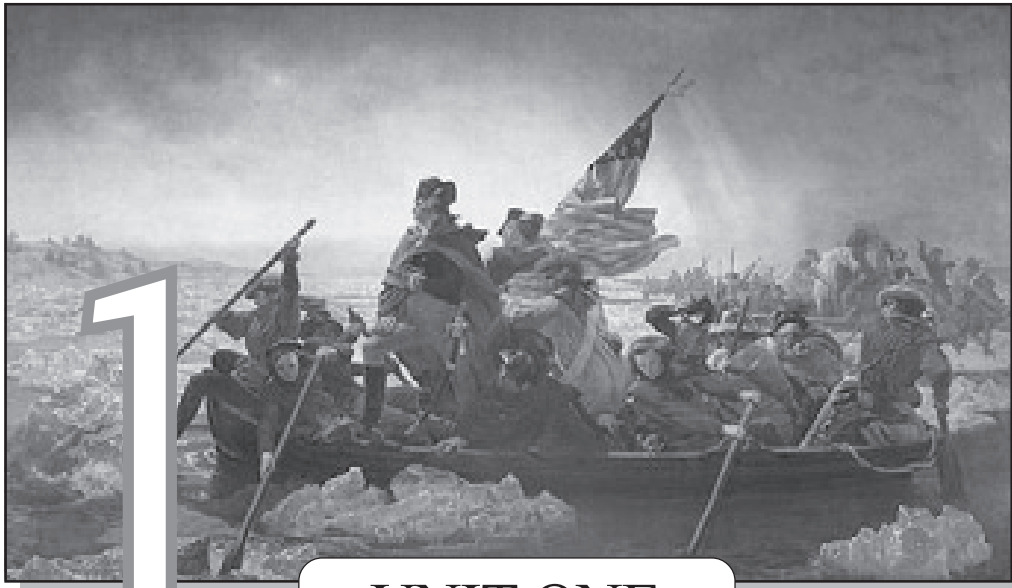


**SOCIAL STUDIES CURRICULUM
BASED ON MSDE STANDARDS AND GOALS**

Eighth Grade Social Studies



UNIT ONE

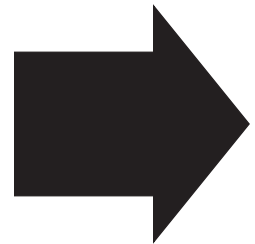
Democracy: Political System of the People 1763-1783



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THE POINT



On the cover: *George Washington Crossing the Delaware*, Oil on Canvass by Emanuel Gottlieb Leutze in 1851. Long noted for telling the story of one of the darkest times and most daring exploits of the Revolution, as well as the symbolism of the new nation crossing to an unknown shore. See the original at the Metropolitan Museum of Art, NY, NY or www.metmuseum.org

Introduction

This is the instructional guide for Unit One, eighth grade social studies. The guide is designed to show how to meet and exceed the state standards in a meaningful manner and allow time for individual teacher extension. As with all new curriculum, time for extension may only become available after the teacher has used the guide once or twice and familiarized him/herself with the material.

The guide is meant to be read through in its entirety well before teaching any of the lessons. Numerous preparations must be made and opportunities for scaffolding and extension planned.

Begin by reading the *Enduring Understanding and Essential Questions below.* Those two items encapsulate the whole idea or **WHY** of the unit. Why, as in “Why study this?” As you read through the guide you will see that the unit sequentially builds up to the ideas expressed in the Enduring Understanding. Next review the **WHAT** on page v; these are the MSDE Content Standards for this unit. These standards represent what MSDE wants students to be able to know and do. The MSDE standards that are specific to each lesson are restated at the beginning of each Lesson Sequence and session. The rest of the guide and what you do in the classroom is the **HOW**.

Why?

- Political systems are the people, practices, and institutions that use power to help make and enforce societal decisions. Governments are the formal decision making institutions created in a political system. In a democracy the political system reflects belief in a government that represents the people, protects individual rights, and helps determine the common good.
- Political systems are often evaluated by the success of the economic system. Dissatisfaction with the economic system may lead people to seek change in the political system.
- People may change political systems by working within the system or outside the system. However, when a political system won't change, people may try to abolish it and create a new system. This may cause violent conflicts.
- Historically, political systems have developed from authoritarian to more democratic. The American Revolution was based on Enlightenment ideas that rejected the divine right of kings in favor of a democratic political system.
- For more than 200 years the political system born of the Revolution has provided many means for change. The result has been a stable, yet flexible political system.

Possible Essential Questions

1. What is government supposed to do?
2. How is the economic system linked to the political system?
3. Why do people try to make change?
4. How can people create change?
5. What is the role of leadership during times of great change?
6. How can change sometimes lead to violent conflict?
7. Do violent conflicts achieve goals?

What?

MSDE Content Standards (5/19/00)

The student will be able to:

U.S. History

- sequence the escalation of tensions that led to the American Revolution [*MCPS indicator*].
- identify how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence [*MCPS indicator*].
- describe key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Thomas Paine [*MCPS indicator*].
- analyze views, lives, and contributions of people of the Revolutionary period [*MCPS indicator*].
- explain reasons why the colonies were able to defeat Britain [*MCPS indicator*].
- summarize the impact of the American Revolution on politics, the economy, and society.

Geography

- construct and interpret graphs, charts, databases, and thematic maps using map elements including a title, symbols, cardinal and intermediate directions, compass rose, border, longitude and latitude, legends/key and scale.
- explain interrelationships among physical and human characteristics that shape the identity of places.

Economics

- analyze how people and nations benefit from trade, including gains in consumption, production efficiency, and connections among nations using regional case studies.

Political Systems

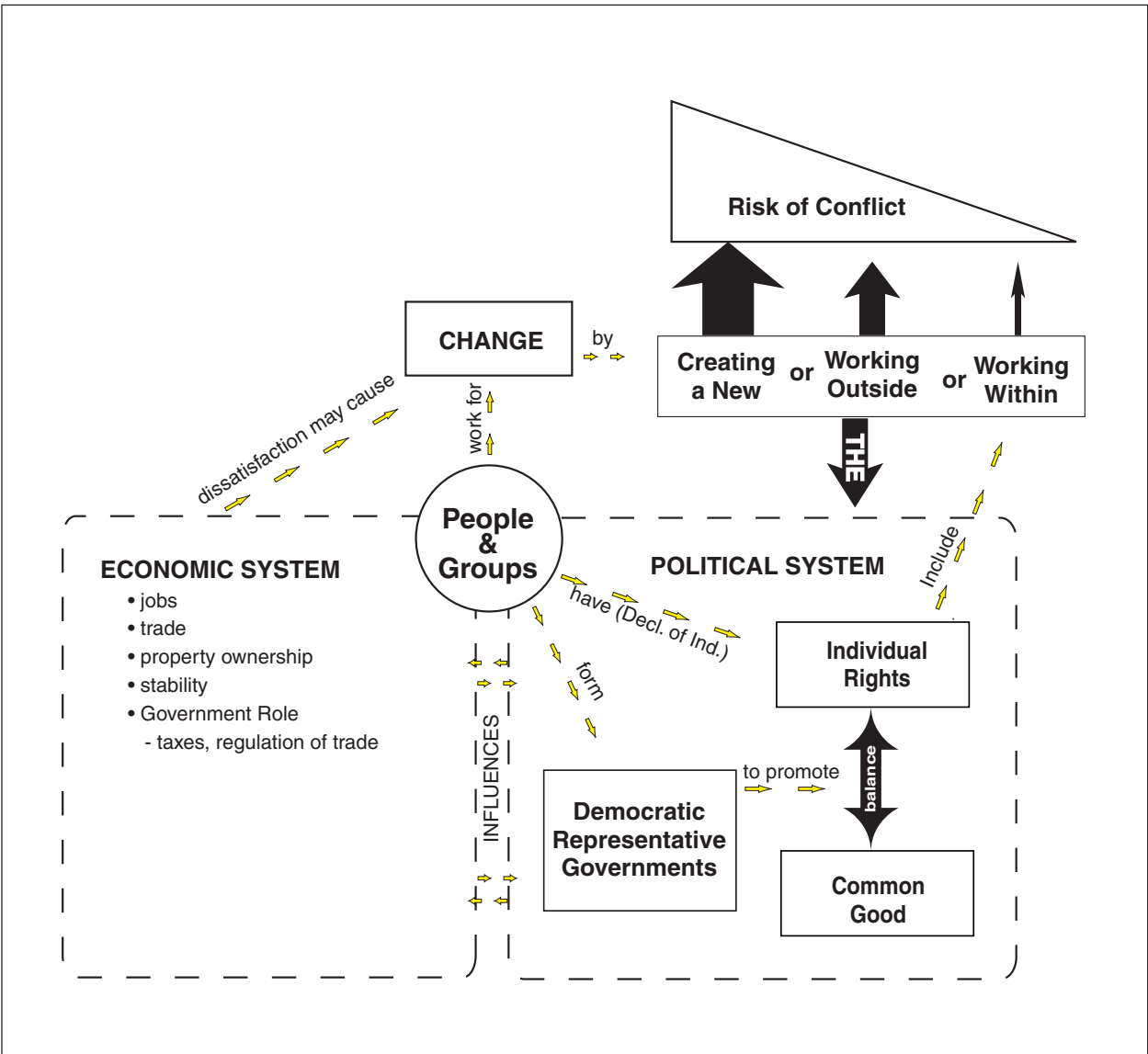
- analyze the relationships among maintaining order under the rule of law, protecting individual rights, and providing for the common good.
- explain the rights of individuals as expressed in the Declaration of Independence...
- explain how various groups provide opportunities for citizens to participate in the political process and ways in which individuals and groups can advance or impede political decisions.

Social Studies Skills

- construct various timelines of key events, people, and periods of the historical eras studied and explain how major events are related to each other.
- find, evaluate, and organize information specific to social studies disciplines by reading, asking questions, investigating and observing.
- find, interpret, evaluate, and organize primary and secondary sources of information including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, videotapes, journals, and government documents.

Concept Map

EIGHTH GRADE – UNIT ONE • DEMOCRACY: POLITICAL SYSTEM OF THE PEOPLE



History

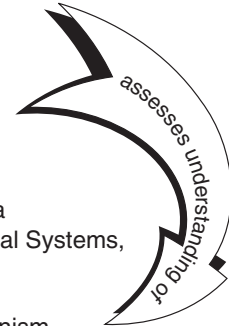
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Instructional Flow

EIGHTH GRADE – UNIT ONE • DEMOCRACY: POLITICAL SYSTEM OF THE PEOPLE

Pre-Assessment

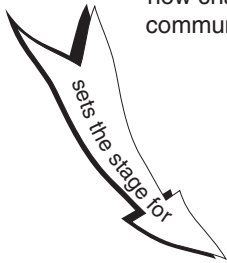
What do students know about political systems? Students read two perspectives on the leadership of a camp counselor and describe rights, responsibilities, and the purposes of government.



LS 1 What is a Political System? (Week and a half)

Building on the pre-assessment, students examine three methods for creating change in a political system. After reviewing and expanding their understanding of Principles of Political Systems, students track turning points of change in US History from 1775 to today. Students learn:

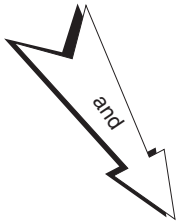
- the Principles for the unit.
- how change in US History has been shaped by the forces of nationalism, humanism, communication, industrialism, and democracy.



LS 2 The British Political System (two and a half weeks)

After creating mental maps of the Atlantic Rim in 1763, students learn about the varied reactions to the changing relationships inside the British political system. Students learn:

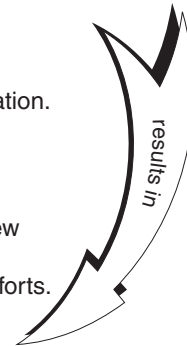
- location and characteristics of settlement around the Atlantic after 1763.
- economic, social, and political relationships among the colonies and Britain.
- changes in British colonial policy after 1763.
- reasons and reactions from Patriot, Loyalist, and neutral views of policies.
- colonists' methods of working to change the British political system.



LS 3 Beginning an American Political System (two weeks)

Students learn how colonial protests intensified and finally resulted in a declaration of independence, separating from the British political system. Through a historical investigation, students read primary sources to analyze the trigger events of Lexington Green. Students learn:

- key actions of Parliament and reactions of Patriots that escalated events towards a final break with Britain to create a new political system.
- primary documents provide historical perspectives, but may include conflicting accounts of the same event.
- role of key individuals and political thought in the development of the Declaration.



LS 4 Defending the American Political System (two weeks)

After learning how the American Revolution began, students examine how the newly established American political system attempted to unite diverse colonies in defense of the new nation. Students learn:

- the Articles of Confederation provided a weak political system that often hampered war efforts.
- strong leadership within the Continental Congress and the Continental Army were essential to the defeat of the British.
- how the assistance of key allies helped defend the new nation.
- the views and contributions of diverse individuals and groups during the war.

End of Unit Assessment