian American Experience - The Jim Crow South](#)

Supporting Questions:

1. Is there an escape clause within the 13th amendment?
2. How are sharecropping and tenant farming a form of bondage?
3. Why might different people have held varying opinions about the goals of Reconstruction and how does that affect positive and negative reactions to the Amendments?
4. In what ways was being involved in government leadership important to African Americans?
5. What does the phrase "letter and spirit of the law" mean? In what ways did African-Americans gain or lose freedoms with the letter or spirit of the law?
6. (Refer to the VABB Analysis below for further supporting questions)

Exemplar Student Responses

Civil War Amendments

<i>13th Amendment</i>	<i>14th Amendment</i>	<i>15th Amendment</i>
<p>Issue Addressed: The issue of whether or not slavery would continue in the United States during the aftermath of the Civil War.</p>	<p>Issue(s) Addressed: The issue of citizenship to all persons born or naturalized in the United States including the formerly enslaved, the issue of privileges and immunities of all citizens including due process, the issue of equal protection of laws, the issue of the 3/4's clause, issue of holding office if one engaged in insurrection or rebellion, and the issue of debt owed to former Confederate States.</p>	<p>Issue Addressed: The issue of the right to vote on the account of race, color or previous condition of servitude.</p>
<p>What did Amendment Accomplish:</p>	<p>What did Amendment Accomplish:</p>	<p>What did Amendment Accomplish:</p>

	<p>In 1865 the ratification of the 13th Amendment abolished slavery in the United States. “Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States”</p>	<p>Discharged the ruling of the Dred Scott case, formerly enslaved people could claim citizenship in the United States. Expanded civil and legal rights of all American citizens, including due process of law, provides equal protection of laws to all citizens, repealed the 3/5ths clause, gave authority to congress to bar public officials from holding office if they engaged in insurrection or rebellion against the Constitution, prohibited payment of any debt owed to former Confederate States.</p>	<p>Protected the voting rights of African American men.</p>
	<p>Reactions - Positive, Negative, or Both: <u>Positive:</u> Slavery was over, formerly enslaved men, woman, families, moved to find jobs, education, and a better life. “Forty acres and a mule” is a short term example of an opportunity provided for Black men looking for land. Some federal aid was provided in the form of emergency housing, food, and medical needs. <u>Negative:</u> Black freedom was celebrated by abolitionists and the formerly enslaved, but many white southerners and unionists were fearful, which led to several negative reactions. Black Codes were enforced in former confederate states to limit freedoms of the formerly enslaved, as well as govern behavior and further oppressing Black people. Black Codes included having to provide evidence of employment or else face loss of wages or arrest,</p>	<p>Reactions- Positive, Negative, or Both: <u>Positive:</u> Per the letter of the law the formerly enslaved would be granted citizenship, due process and equal protection of the law. The Freedmen's Bureau helped to unite families and provide federal funding for housing and food, aid with educational assistance, and provide legal support in a variety of ways. <u>Negative:</u> The Plessy v. Ferguson ruled segregated public facilities did not violate the equal protection clause, further allowing Jim Crow, separate but equal, laws to flourish. Women were outraged that the wording of “male” was used in Section 2 hindering women’s suffrage attempts. Sharecropping and tenant farming practices offered little room for financial advancement and propagated segregation and inequality. Legal advances were undermined</p>	<p>Reactions - Positive, Negative, or Both: <u>Positive:</u> Immediately after passing African American men started to run for office and vote. Holding office was a way to celebrate and take part in their freedom. During congressional reconstruction Black men were allowed to hold office, over 600 Black men held legislative or local offices. <u>Negative:</u> The 15th was outrightly ignored in many regions of the south, poll taxes and literacy tests were put in place to prevent voting. Women were not included in the 15th Amendment and women’s suffrage groups were angered.</p>

limiting the types of jobs Black people could have, laws about owning property, and marrying. **Jim Crow** laws further established Black Code and promoted **segregation** until the Civil Rights Act of 1964. Racial **stereotypes** of the Antebellum Era persisted. If arrested, formerly enslaved men could be forced to work as a form of punishment, reflecting the loophole in the 13th Amendment, slavery was **abolished** “except as a punishment for crime whereof the party shall have been duly convicted”.

by state laws in order to halt equality and disenfranchise African Americans.

DOK	Blooms
3	Analyze

Cross-Curricular Connections

[CCSS.ELA-LITERACY.RL.8.1](#)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

The formerly enslaved African Americans after the Civil War and the struggles, accomplishments and reactions faced by them during the implementation of the 13-15th Amendments during Reconstruction.

How are groups and individuals portrayed?

The individuals are portrayed as a freed population recovering from the atrocities of slavery, but are faced with continued oppression and discrimination in many forms by reactions to the 13-15th Amendments.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

The task prompts students to look beyond the accomplishments of the Amendments and dig deeper to investigate reactions, and how those reactions led to systemic oppressions and racial issues in the United States.

What supports are provided to teachers to identify blind spots?

Weblink resources are provided in the sample task description, as well as guiding and supporting questions to aid in students' analysis of the Amendments.

How is this text or stimuli culturally/linguistically responsive?

This task allows students to acknowledge that despite the intention of the 13-15th Amendments, systems of oppression formed as reactions to their implementation, and that some of these systems are still being addressed today.

VABB Analysis

<p style="text-align: center;">Validate</p> <p style="text-align: center;"><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p style="text-align: center;">Affirm</p> <p style="text-align: center;"><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>Question: List some of the ways progress towards equality was made in the South during the Congressional Reconstruction period?</p> <p>ESR: During Congressional Reconstruction strides were made for equality in the south, over 600 African Americans served in legislative positions and local offices, including Hiram Revels and Blanche Bruce, citizenry was expanded, taxation was more equitable, infrastructure was funded, and laws were made against racial discrimination.</p>	<p>Question: What were some of the negative reactions to the 13-15th Amendments which contributed to long standing consequences that continue to be addressed today?</p> <p>ESR: Negative reactions include violent opposition to racial progress in the south through the formation of white supremacist organizations that committed acts of terrorism. The Ku Klux Klan was one of those organizations and would beat or assassinate Black Republican leaders and those fighting for equality. There are still Klan members today despite Civil Rights Acts and racial equality progress. The Plessy v. Ferguson decision, which decided that separate was still equal (segregation) was another negative reaction. Poll taxes and literacy tests were given to keep Black men from voting.</p>
<p style="text-align: center;">Build</p> <p style="text-align: center;"><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p style="text-align: center;">Bridge</p> <p style="text-align: center;"><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p>Question: What is the loophole in the 13th Amendment and describe where it is apparent in today's society?</p> <p>ESR: The loophole within the 13th Amendment is the language "except as punishment for a crime whereof the party shall have been duly convicted." The prison labor system is one way this loophole is perpetuated. Penal labor, prison labor camps, and convict-leasing problems are all modern forms of bondage.</p>	<p>Question: How can we address systemic racism and microaggressions in our everyday life or in school?</p> <p>ESR: Teachers can facilitate discussions about discrimination, emphasizing that discrimination has consequences which can negatively influence mental health and academic performance. Students and teachers can discuss bias and subconscious bias, how to identify and be aware of one's bias, and become better community members. Students can learn about different types of racism and microaggressions and how to respond calmly in varying situations to be allies.</p>

Suggested Student Discourse

Question	Method
In what ways did reactions to Congressional Reconstruction lead to long standing civil rights setbacks?	<p>Type: Discussion</p> <p>Strategy: Snowball Discussion</p> <p>Also known as a pyramid discussion, this strategy allows students to begin in pairs, responding to a prompt with their partner. After each partner has shared their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion.</p>

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

- 1.) Identify vocabulary words to pre-teach:
 - Vocabulary are words that are more likely to appear in text than speech.
 - Choose words that are not implicitly or explicitly defined within the text.
- 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports

Vocabulary/Text-Based Questioning:	UDL Strategies:
<p>Vocabulary to Pre-Teach:</p> <ul style="list-style-type: none"> ● Legislation, precedent, perpetuate, systemic, oppression <p>Text-Based Questioning:</p> <ul style="list-style-type: none"> ● What is a judicial precedent? ● What does it mean to be oppressed? ● How can something be perpetuated over time? 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide visual examples of primary and secondary sources. ● Give an overview of web links used in the sample task. <p>Targeted Supports:</p> <ul style="list-style-type: none"> ● Chunk the graphic organizer into step by step pieces. ● Use multiple media such as audio or video, or a text-reader.

Grade 8 Immigration and Industrialization (c. 1880 CE–1920 CE)

Compelling Question	Inquiry Alignment
<p>How have people resisted the idea of “the melting pot” throughout pulses of immigration to the United States, including today?</p>	<p style="background-color: #c00000; color: white; padding: 5px;">8.3. Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions.</p> <p>8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.</p> <p>8.16. Portray historical people, places, events, and ideologies of the time to examine history from the perspective of the participants through creative expression.</p> <p>8.17. Use applicable presentation technology to communicate research findings or other significant information.</p> <p>8.20. Identify facets of personal identity, determine how they want to present themselves to the world as a person belonging to an identity group, and brainstorm how to address negative perceptions.</p>

Standards at a Glance

Theme 10: Immigration and Industrialization (c. 1880 CE–1920 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 8.97. Investigate the causes and effects of diverse ideologies on politics, society, and culture that are associated with immigration and migration.
Economics/Personal Financial Literacy 6. Incentives and Choices	<ul style="list-style-type: none"> 8.98. Analyze the benefits and challenges that are associated with rapidly growing urban areas because of industrialization.
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> 8.99. Identify immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.100. Analyze the development of the women’s suffrage movement over time and its legacy. 8.101. Make personal connections to immigration stories and experiences—both in the past and in the present.
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 8.102. Examine both sides in debate or academic discussion of politics in response to immigration.



**Anchor Standard:
Civics 4. Roles and Responsibilities of a Civic Life**

Grade

Performance Standard(s)

8

8.97. Investigate the causes and effects of diverse ideologies on politics, society, and culture that are associated with immigration and migration.

Sample Concept/Content

Supporting Questions

- Causes
 - Preconceived notions, unconscious biases, exposure or lack of exposure to diversity, first hand experience of migration, family history, genealogy, ability to empathize, learning historical accuracy, experiences of persecution and discrimination, economic need and privileges
- Effects
 - Polarization of communities, generational and demographic shifts/consensus, social safety nets (or lack thereof), construction of enclaves E.g. “China Town”, family/ group immigration, acculturation and assimilation, discrimination, intolerance, oppression, hate crimes, inequitable economic opportunities, social inequality, social movements and activism, political engagement and lobbying, efforts of cultural and religious preservation

- What could cause some people to hold a negative opinion about immigration and what effect does this have on immigrants?
- How does experiencing immigration change a person's political and social ideology? In what ways can it have an effect on their culture?
- When did immigration begin in the U.S. and with which groups?
- What were the causes and effects of immigration during the time of industrialization?

Vertical Alignment

Previous Grades:

7.47 - Describe the relationship between a nation-state and its colonies.

7.48 - Draw conclusions about how the policies of the Spanish monarchy in New Spain impacted the people of New Spain.

Future Grades:

9-12.US.22 - Examine immigration policy in the United States.

9-12.US.28 - Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Analyze various ideologies related to immigration. ● Empathize with an immigrant who experiences acculturation. ● Understand why people hold different perspectives towards immigration. 	<p>Unconscious bias - negative stereotypes regarding a person or group of people; these biases influence individuals' thoughts and actions without their conscious knowledge.</p> <p>Social inequality - occurs when resources in a given society are distributed unevenly, typically through norms of allocation, that engender specific patterns along lines of socially defined categories of persons. It is the differentiation preference of access of social goods in the society brought about by power, religion, kinship, prestige, race, ethnicity, gender, age, sexual orientation, and class.</p> <p>Privilege - a right, favor, or immunity granted to one individual or group and withheld from another due to group membership.</p> <p>Oppression - systematic use of power or status for the unequal or unjust treatment of individuals or groups-through societal laws, norms, customs, and institutions.</p>



**Anchor Standard:
Economics/Personal Financial Literacy 6. Incentives and Choices**

Grade

Performance Standard(s)

8

8.98. Analyze the benefits and challenges that are associated with rapidly growing urban areas because of industrialization.

Sample Concept/Content

- What is Industrialization?
- Capitalism
- Define capital (land, labor and goods)
 - Capitalism encourages all to acquire more capital
 - Separation of labor and capital
- Imperialism
 - Free trade movements
 - The U.S. as an imperial power
- Communism
 - as a counter-narrative in global context
- Impacts of Industrialization:
 - Tenement housing and poor living conditions
 - Railroads & economy
 - Development of urban class
 - Segregation & discrimination
 - Worker’s Rights Movements
 - Child Labor
 - Triangle Shirtwaist Factory Fire
- Unionization
 - Protect workers safety & rights
- Environmental drawbacks
 - Air & water pollution
 - Alteration & removal of natural landscape
- Stressful lifestyle
 - Nutrition, mental health, discrimination, segregation
- Chicano Movements
 - Gorras Blancas, Cesar Chavez, Dolores Huerta
- Harvey Girls
- Pullman Porters

Supporting Questions

- In what ways do towns and cities grow in positive and negative ways during industrialization?
- How does industrialization change people's self-reliance?
- In what manner were women and minorities treated during industrialization, what challenges did they face?
- How does industrialization lead to imperialism?
- In what ways is society impacted by industrialization?

Vertical Alignment

Previous Grades:

7.30 - Explain early trade networks and their impact on cultural groups.

7.49 - Describe Spanish economic policies that led to colonial isolation and their impact on the people of New Mexico.

Future Grades:

9-12.US.23 - Evaluate the following concerning the economic system of the United States: efficiency, equity, equality, and justice.

9-12.US.27 - Evaluate the consequences of the Industrial Revolution.

Students Who Demonstrate Understanding Can...

- Explain how industrialization changes people’s access to goods and services.
- List and explain how people of various classes are affected in positive and negative ways by industrialization.
- Articulate how society benefits from industrialization.

Vocabulary for Teacher Development

Capitalism - economic system characterized by the following: private property ownership exists; individuals and companies are allowed to compete for their own economic gain; and free market forces determine the prices of goods and services.

Communism - the final state of social evolution according to Marx, in which the state has withered away and economic goods are distributed according to need.

Discrimination - the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.

Imperialism - a policy of extending a country's power and influence through diplomacy or military force.

Industrialism - the development of industries in a country or region on a wide scale.

Segregation - the action or state of setting someone or something apart from other people or things or being set apart.

Tenements - a house divided into and rented out as separate residences, especially one that is run-down and overcrowded.

Unionization - the act or process of bringing workers into a labor union, an organization for dealing collectively with employers.



**Anchor Standard:
Geography 13. Movement, Population, and Systems**

Grade

Performance Standard(s)

8

8.99. Identify immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.

Sample Concept/Content

Supporting Questions

- Immigration (“push” factors)
 - Social factors
 - Lack of economic opportunity
 - Religious persecution; Pogroms
 - Violence/war
 - Famine
- Emigration (“pull” factors)
 - Economic prospects
 - Freedom
 - Geographic, racial and economic inequity abroad or within the United States (Great Migration)
- Anti-Immigration Rebuttal:
 - Know-Nothing Party, Chinese Exclusion Act, Immigration Acts of 1891 & 1924, Immigration quota systems based on country of origin

- What are some of the most significant reasons for immigration throughout U.S. history? What pushes people to permanently leave their country of origin?
- Have attitudes towards immigrants shifted over time?
- How do social factors limit or hinder the success of immigrants?

Vertical Alignment

Previous Grades:

7.24 - Discuss patterns of migration of early people as they settled across New Mexico and the Southwest region.

7.41 - Analyze the movement of people, goods, and ideas across the world during the Age of Exploration.

Future Grades:

9-12.US.31 - Evaluate the impact of the 14th Amendment on Native Peoples and Asian and European immigrant men and women.

9-12.US.87 - Predict future social, political, economic, cultural, religious, spiritual, and environmental opportunities as well as obstacles associated with movement, population, decision making, and perspectives in a given place or region.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Detail primary reasons for immigration or emigration throughout United States history. ● Explain how attitudes and social factors affect the success and acceptance of immigrants. 	<p>Famine - extreme scarcity of food.</p> <p>Persecution - hostility and ill-treatment, especially because of race or political or religious beliefs.</p> <p>Pogroms - an organized massacre of a particular ethnic group, in particular that of Jewish people in Russia or eastern Europe.</p> <p>Quota System - a system, originally determined by legislation in 1921, of limiting by nationality the number of immigrants who may enter the U.S. each year.</p>



Anchor Standard:
History 15. Historical Change, Continuity, Context, and Reconciliation

Grade

Performance Standard(s)

8

8.100. Analyze the development of the women's suffrage movement over time and its legacy.

Sample Concept/Content

Supporting Questions

- People involved in the movement:
 - Lucretia Mott - Quaker and women's rights activist
 - Anne Hutchinson - Puritan spiritual advisor and reformer
 - Mary Wollstonecraft - English writer, philosopher and advocate for women's rights
 - Grimke sisters, Sarah and Angelina - wrote Letters on the Equality of the Sexes and the Condition of Women
 - Margaret Fuller - wrote Woman in the Nineteenth Century
 - Elizabeth Cady Stanton - organizer and author
 - Susan B. Anthony - fought for equal work and equal pay; women's control of money and property; the right of women to vote
 - Sojourner Truth - born into slavery; "Ain't I a woman" speech
 - Lucy Stone - Anti-Slavery Society
 - Ida B. Wells - African American journalist and activist (NAACP)
 - Matilda Joslyn Gage - New York publisher of National Citizen and Ballot Box; author of History of Woman Suffrage
 - Dolores Huerta - advocated for the working poor, women and children
 - Billie Jean King - broke gender barriers in sports/tennis
 - Ruth Bader Ginsburg - Supreme

- What led many women to question their place in American society in the 1800s and beyond?
- Why did many Americans, both men and women, oppose equal rights for women?
- What arguments might you use to counter the arguments of men and women who opposed equal rights for women?

	<p>Court Judge, argued sex deiscrimination cases before the Supreme Court</p> <ul style="list-style-type: none"> ● Notable Events in the movement: <ul style="list-style-type: none"> ○ 1776: Abigail Adams asked her husband, John Adams, to “remember the ladies” and their rights in the Declaration of Independence ○ 1848: Seneca Falls Convention, Declaration of Sentiments, declaring the rights of women, was written ○ 1869: National Woman Suffrage Association founded by Elizabeth Stanton and Susan B. Anthony ○ 1872: Susan B. Anthony was arrested while trying to vote in New York ○ 1890: Wyoming’s new state constitution included women’s suffrage ○ 1911: The National Association Opposed to Woman Suffrage was formed. ○ 1920: The 19th Amendment ratified by Congress, legalizing women’s right to vote ○ 1972: Title IX of the Education Amendments prohibited sex discrimination in any education program ○ 1981: Sandra Day O’Connor appointed as first woman on the Supreme Court of the U.S. ○ 2020: Kamala Harris elected as first woman (of color) Vice President of the U.S. 	
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Vertical Alignment	
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Previous Grades:

7.65 - Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.

Future Grades:

9-12.US.17 - Identify the ways in which gender roles were changing and remained unchanged during the 19th century.

	<p><i>7.71 - Identify how stereotyping influences social perspectives about members of a group.</i></p>	<p><i>9-12.US.29 - Evaluate the effects of the entry of women into the workforce after the Civil War and analyze women's political organizations.</i></p> <p><i>9-12.US.50 - Analyze the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries.</i></p>
	<p>Students Who Demonstrate Understanding Can...</p>	<p>Vocabulary for Teacher Development</p>
	<ul style="list-style-type: none"> ● Analyze the varied roles that women played in both the abolition and the women's rights movements. ● Outline and describe the goals of the women's movement and the arguments against the movement. ● Compare and contrast the language and the ideas in both the Declaration of Sentiments (1848) and the Declaration of Independence (1776). 	<p>Suffrage - the right to vote in political elections. Suffragist - a person advocating that the right to vote be extended to more people, especially to women. NAACP - National Association for the Advancement of Colored People .</p>



Anchor Standard:
History 15. Historical Change, Continuity, Context, and Reconciliation

Grade

Performance Standard(s)

8

8.101. Make personal connections to immigration stories and experiences - both in the past and in the present.

Sample Concept/Content

- Immigrant stories help bridge connections and envision possibilities for a new future by finding relevance in others experiences, they bring forth empathy and compassion towards others by discussion of:
- New location & surroundings, rules, cultural barriers, language barriers
- Economic, political, cultural or environmental similarities and differences between home and new country
 - Why does one immigrate - Economic or employment opportunities, escape violent conflict or political turmoil, environmental factors, educational factors, seeking reunion with family
- Stereotypes, prejudice, & discrimination
- Housing & transportation issues
- Navigation of loss and separation from origin country, family and traditions

Supporting Questions

- What is the immigrant experience like? What are some of the difficult transitions faced by immigrants?
- How can empathy be taught through the challenges faced by immigrants?

Vertical Alignment

Previous Grades:

7.26 - Explain the importance of artifacts and oral histories in understanding how prehistoric people lived.

7.42 - Explore the interactions between the Spaniards and Indigenous peoples.

Future Grades:

9-12.US.32 - Examine the ways that the Great Migration changed America, exploring ways that African Americans adapted and resisted.

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> ● Share an immigration story highlighting the pushes and pulls of the immigrating person or persons and the challenges and adversity faced and/or overcome. ● Detail personal connections to immigration stories or challenges faced by immigrants. ● Explain why understanding immigration stories is important when discussing the history of America. 	<p>Discrimination - the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.</p> <p>Prejudice - holding unreasonable preconceived judgments or convictions especially pertaining to irrational suspicion or hatred of a particular group, race, or religion.</p> <p>Stereotype - a generalized belief, true or untrue, that is used to describe a broad group of people without regard for individual identity.</p>



**Anchor Standard:
History 18. Critical Consciousness and Perspectives**

Grade

Performance Standard(s)

8

8.102. Examine both sides in debate or academic discussion of politics in response to immigration.

Sample Concept/Content

- Immigration quota systems based on country of origin
- Bias within social movements
- E.g. Women’s suffrage movements that excluded BIPOC women
- Indigenous and Hispanic/Latino perspectives
- Current events

Supporting Questions

- What role does politics play in a nation’s immigration policy?
- How do social movements impact the formation of a nation’s immigration policy?
- How have immigration policies in the U.S. changed overtime?

Vertical Alignment

Previous Grades:

7.54 - Assess evidence of Spanish influence in New Mexico today.

7.75 - Identify causes and consequences of U.S. government policies that impacted the territory of New Mexico.

Future Grades:

9-12.US.31 - Evaluate the impact of the 14th Amendment on Native Peoples and Asian and European immigrant men and women.

9-12.US.32 - Examine the ways that the Great Migration changed America, exploring the ways that African Americans adapted and resisted.

9-12.US.34 - Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.

Students Who Demonstrate Understanding Can...

- Evaluate the role politics plays when establishing a nation’s immigration policy.
- Articulate how social movements impact the politics of a nation’s immigration policy.

Vocabulary for Teacher Development

Immigration - coming to live permanently in another country.
Politics - ideals and activities which influence governments of states and nations.
BIPOC - Black, Indigenous, and people of color.

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

History 15. Historical Change, Continuity, Context, and Reconciliation

8.101. Make personal connections to immigration stories and experiences - both in the past and in the present.

Inquiry 24. Gather and Evaluate Sources

8.3. Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions.

Inquiry 26. Communicate and Critique Conclusions

8.16. Portray historical people, places, events, and ideologies of the time to examine history from the perspective of the participants through creative expression.

8.17. Use applicable presentation technology to communicate research findings or other significant information.

This instructional task helps students to describe immigration experiences over time using primary and secondary sources that depict the motivations, journey and new life experiences of specific waves of immigration related to content within Theme 10. This task helps students to apply their knowledge and skills surrounding the following:

- What is the immigrant experience like? What are some of the difficult transitions faced by immigrants?
- How can empathy be taught through the challenges faced by immigrants?

Sample Task #10

Letter Home - An Immigrant Story

In this Instructional task, students will write a personal letter to someone “back home” that details their immigration journey and their experiences in a new land. Students can choose an immigrant story from a resource, or use a personal or familial story. The story can be from any period of time and should include motivations for leaving, geography of the journey, and information about life in their new land.

Students will make personal connections with immigrant experiences and relate them to their own life experiences or those of their ancestors and/or communities.

Students will explore resources to learn about diverse immigration stories throughout the history of the United States to help them create their letter. They will have a choice to create a written letter or a digital version.

Students can be given the option to share their letters on a collaboration board in class, or on a digital collaboration board.

Resource Links:

- [US Immigration Timeline](#)
- [Ellis Island Primary Sources](#)
- [Ellis Island-Passenger Search](#)
- [Immigration Challenges For New Americans Primary Source Images](#)
- [Digital Immigration Stories and Interviews](#)
- [Immigration to the United States, 1789-1930 Digital Collection of Primary Sources](#)
- [Irish Immigrants Letters](#)
- [The Chinese Experience-Eyewitness Accounts](#)
- [Asian Voices-Digital History](#)
- [New Roots- Oral Histories of Latin American Migrants](#)
- [Latinx Diaspora in the Americas Multimedia Sources](#)

Ask students to consider some of the following questions when constructing their letters home:

1. Why did they immigrate to the United States?
2. Did they consider moving anywhere else?
3. Did they have any family or acquaintances already in the states?
4. Which family members are still residing in your homeland?
5. What are your dreams, goals, ambitions? What work did you, or do you, plan to do?
6. What are the differences between where you are from and where you live now; for example, landscape, neighborhood (geography), food, safety, lifestyle? How is your life different now?
7. What is a typical day like for you now compared to before you immigrated?

Exemplar Student Responses

8-15-1939

Dearest Aunt Emily,

We finally made it! Grandpa and Grandma send their love, they have tasked me with letters home as they are very busy getting us settled at the moment. The trip was grueling, Paris offered a bit of a break, but there were so many Germans about that we quickly decided to continue on to the South of France.

The Nazi invasion in France is very similar to our wonderful home of Belgium, which I miss greatly. I do

feel for our neighbors who lost their house to the bombing, and am relieved that we all made it out ok. I hope you are faring well Auntie and this letter finds you in good spirits. We were able to obtain visas quickly and safe passage by car to Portugal. From Portugal we had intended to gain passage on a ship to South Africa where grandpa's business colleagues are, but we ended up in Mozambique. I have included a picture of the boat we took to Mozambique, it was quite an adventure! We stayed in Mozambique for three months, then we were finally sponsored by the US Ambassador to travel to America. We made it to Long Island, New York a couple weeks ago. We are all trying to learn English as quickly as we can, my little sister has been able to pick it up much faster and serves as an interpreter for the family on many occasions. Papa and Grandpa have found work in textile manufacturing and have made many great friends.

Living in the city is so different from the countryside of Belgium. The neighborhoods can be rowdy, but we have a lot of fun. Mama says I'll be able to start working with Papa in a few years, for now I'm to study, learn English, and stay out of trouble. I help momma and grandma when I'm not at school. The best thing about moving here is sports! I joined the track team, and we play soccer in the streets most evenings until dark. School is more laid back here than it was in Belgium, but I'm hoping to work hard and start my own business some day, like a mercantile where I can sell supplies to local businesses and families. I best get back to my studies and help Momma clean our new apartment.

Sending love,
Name
Age 14



DOK	Blooms
3	Create

Cross-Curricular Connections

[CCSS.ELA-LITERACY.WHST.6-8.7](#)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[CCSS.ELA-LITERACY.WHST.6-8.8](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

Various groups of immigrants from many nations, over a range of time, are represented in each resource.

How are groups and individuals portrayed?

Examines prejudice and challenges faced by immigrants, from individual perspectives, across a variety of cultural groups over time. Individuals and family groups portrayed with emphasis on their diverse cultural backgrounds.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

These resources depict a wide variety of immigration stories and experiences. They are intended to showcase various challenges faced by those moving to the United States in the late 1800's and early 1900's, including the reasons they left their home countries, and what prejudices they faced upon arrival.

What supports are provided to teachers to identify blind spots?

Multiple websites are provided as resources to ensure that students are focused on the key elements which describe the overall immigration experience (motivation, journey, and life experiences in new lands). Teachers/students can select from the options presented in order to personalize select immigration stories/experiences based on student interest and choice.

How is this text or stimuli culturally/linguistically responsive?

These resources help students make connections between various immigrant groups and their own immigrant stories.

VABB Analysis

<p>Validate</p> <p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p>Affirm</p> <p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p>Question: What do the sources reveal about the challenges that immigrant groups faced during the era of industrialization?</p> <p>ESR: Immigrants suffered from social and economic discrimination and had a variety of experiences.</p>	<p>Question: What recent efforts have been made in understanding cultural differences within communities?</p> <p>ESR: Student responses will vary but can include examples of how to promote awareness of diversity & inclusiveness, with sensitivity to cultural appropriation.</p>
<p>Build</p> <p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p>Bridge</p> <p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>

<p>Question: Can you relate to any of the hardships immigrants faced? Provide an example of a struggle, or accomplishment, that you empathize with.</p> <p>ESR: Student responses will vary but can include a personal response, or response from a family or community member. Responses could include challenges of moving to a new school, making new friends, immigrating, being a refugee, challenges learning a new language, and or facing social, racial, or economic discrimination.</p>	<p>Question: Do you think it is appropriate for anyone to use racial language that is associated with a negative connotation, whether one is a part of the associated cultural group or not?</p> <p>ESR: Student responses will vary, but can include the acknowledgment that negative language is harmful whether or not you are a part of a minority group. Racial language can propagate negative perceptions whether or not that is the intention. Some students may feel it is appropriate and provide examples to prove their feelings.</p>
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Suggested Student Discourse

Question	Method
<p>How have people resisted the idea of “the melting pot” throughout pulses of immigration to the United States, including today?</p>	<p>Type: Dialogue</p> <p>Strategy: Inner Outer Circle</p> <p>A dialogue that gives students a chance to talk in the inner circle and act as focused listeners to provide peer feedback on conversational skills/behaviors in the outer circle; This type of dialogue gives students the opportunity to respond to questions and/or discuss information with a variety of peers in a structured manner.</p>

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

- 1.) Identify Vocabulary Words to pre teach:
 - Vocabulary are words that are more likely to appear in text than speech.
 - Choose words that are not implicitly or explicitly defined within the text.
- 2.) Create Text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports	
Vocabulary/ Text Based Questioning:	UDL Strategies:
<p>Vocabulary to Pre Teach:</p> <ul style="list-style-type: none"> ● Primary & secondary source, artifact, ideology, diversity, collaboration, immigration 	<p>Universal Supports:</p> <ul style="list-style-type: none"> ● Provide visual examples of primary and secondary sources. ● Provide a tour of web links used in the sample task highlighting varying sources &

Text Based Questioning:

- What were some of the major reasons people immigrated to the United States?
- What reasons or causes pushed people from their homelands, and what pulled, or drew, people to the United States?
- Why do people give up an entire way of known life to take a risk and move elsewhere?
- How are immigration stories recorded

artifacts.

Targeted Supports:

- Create a graphic organizer to illustrate pushes and pulls of immigration from varying countries.
- Use a variety of media sources to provide examples of immigration stories.

Grade 8 Personal Financial Literacy

Compelling Question	Inquiry Alignment
How should financial goals be set?	8.11. Make connections between current events, historical materials, and personal experience.

Standards at a Glance

Theme 11: Personal Financial Literacy	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Economics/Personal Financial Literacy 10. Personal Financial Literacy	<ul style="list-style-type: none"> 8.103. Determine the relationship between long-term goals and opportunity cost. 8.104. Identify ways insurance may minimize personal financial risk. 8.105. Illustrate the power of compounding to highlight the importance of investing at a young age.



**Anchor Standard:
Economics/Personal Financial Literacy 10. Personal Financial Literacy**

Grade

Performance Standard(s)

8

8.103. Determine the relationship between long-term goals and opportunity cost.

Sample Concept/Content

- All economic questions and problems arise from scarcity.
- Opportunity cost helps explain all human behavior, not just behavior in business or markets.
- To properly evaluate opportunity costs, the costs and benefits of every option available must be considered and weighed against the others.
- Considering the value of opportunity costs can guide individuals and organizations to make more profitable decisions to ultimately reach their long-term financial goals.
- The evaluation of choices and opportunity costs is subjective; such evaluations differ across individuals and societies.
- The decision to take the benefits of one alternative means refusing the benefits associated with the next-best opportunity.
- Choices made by individuals, businesses, or governments often have unintended consequences.
- Good decision-making occurs at the margin.
- The PPF (Production Possibility Frontier) models the trade-offs and opportunity costs that necessarily accompany decision-making in the face of scarcity.

Supporting Questions

- How can establishing financial goals help you understand the value of money?
- Why is it important to think about opportunity costs?
- Do you spend more money on wants or needs?

Vertical Alignment

Previous Grades:

7.78. Differentiate between saving and investing

Future Grades:

9-12.Econ.16. Evaluate how economic principles influence choices and can produce varied outcomes for different individuals or groups.

		<p>9-12.Econ.57. Explain how investing may build wealth and help meet financial goals (e.g., stocks, bonds, mutual funds, retirement savings options, real estate).</p>
	<p>Students Who Demonstrate Understanding Can...</p>	<p>Vocabulary for Teacher Development</p>
	<ul style="list-style-type: none"> ● Identify real life examples of opportunity costs in their own lives, in history, and in the world today ● Understand the relationship between long-term goals and opportunity costs. 	<p>Opportunity cost - the value of what you lose when you choose from two or more alternatives.</p> <p>Marginal benefit - the increase in benefit that occurs when a person consumes one more unit of a good or service.</p> <p>Marginal cost - the increase in cost that comes from a unit increase in consumption of goods or services.</p> <p>Trade-off - the process of letting go of all the other alternatives to obtain another alternative; reducing the use of a resource on alternatives so more of that resource can be used for another option.</p> <p>Production possibilities curve - a graphical representation that shows the choices a country makes in respect to its available resources (land, labor, and capital).</p> <p>Scarcity - when the demand for a good or service is greater than the availability of the good or service; can limit the choices available to the consumers.</p>



**Anchor Standard:
Economics/Personal Financial Literacy 10. Personal Financial Literacy**

Grade

Performance Standard(s)

8

8.104. Identify ways insurance may minimize personal financial risk.

Sample Concept/Content

- Insurance is a way to pay someone to share your risk.
 - Property insurance
 - Medical insurance
 - Life insurance
 - Homeowner’s insurance
 - Auto insurance

Supporting Questions

- What is meant by insurance?
- Why do people need insurance?
- What are the different types of insurance?

Vertical Alignment

Previous Grades:

6.54. Give examples of financial risks that individuals and households face.

7.77. Summarize how the distribution of resources impacts consumerism and individual financial decisions.

Future Grades:

9- 12.Econ.58. Explain various types of insurance and the purpose of using insurance to protect financial interests.

Students Who Demonstrate Understanding Can...

- Understand different types of risk.
- Understand different types of insurance.

Vocabulary for Teacher Development

Insurance - a way to manage your risk by purchasing protection against unexpected financial losses.
Risk management - the strategic trade-off of the costs of reducing, assuming, and shifting risks.
Risk avoidance - accomplished by completely avoiding the risk through such measures as choosing not to smoke or avoiding an activity that might cause injury.
Risk reduction - reduces the risk of injury, loss, or illness.
Risk assumption - when one assumes responsibility for a loss or injury instead of pursuing insurance.
Risk shifting - the process of selling risk to someone who then assumes the risk and its consequences.



Anchor Standard:
Economics/Personal Financial Literacy 10. Personal Financial Literacy

Grade

Performance Standard(s)

8

8.105. Illustrate the power of compounding to highlight the importance of investing at a young age.

Sample Concept/Content

- Compound investments are positively correlated with time.
- The Rule of 72
- Types of investments (stocks, bonds mutual funds)
- The difference between a bad investment and a good investment

Supporting Questions

- What are the different types of investments?
- How does compounding benefit an investor?
- What is the rule of 72?
- What are some ways to differentiate between a good investment and a bad one?
- What are some realistic ways for you to invest?

Vertical Alignment

Previous Grades:

6.54. Give examples of financial risks that individuals and households face.

Future Grades:

912.Econ.17. Evaluate the market value of income earned through wages and other activities associated with saving and investing.

Students Who Demonstrate Understanding Can...

- Explain why investing at a young age is important.
- Identify different ways in which you can invest.
- Explain how compounding benefits investors.

Vocabulary for Teacher Development

Compound interest - the interest you earn on interest on money that you have invested.

Investing - expend money with the expectation of achieving a profit or material result by putting it into financial plans, shares, or property, or by using it to develop a commercial venture.

Stocks - shares or equities; buying ownership stake in publicly traded companies.

Bonds - lending money to a company and receiving interest payments over time, and receiving the money lent back once the bond matures.

Mutual funds - a pool of many investors' money that is invested broadly in a number of companies by investing in a broad array of securities: equities, bonds, commodities, and currencies.

CDs - a very low-risk investment for saving money that is FDIC-insured.

Retirement plans - an investment option that is used as a vehicle to buy stocks, bonds, and funds in two tax-advantaged ways.

ASSESSMENT AND SAMPLE TASK GUIDE

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Economics/Personal Financial Literacy 10. Personal Financial Literacy

- 8.103. Determine the relationship between long-term goals and opportunity cost.

Inquiry 25. Develop Claims

- 8.11. Make connections between current events, historical materials, and personal experience.

This instructional task helps students to make connections between current events, historical materials, and personal experiences content from Theme 11: Personal Financial Literacy.

Sample Task #11

Show students the [Marshmallow Study Video](#). Ask students: What is the correlation between delayed gratification and future success? Explain to students that just like kids in the video had to make a choice between instant and delayed gratification, financial decisions often require the same sort of choice, of spending now saving for future spending.

Tell students to assume that they would engage in the following activities. Then, instruct them to consider alternative decisions that they could do with that money or time and choose their opportunity cost, or #1 alternative.

	Activity	2 Alternative possibilities of what could be done with that time/\$	The Opportunity Cost (#1 alternative)
1	Working out for 2 hours		
2	Spending \$400 on shoes		
3	Going to college after highschool		
4	<i>Create your own example</i>		

Tell students that neither option is a “bad idea”, but that there are opportunity costs involved.

Inform students that they will use the example that they came up with and create a production possibilities frontier. In the PPF, students will illustrate financial choices that are consistent with goals that they have.

Pose the following prompt to students: *Generate an original PPF example demonstrating trade-offs and opportunity costs from your own life. Make a PPF graph that shows the production possibilities of these choices. Make sure the following criteria included on the graph:*

- Two choices
- A line that shows maximum production using all of your resources
- four different points of production and their opportunity cost

In a paragraph, instruct students to respond to the following prompt: How can understanding opportunity costs help you meet your long term goals?

Exemplar Student Responses

Student responses will vary in the chart. The idea here is that they list 2 alternatives and choose the one that represents the opportunity cost.

The PPF should have 2 choices, one being the activity from the chart, and the other being the opportunity cost. Additionally, the line should represent maximum production of all of their resources and have 4 different points of production, along with identifying the opportunity cost.

The prompt should include information about:

- Opportunity costs can impact various - and critical - aspects of your life, including money, career, home and family, and other lifestyle elements. In general, it means having to choose one option over the other, be it money, time or lifestyle choices - and living with the consequences.

DOK	Blooms
2	Apply

Cross-Curricular Connections

[MATH.7.RP.A.3](#)
Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text or stimuli?

Everyday student choices are represented in the stimuli being posed. Latino students are represented in the video.

How are groups and individuals portrayed?

Individuals discussed are portrayed as flawed. However, individuals regardless of ethnicity produced a similar outcome.

Does the text, or stimuli, provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

The stimuli engages students in the concept of delayed gratification, and has students question if students in foreign countries would make similar decisions.

What supports are provided to teachers to identify blind spots?

Caveats are provided by the speaker to provide context to the video.

How is this text or stimuli culturally/linguistically responsive?

The video is comprehensible, and includes American, Latino, and Korean case studies.

VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>

Question: How do opportunity costs impact students' everyday choices?	Question: How did the video demonstrate the notion of opportunity costs and show its application in ALL students' lives?
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	<p>ESR: Students have the opportunity to see that everyday choices made by everyday people have opportunity costs. This is a concept that will be used outside of school.</p>	<p>ESR: The video shows that students who make good decisions because they weigh opportunity cost are more likely to be successful in the long run. This applied to different groups of ethnic minorities. Additionally, the lesson gives students the opportunity to think about their daily decisions and identify opportunity costs.</p>
	<p>Build</p> <p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p>Bridge</p> <p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
	<p>Question: How does the activity help students to understand the importance of understanding opportunity costs?</p> <p>ESR: Students examine daily choices and engage in conversations about the alternatives and provide a rationale for why those choices would be made.</p>	<p>Question: How does this activity help students reflect on opportunity costs in their own lives?</p> <p>ESR: During the task, students identify their own activity, generate alternatives, and determine the opportunity cost. They use this information to create a PPF. Although students won't physically do this with every decision, it helps them to understand that decisions have consequences, whether positive or negative.</p>
Suggested Student Discourse		
	Question	Method
	<p>Imagine you are graduating college and a new start-up company offers you \$50,000 in salary and 10,000 stock options priced at .01 per share. You have another offer for a job at an established company for \$70,000 in cold hard cash. What are the advantages of each and the potential opportunity costs?</p>	<p>Type: Deliberation</p> <p>Strategy: Question Formulation Technique Students are given a stimulus, which they then respond to using questions only. They hone their questions to make them more thoughtful, which then serves as a starting point for research.</p>
Multi-Layered System of Supports/Suggested Instructional Strategies		
	<p>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</p> <p>1.) Identify vocabulary words to pre teach:</p> <ul style="list-style-type: none"> ● Vocabulary are words that are more likely to appear in text than speech. ● Choose words that are <u>not</u> implicitly or explicitly defined within the text. 	

2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports

Vocabulary/Text-Based Questioning:

UDL Strategies:

Vocabulary to pre-teach: opportunity costs, goals

Universal Supports:

Text-Based Questioning:

- What are opportunity costs?
- How does the marshmallow video represent the idea of opportunity costs?

- Use closed captioning in the video.
- Engage in simulations about opportunity costs in the classroom, i.e. What could you be doing in lieu of sitting in this class today?

Targeted Supports:

- Provide sentence stems to help students construct a framework for their response.
- Provide example definitions, linking words or synonyms for vocabulary.