

**CHRONOLOGY OF EVENTS U.S. HISTORY****Social Science**

Grade : 8

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**Acceleration Approach**

Standard has been accelerated by moving grade level 8 up to the standard used for grade level CIM.

K	1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM
								—————▶			

**Archetypal Model**

Using primary and advanced level secondary sources, students study a period in history by developing a chronology of events and then analyzes the connections of society's activities during that time period.

**Organizing Overarching Concept (e.g., systems, patterns of change, models, scales):**

Patterns of Change/ Relationship of Events

**Organizing Higher Order Skills (e.g., Bloom's, Paul's Model of Reasoning):**

Bloom's Taxonomy

**Differentiation Features– Students:**

- Fewer tasks assigned to master the standard
- Assessed earlier or prior to teaching
- Clustered by higher order thinking skills
- Used multiple higher-level skills
- Added more variables to study
- Required multiple resources

**COMMON CURRICULUM GOAL****Social Science—History**

Relate significant events and eras in the United States and world history to past and present issues and developments.

**Social Science—Historical Skills**

Interpret and reconstruct chronological relationships.

**CONTENT STANDARD****Social Science—History**

Understand, represent, and interpret chronological relationships in history.

**BENCHMARKS****Social Science—History**

8<sup>th</sup> Grade—Represent and interpret data and chronological relationships from history, using timelines and narratives. Reconstruct, interpret, and represent the chronology of significant events, developments, and narratives from US history.

CIM—Reconstruct, interpret, and represent the chronology of significant events, developments, and narrative from US history.

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**Archetypal Model**

Using primary and advanced secondary sources, students study a period in history by developing a chronology of events and then analyzes the connections of society's activities during that time period.

**TASK DEMAND****Sample Task Activity**

- Read primary and advanced level secondary sources on the Civil War.
- Collect information of society's activities (art, music, science, economics, literature, religion) during major historical events using Graphic Organizer *Impact of Historical Events on Societal Activities*.
- Draw a timeline of the major events of the Civil War.
- Create a visual model from the timeline to show connections between 5 of society's activities (e.g., as art, music, science, economics, literature, religion).
- Be ready to explain the model to others such as an elementary class studying Civil War.

**Questions**

- What makes an event in history significant?
- How could you check on the facts of the events?
- What major events occurred during the Civil War?
- Which of these facts are the most important? Why?
- What were society's activities at the time of the historical events?

**Implementation Time**

- 1—2 week. To be determined by teacher.

**Resources****Books**

- (2000). *Call to freedom*. Texas: Holt, Rinehart and Winston, a Harcourt Classroom Education Company.
- McPherson, James. (2001). *Ordeal by fire: The civil war and reconstruction*. McGraw-Hill Humanities/Social Sciences/Languages.
- Katz, William. (1993). *The Civil war to the last frontier: 1850-1880's: A history of multicultural america*. NY: Steck-Vaughn.
- Sutherland, David. (1988). *The Expansion of everyday life 1860-1876*. Fayetteville, Arkansas: University of Arkansas Press.

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**Websites**

- American Memories websites <http://memory.loc.gov/ammem/amhome.html>
- Ask Jeeves. Civil War Era <http://www.ask.com/>
- Google. Civil War Era <http://www.google.com/>
- Yahoo. Civil War Era <http://www.yahoo.com/>

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.

**Primary Sources**

- Packets of copies of original historical materials, are published by Jackdaw Publications (P.O. Box AO3, Amawalk, New York, 10501. <http://www.jackdaw.com/>
- Repository of Primary Resources. A listing of over 5000 websites describing holdings of manuscripts, archives, rare books, historical photographs, and other primary sources for the research scholar. <http://www.uidaho.edu/special-collections/Other.Repositories.html>

<b>Scoring Guide</b>	<b>6 Exemplary</b>	<b>5 Proficient</b>	<b>4 Strong</b>	<b>3 Developing</b>	<b>2 Emerging</b>	<b>1 Beginning</b>
<b>Students will be able to:</b>						
Develop a timeline of major events of the Civil War.						
Provide a narrative of the timeline through presentation.						
Show connections between/among 5 aspects of society.						

GRAPHIC ORGANIZER  
**IMPACT OF HISTORICAL EVENTS ON SOCIETAL ACTIVITIES**

Name \_\_\_\_\_ Date \_\_\_\_\_

MAJOR EVENTS AND DATES	ART	MUSIC	SCIENCE	ECONOMICS	LITERATURE	RELIGION
_____ _____						
_____ _____						
_____ _____						
_____ _____						
_____ _____						

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**TAG NEEDS ADDRESSED IN THIS LESSON**

<p><b>INTELLECTUALLY GIFTED</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Advanced Critical Reasoning</li> <li><input type="checkbox"/> Scholarly Interaction</li> <li><input checked="" type="checkbox"/> Continuous Progress for Level and Rate*</li> <li><input checked="" type="checkbox"/> Challenging Resources</li> <li><input type="checkbox"/> Effecting Change</li> <li><input type="checkbox"/> Decision Making; Ethical Use of Influence</li> <li><input type="checkbox"/> Leadership Training/Career</li> <li><input type="checkbox"/> Realistic Goal Setting</li> <li><input type="checkbox"/> Regular Interaction with Intellectual Peers</li> <li><input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies</li> <li><input type="checkbox"/> Advanced Academic Planning</li> <li><input type="checkbox"/> Opportunity for Competition/ Failures/Successes</li> <li><input type="checkbox"/> Creative Problem Solving with Real Problems/Audiences</li> <li><input type="checkbox"/> Pursuit of Advanced Level Research</li> <li><input type="checkbox"/> Advanced Vocabulary Development</li> </ul>	<p><b>ADVANCED SOCIAL SCIENCE KNOWLEDGE/SKILLS</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Advanced Critical Thinking in Social Science</li> <li><input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in Social Science</li> <li><input checked="" type="checkbox"/> Challenging Social Science Resources</li> <li><input checked="" type="checkbox"/> Creative Problem Solving Strategies in Soc Science</li> <li><input type="checkbox"/> Social Science Advanced Vocabulary Development</li> <li><input type="checkbox"/> Leadership Training/Career</li> <li><input type="checkbox"/> Decision Making; Ethical Use of Influence</li> <li><input type="checkbox"/> Regular Interaction with Talented Social Science Peer</li> <li><input type="checkbox"/> Realistic Goal Setting</li> <li><input type="checkbox"/> Opportunity for Competition/Failures/Successes</li> <li><input type="checkbox"/> Advanced Academic Planning in Social Science</li> </ul>	<p><b>CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Personal Management</li> <li><input type="checkbox"/> Problem Solving</li> <li><input checked="" type="checkbox"/> Communication</li> <li><input type="checkbox"/> Teamwork</li> <li><input type="checkbox"/> Employment Foundations</li> <li><input type="checkbox"/> Career Development</li> </ul>	<p><b>TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING</b></p> <p><b>English/LA:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1</li> <li><input type="checkbox"/> 2</li> <li><input type="checkbox"/> 3</li> <li><input type="checkbox"/> CIM</li> <li><input type="checkbox"/> CAM</li> </ul>
<p>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</p>			
<p><b>Student</b> _____</p>		<p><b>Grade</b> _____</p>	
<p><b>Teacher</b> _____</p>		<p><b>School</b> _____</p>	
<p><b>Date Initiated</b> _____</p>		<p><b>Date Completed</b> _____</p>	
<p><b>Check TAG Identification category:</b>   <input type="checkbox"/> Intellectual   <input type="checkbox"/> Academic Math   <input type="checkbox"/> Academic LA</p>			