

**IMPACT OF WAR****Social Science and English/Language Arts****Grade: 8****Page 1****Acceleration Approach**

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

1	2	3	4	5	6	7	8	9	CIM	CRLS yes
							→			

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

Systems and Patterns of Change

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

Bloom's analysis level and Paul's consequences and Implications.

**Differentiation Features**

- Students use multiple higher level skills
- Have additional variables to study
- Study a concept in multiple applications

**COMMON CURRICULUM GOAL****Social Sciences—Historical Skills**

Analyze cause and effect relationships, including multiple causalities.

**English/Language Arts—Writing**

Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.

**English/Language Arts—Communication**

Communicate supported ideas using oral, visual, written, and multi-media forms in ways appropriate to topic, context, audience and purpose.

**CONTENT STANDARDS****Social Sciences—Historical Skills**

Identify and analyze cause and effect relationships in history.

**BENCHMARKS****Social Science—Historical Skills**

8th Grade - Distinguish between cause and effect relationships and events that happen or occur concurrently or sequentially.

CIM - Compare and contrast institutions and ideas in history, noting cause and effect relationships.

**English/Language Arts – Writing**

8<sup>th</sup> grade— Use an effective organizational pattern that lends coherence to the composition (e.g., comparison and contrast; organization by spatial order of importance or climactic order).

**IMPACT OF WAR****Social Science and English/Language Arts****Grade: 8****Page 2****Archetypal Model**

Identify and analyze cause and effect relationships in history

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

- Explain causes and effects for the Revolutionary War and Civil War. Compare to changes in US resulting from both wars – socially, economically, culturally – the interaction of change on systems.
- Compare and contrast patterns of settlement (country/language) with earlier exploration.
- Use the Graphic Organizer *Cause and Effect* to summarize the change brought about in the US as a result of the higher events cited (e.g., war, migration, agriculture development).
- Use Graphic Organizer *Consequences* to develop inferences regarding effects of alternative outcomes. For example, if the South had won.

**Questions**

1. What changes occurred in the United States' economy following the Civil War?
2. Which changes were results of the War? Were some likely to have occurred even without the war occurring? Which ones?
3. What societal changes occurred? Cultural? Political?
4. Were these changes directly a result of the war? Why or why not?

**Project Demand**

Write a well organized paper of no less than four paragraphs comparing and contrasting cause and effect from an historical event of your choice.

Design a model of historical change that presents information in visual form to share with the class.

**Implementation Time**

- 3-6 classes of group work and class discussion. Projects would be assigned as homework.

**Resources**

- *American Heritage History Magazine*
- US History textbook

CIM—Construct a well-supported conclusion.

**English/Language Arts – Communication****8<sup>th</sup> grade**— Present information and match the message, vocabulary, voice, expression and tone to the audience and purpose.**8<sup>th</sup> grade**— Use credible and relevant information to convey message.**CIM**— Make formal presentations to the class (e.g., include clarity; support main idea using anecdote, examples, statistics, analogies, and other evidence; usual visual aids or technology, such as transparencies, slides, electronic media; cites informational sources

**IMPACT OF WAR****Social Science and English/Language Arts****Grade: 8****Page 3**

<b>Scoring Guide</b>	<b>6</b> <b>Exemplary</b>	<b>5</b> <b>Proficient</b>	<b>4</b> <b>Strong</b>	<b>3</b> <b>Developing</b>	<b>2</b> <b>Emerging</b>	<b>1</b> <b>Beginning</b>
<b>Students will be able to:</b>						
State effects for a given cause of an event in history						
Trace historical events in a timeline						
Compare cause and effect relationship in other areas of social sciences (e.g. economics, geography)						

Use English/Language Arts Writing Scoring Guide (See Standards and Assessments Section VII.)

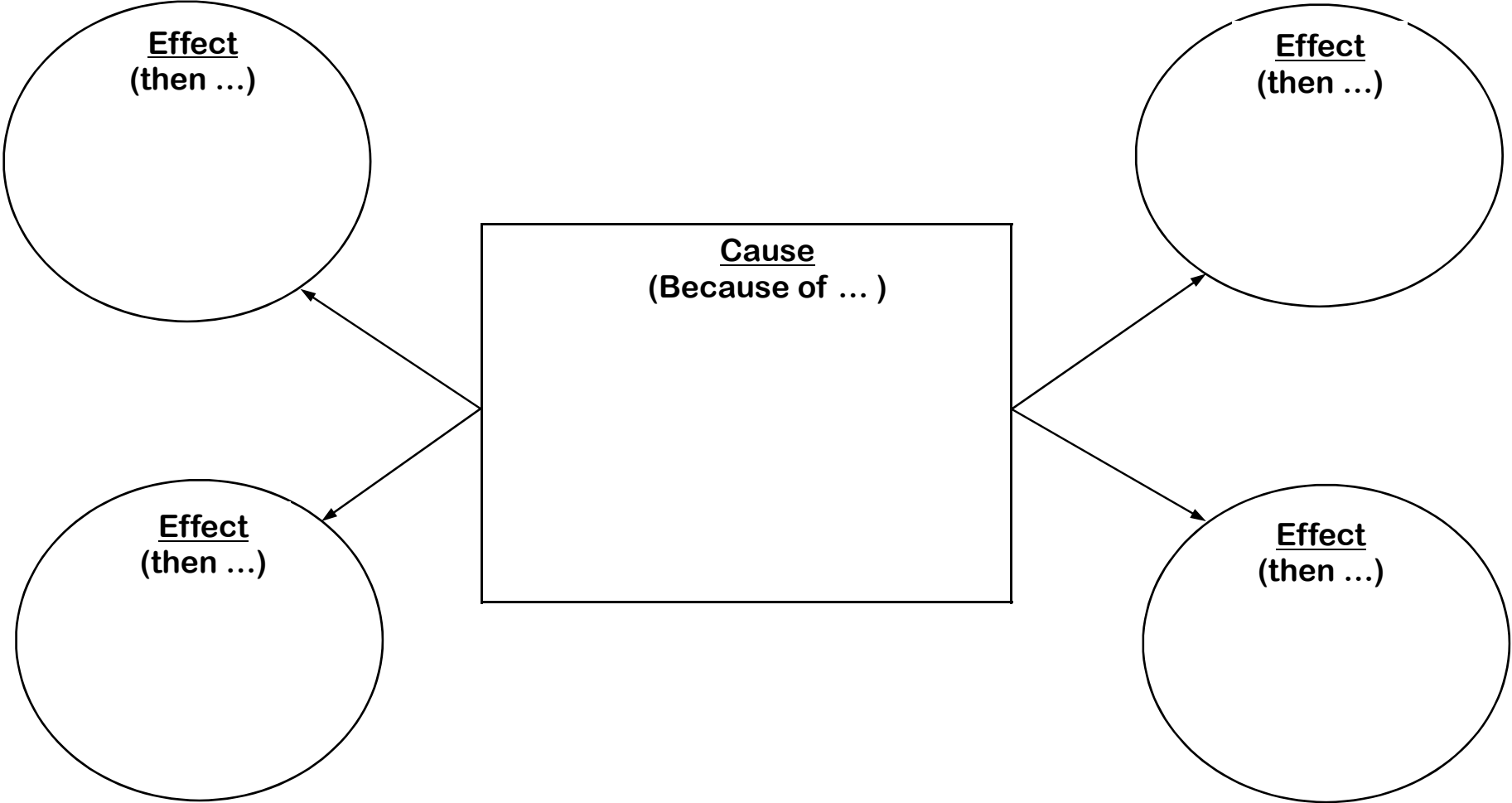
Use English/Language Arts Communications Scoring Guide (See Standards and Assessments Section VII.)

**GRAPHIC ORGANIZER**  
**CAUSE AND EFFECT**

Grade: 8

Page 4

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



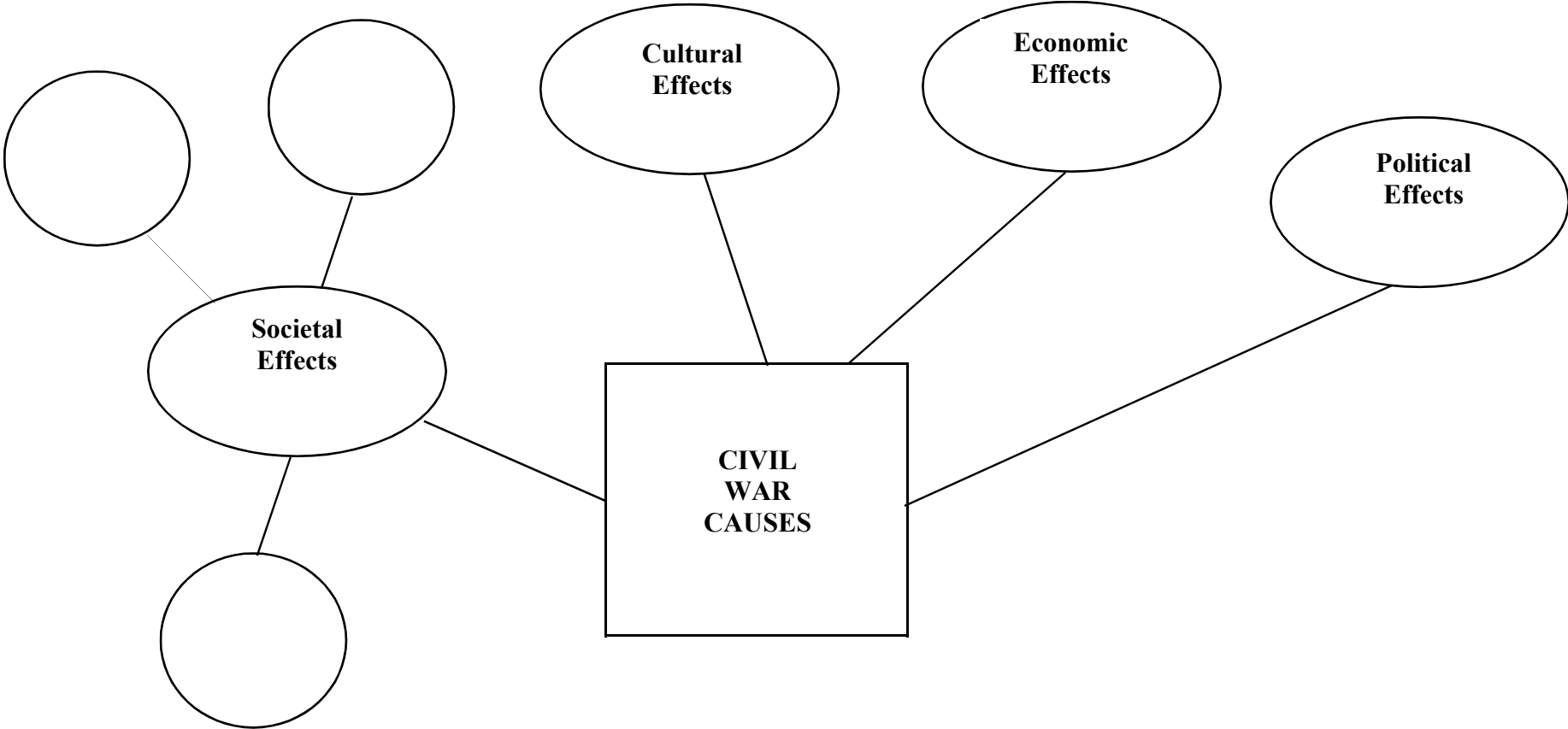
**GRAPHIC ORGANIZER**  
**CAUSE AND EFFECT**

Grade: 8

Page 5

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

**Cause and Effect Civil War**



GRAPHIC ORGANIZER  
**IMPACT OF WAR: CONSEQUENCES**

Grade: 8

Page 6

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

	CHANGES CAUSED BY EVENT	CHANGES OCCURRING CONCURRENTLY WITH EVENT	CHANGES AS A RESULT OF THE EVENT (CONTEMPORARY MANIFESTATIONS)
CIVIL WAR			
REVOLUTIONARY WAR			
EXPLORATION AND PATTERNS OF SETTLEMENT IN US			
DEVELOPMENT OF AGRICULTURE			

**IMPACT OF WAR**  
Social Science and English/Language Arts

Grade: 8

Page 7

**TAG NEEDS ADDRESSED**

<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</li> <li><input checked="" type="checkbox"/> Pursuit of Advanced Level Research</li> <li><input type="checkbox"/> Advanced Vocabulary Development</li> </ul>	<p><b>ACADEMICALLY TALENTED ENG/LA</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Advanced Critical Thinking in LA</li> <li><input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA</li> <li><input type="checkbox"/> Challenging LA Resources</li> <li><input type="checkbox"/> Creative Problem Solving Strategies in LA</li> <li><input type="checkbox"/> 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 LA 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 LA</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 Soc Science</li> <li><input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in Soc Science</li> <li><input checked="" type="checkbox"/> Challenging Soc Science Resources</li> <li><input type="checkbox"/> Creative Problem Solving Strategies in Soc Science</li> <li><input type="checkbox"/> Soc 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 Soc 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 Studies</li> </ul>	<p><b>CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Personal Management</li> <li><input checked="" type="checkbox"/> Problem Solving</li> <li><input 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><b>Social Science:</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>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p style="text-align: center;">Check TAG Identification category:   <input type="checkbox"/> Intellectual   <input type="checkbox"/> Academic Math   <input type="checkbox"/> Academic LA</p>				

\* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.