

Norton City Schools Standards-Based Social Studies Course of Study 2005

Eighth Grade: U.S. History 1607 to 1877

History		People in Societies	Geography	Economics	Government	Citizenship R & R
agricultural exchanges alliances appeals to Parliament Articles of Confederation assassination Bill of Rights abolitionists balance of power boycotts cabinet colonial assemblies colonization compromises conflict constitutions cultural exchanges declaration debate domestic problems economic opportunity Emancipation Proclamation enactment of black codes expedition Federalist / Anti-Federalist federal court system freedmen impeachment Intolerable Acts / act Ku Klux Klan Manifest Destiny multiple-tier time line national bank = Bank of the United States national security neutral colonists Northwest Ordinance perspectives petitions precedents	ratifying Reconstruction republic revenue secession states' rights slavery territorial expansion town meetings war debts *MEPCV <u>Suggested Voc. Can Apply to Other Standards</u> 2. causal factors charter middle passage proprietary colonies royal colonies triangular trade 3. protest Redcoats rebels rebellion Tories Yankees taxation without representation 7. bond inauguration nullification speculate 9. popular sovereignty sectionalism	discrimination diversity enslavement institutionalized discrimination institutionalized racism land acquisitions prejudice racism resistance stereotyping treaties *MEPCV <u>Suggested Voc.</u> 5. suffrage 6. diffusion of people / places / products / events interactions	immigration population distributions *MEPCV <u>Suggested Voc.</u> 1. assimilate global implications social development / mobility 2. displacement patterns of migration 3. Continental Divide expedition immigrant emigrate	distribution of productive resources endowment global trading / interdependence mercantilism regulation of economic activity tariffs trade barriers *MEPCV <u>Suggested Voc.</u> 1. blockade embargo market economy 2. act, import/export, global implications, mercantile policies, taxation without representation Triangular Trade 4. taxes 5. Industrial Revolution regulation	Articles of Confederation assembly bicameralism Bill of Rights - bill checks & balance United States Constitution: strict / loose interpretation counsel due process economic instability Enlightenment ideas equal protection federalism limit the power of government national bank natural rights petition political parties press provisions regulates representative democracy self-government separation of powers *MEPCV <u>Suggested Vocabulary</u> 1. taxation without representation 2. political ideas Democrat Republican 4. democratic delegated powers judicial review Preamble 5. amend / amendments 6. discrimination legal dissent 8. override pocket veto repeal veto	abolitionist civic life disenfranchisement franchise historical figures Indian removal jury political bodies voting *MEPCV <u>Suggested Voc.</u> 1. participatory patriotism point of view 4. popular sovereignty Study Skills and Methods era historical narrative position paper primary source secondary source MEPCV <u>Suggested Vocab.</u> advantage / disadvantage See the extensive number of Thinking Processes and Skills on the next page.
		<p align="center">Every student beginning Sept. 2004 will need alignment with the Standards, Benchmarks and Indicators for the OGT.</p> <p align="center">The first new 8th Grade Achievement Test will be given in March 2007.</p>				

The **Bolded Vocabulary** is to be assessed to show comprehension and mastery for the Indicators at this grade level. The additional *Suggested Vocabulary* is numbered to the corresponding Indicator for that Standard. The **Suggested Vocabulary** will support the required bolded vocabulary.

***(MEPCV) Maintain and Enhance Previous Content Vocabulary**

Previous Content Vocabulary is now enhanced to the current grade appropriate Indicators. You may find it **helpful to obtain** a copy of the previous Content Vocabulary found in your district's social studies standards-based course of study (e.g., Economics: **productive resources** - would have been previously mastered, and it is now maintained or enhanced at 8th Grade.)

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Eighth Grade: U.S. History 1607 to 1877

Stated Thinking Processes and Skills from the Indicators	“Explain” Impacts a Student’s Success	Universal Process for Historical or Daily Problem Solving Situations									
<p>compare: to determine how two things are alike and/or different; the common/critical attributes must be identified.</p> <p>Compare is involved in ALL of the following:</p> <p>analyze: to investigate by breaking it down so as to more clearly understand the impact to the situation</p> <p>examine: to study closely for details - to distinguish the common/critical attributes</p> <p>describe: to analyze into its parts but less detailed than explain</p> <p>evaluate: to weigh heavily on objective evidence; very factually based; must establish a set of criteria for the situation</p> <p>trace: to sequence a situation; to follow the development of a situation</p> <p align="center">- - - - -</p> <p>cause and effect: the relationship between the Cause = a reason / motive - the WHY Effect = the results or outcomes - the WHAT HAPPENED</p> <p>Cause and Effect require the analysis and evaluation of both the intended and unintended consequences of a problem and its solutions.</p> <p>Other Stated Verbs:</p> <table border="0"> <tr> <td>construct</td> <td>identify</td> <td>select</td> </tr> <tr> <td>discuss</td> <td>organize</td> <td>show</td> </tr> <tr> <td></td> <td></td> <td>write</td> </tr> </table>	construct	identify	select	discuss	organize	show			write	<p>Explain is the most frequently stated verb in short and extended response questions.</p> <p>Explain means to:</p> <ul style="list-style-type: none"> • make plain or clear; understandable • give reasons for. <p>Explain requires the application of prior knowledge.</p> <ul style="list-style-type: none"> • Students will need to communicate their responses with concise but complete information. • In order to do that, students must provide details and go beyond just a “telegram style response” that leaves the reader making too many inferences. • The written response must include sufficient quality information and proof. <p>Explain requires more details than describe. Explain is at the analysis level or above for problem solving.</p> <p>Technique Suggestion: Each time “explain” is given in a prompt, students must cross out the word and replace it with - Give Specific Details. This raises the <u>first</u> awareness of what is required.</p> <p>Note: The 8th Grade World History Standards include “explain” in 20 of the 42 Indicators.</p>	<p>Use a problem-solving/decision-making process which <u>includes</u>:</p> <ol style="list-style-type: none"> identifying a problem; gathering information; listing and considering options; considering advantages and disadvantages of options; choosing and implementing a solution; developing criteria for judging its effectiveness; evaluate the effectiveness of the solution. <p>This universal model is the basis for all problem solving and decision making. It is the foundations for learning each of the <i>Thinking Processes and Content Skills</i> to be applied in all the disciplines.</p> <p>PROP A Universal for Evaluating Evidence</p> <p>P = Is it a primary or secondary sources? R = If the source is a person, does he or she have a reason to lie? O = Are there other witnesses, statements, recordings, or evidence which report the same data, information or knowledge? P = Is it a public or private statement?</p> <p><small>O'Reilly, Kevin. <i>Evaluating Viewpoints in United States History</i>. Critical Thinking Books and Software, 1990.</small></p>
construct	identify	select									
discuss	organize	show									
		write									

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8th Grade Scope & Sequence - United States Studies from 1607 to 1877: Colonization Through Reconstruction

The historical sequence continues in the eighth grade with an in-depth study of the early years of our country. This study incorporates each of the seven standards into the chronology. While students are studying a particular historic event in the United States they also look at its geographic settings, economic implications, developments in government and the role of citizens.

Eighth Grade – History Standard

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p>Ohio Benchmarks Grades 6 - 8</p> <p>A. Interpret relationships between events shown on multiple-tier time lines.</p>	<p>Grade-Level Indicators</p> <p><u>Chronology</u></p> <p>1. Select events and construct a multiple-tier time line to show relationships among events. (Units: 2, 3, 7)</p> <p align="center">- - - - -</p> <p>Note:</p> <p>Every 8^h grade student <u>beginning Sept. 2004</u> will need alignment with the Standards, Benchmarks and Indicators for the OGT.</p> <p>8th Grade Standards begin with 1607 because:</p> <p>6th Grade Standards require the early North American river civilizations.</p> <p>7th Grade Standards require the Age of Exploration to North America.</p> <p>8th Grade Achievement Test: It is imperative that 8th graders be to causes of the Civil War by March 1.</p>	<p>Vocabulary/Strategies</p> <p>1. The multiple-tier time line can be added to every unit as time permits, however, a minimum of four units were designated.</p> <p>1. The entire 1607-1877 could be developed on a class time line with tiers for: significant individuals, significant historical events, major documents in U.S. history, inventions that impacted the eras, developments to the Constitution, etc.</p> <p align="center">- - - - -</p> <p>Note:</p> <p><u>Suggested ESC Units & Pacing Guide</u> (The <i>italicized number</i> at the end of each Indicator aligns to the corresponding suggested unit beginning 8th – 19.)</p> <p align="center">Universal - Enduring Idea</p> <p><u>There is an innate desire in humans to know and to be free.</u> Apply this universal to every Indicator. The universal idea directly links to the daily use of the Problem Solving Model on page 8th – 18.</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Eighth Grade — History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p>Ohio Benchmarks Grades 6 - 8</p> <p>D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries.</p>	<p>Grade-Level Indicators</p> <p><u>The First Global Age</u></p> <p>2. Describe the political, religious and economic aspects of North America including: (Unit: 1)</p> <ul style="list-style-type: none"> a. reasons for colonization, including religion, desire for land and economic opportunity; b. key differences among the Spanish, French and British colonies; c. interactions between American Indians and European settlers including the agricultural and cultural exchanges, alliances and conflicts; d. indentured servitude and the introduction and institutionalization of slavery; e. early representative governments and democratic practices that emerged, including town meetings and colonial assemblies; f. conflicts among colonial powers for control of North America. <p align="center">- - - - -</p> <p>Note:</p> <p>Resource: United Streaming Videos There are many video clips available to facilitate students listening for information at: http://www.unitedstreaming.com .</p> <p>Many Norton City Schools districts already participate, just ask your principal for a username and password.</p>	<p>Vocabulary/Strategies</p> <p>2. <u>Suggested Vocabulary</u>: causal factors, charter, middle passage, triangular trade</p> <p>2. Colonial Williamsburg Web site click on “Explore & Learn” http://www.history.org/</p> <p>2. Apply to People in Societies Indicators: 1, 2, 3, 4 Geography Indicators: 2, 3 Citizenship Indicator: 4 Economics Indicator: 2 Study Skills Indicator: 1</p> <p>2b. <u>Suggested Vocabulary</u>: charter, proprietary colonies, royal colonies</p> <p>2b. Stress Indian relations, colonial aspirations (gold, land, slaves) geographical area of each nation’s settlements.</p> <p>2d. On a wall map draw lines from Africa, Europe, America to visualize triangular trade Preview for excerpts from Hollywood films: <u>Amistad</u> or a middle passage portion of <u>Roots</u></p> <p>2d. Resource: Interact <u>American History Activators</u> program section: Middle Passage from Interact Publishing</p> <p>2e. Role play different interest groups and/or town meetings: British, French, Spanish, Native Americans</p> <p>2e. House of Burgesses should be stressed. Read a copy of the Fundamental Orders to class and discuss http://www.yale.edu/lawweb/avalon/order.htm Read and discuss Mayflower Compact http://www.yale.edu/lawweb/avalon/amerdoc/mayflower.htm</p> <p>2f. Assess the French and Indian War: Preview for excerpts from the Hollywood video <u>Last of the Mohicans</u></p> <p>Resources: Use <u>Scholastic Magazine</u> issue to supplement topics Use Williamsburg Field Trip Kits (Channels 25 & 49)</p>
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Eighth Grade — History Standard (continued)

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Ohio Benchmarks Grades 6 - 8	Grade-Level Indicators	Vocabulary/Strategies
<p>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives. (continued)</p>	<p><u>Revolution</u></p> <p>3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning: (Unit: 2)</p> <ol style="list-style-type: none"> a. the Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts; b. the Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament. <p>4. Explain the results of important developments of the American Revolution <u>including</u>: (Unit: 2)</p> <ol style="list-style-type: none"> a. a declaration of American independence; b. character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779; c. creation of state constitutions; d. impact on women, African-Americans and American Indians. 	<p>3. <u>Suggested Vocabulary</u>: protest, rebel, rebellion, Tories, Redcoats, Yankees, taxation without representation</p> <p>3. Debate issues of the war between Patriots & Loyalists. Preview for excerpts from the Hollywood movie <u>The Patriot</u>.</p> <p>3b. Stress various types of protest for example, compare Boston Massacre to Kent State shootings (government = king, students = colonists, national guard = British soldiers).</p> <p>3. Preview for excerpts from the "Ohio" by Crosby, Stills, Nash, and Young</p> <p>3. Use any picture book to show visual examples of each time period clothing, foods, medicines, homes, inventions, etc.</p> <p>4. Create Revolutionary War newspapers for various: battles, geography areas, etc. Create biography interview forums to develop reports about a Revolutionary War participant.</p> <p>4. Preview for excerpts from "The Declaration of Independence, a Living Blueprint for Democracy" published by Scholastic and distributed by Home Depot. Well-known actors read the historic document.</p> <p>4b. Locate Philadelphia, PA on a map Preview for excerpts from the video <u>April Morning</u></p> <p>3-4. Explain = cause and effect (See the graphic organizer page 8th – 6)</p> <p>3-4. Apply to People in Societies Indicators: 2, 3, 6 Economic Indicators: 1, 2, 3 Citizenship Indicators: 1a, 3a Government Indicator: 1 Study Skills Indicator: 1</p> <p>Literature Connections: See pages 340-41 for a list of literature selections for this time period</p> <p>Resources: <i>Decisions, Decisions - Revolution</i> a CD-Rom by Tom Snyder Software Call: 1-800-342-0236.</p> <p>Preview for excerpts from <u>Crossing an A & E</u> video depicting the Battle of Trenton <u>Schoolhouse Rock! - America Rock</u>: video including "No More Kings" (The Founding of America); "Fireworks" (The Declaration of Independence); "The Preamble" (The Constitution,) etc.</p>

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Eighth Grade — History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p>Ohio Benchmarks Grades 6 - 8</p> <p>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.</p>	<p>Grade-Level Indicators</p> <p><u>A New Nation</u></p> <p>5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including: (Unit 3)</p> <ul style="list-style-type: none"> a. maintaining national security; b. creating a stable economic system; c. dealing with war debts; d. collecting revenue; e. defining the authority of the central government. <p align="center">See Indicator 7.</p>	<p>Vocabulary/Strategies</p> <p>5. Show examples from the Articles of Confederation found at “100 Milestone Documents in American History” (1776-1948) http://www.ourdocuments.gov/ . Identify and the significance of the document to the formation of the new country.</p> <p>5. The Articles stressed a central government, and the people were beginning to consider, “But what about me? us?”</p> <p>5. Show other primary sources that influenced the Articles of Confederation such as the Magna Carta.</p> <p>5. Apply to People in Societies Indicator: 6 Economics Indicators: 1, 4, 5 Government Indicators: 2, 3, 4 Study Skills Indicators: 1, 3</p> <p>5e. Apply to Government Indicator: 4</p> <p>5. Explain = cause and effect</p> <table border="1" data-bbox="1255 1023 1976 1219"> <thead> <tr> <th>Cue Words for Cause:</th> <th>Cue Words for Effect:</th> </tr> </thead> <tbody> <tr> <td>caused</td> <td>as a result of</td> </tr> <tr> <td>due to</td> <td>outcome</td> </tr> <tr> <td>brought about</td> <td>therefore</td> </tr> <tr> <td>led to</td> <td>thus</td> </tr> <tr> <td>on account of</td> <td>so</td> </tr> <tr> <td>resulted in</td> <td></td> </tr> </tbody> </table> <p>5. Apply the Study Skills Problem Solving Model pg. 8th - 18. Sample lead questions such as:</p> <ul style="list-style-type: none"> - What caused the need for a new document to replace the Articles of Confederation? - Why was a central government necessary? - Is there a reasonable connection between the cause and the effect? <p>5. See page 8th – 23 for further details.</p>	Cue Words for Cause:	Cue Words for Effect:	caused	as a result of	due to	outcome	brought about	therefore	led to	thus	on account of	so	resulted in		
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<p>Cause and Effect</p> <table border="1" data-bbox="184 948 1041 1341"> <thead> <tr> <th>Cause (The Why)</th> <th>So</th> <th>Effect (What Happened)</th> </tr> </thead> <tbody> <tr> <td>the monarchy and Parliament dominated the colonial gov't.</td> <td align="center">→</td> <td>13 colonies reluctant to assign power to a national government</td> </tr> <tr> <td>the Articles of C. didn't specify tax issues</td> <td align="center">→</td> <td>Congress had no authority to regulate trade between the states</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>The conclusion is:</p>		Cause (The Why)	So	Effect (What Happened)	the monarchy and Parliament dominated the colonial gov't.	→	13 colonies reluctant to assign power to a national government	the Articles of C. didn't specify tax issues	→	Congress had no authority to regulate trade between the states							
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Eighth Grade — History Standard (continued)

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Ohio Benchmarks Grades 6 - 8	Grade-Level Indicators	Vocabulary/Strategies
<p>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U. S. Constitution. (continued)</p>	<p><u>A New Nation</u> - continued</p> <p>6. Explain the challenges in writing and ratifying the U.S. Constitution <u>including</u>: (Unit: 4)</p> <ul style="list-style-type: none"> a. issues debated during the convention resulting in compromises (<u>must include</u> the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade); b. the Federalist / Anti-Federalist debate; c. the debate over the Bill of Rights. <p>7. Describe the actions taken to build one country from 13 states <u>including</u>: (Unit: 4)</p> <ul style="list-style-type: none"> a. the precedents established by George Washington, including the cabinet and a two-term presidency; b. Alexander Hamilton’s actions to create a financially strong country, <u>including</u> the creation of a national bank; c. the establishment of an independent federal court system. 	<p>6. Compare and Contrast the New Jersey Plan and the Virginia Plan using a Venn Diagram page 202.</p> <p>6. Role Play or debate Federalist/Anti-Federalist</p> <p>6b. Use Federalist Papers to determine the debated issues and the various opinions. Use a Venn Diagram page 8th – 12</p> <p>6. Bill of Rights – Political Cartoons Create own Bill of Rights simulation using school rules, classroom rules, etc.</p> <p>6. Explain = analyze - compare</p> <p>6. Apply to Economic Indicators: 4 - Article of Confederation Government Indicators: 3, 4, 5, 6, 8 Citizenship Indicator: 4 Study Skills Indicators: 1, 3</p> <p>7. Contrast Organizer for Jefferson and Hamilton on the national bank.</p> <p>7. Topics such as: Judiciary Act; Whiskey Rebellion; Alien & Sedition Acts; Washington’s Farewell Address</p> <p>7. Political cartoons (beginning of the editorial format)</p> <p>7. Foreign Policy issues: Neutrality Proclamation; Jay’s Treaty; XYZ Affair</p> <p>7. <u>Suggested Vocabulary</u>: bond, inauguration, nullification, speculate</p> <p>7. Apply to Economic Indicator: 3 - trade barriers & tariffs Government Indicator: 2 Study Skills Indicators: 1, 3</p>
	<p>See Indicator 5.</p>	

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Eighth Grade — History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p>Ohio Benchmarks Grades 6 - 8</p> <p>G. Analyze the causes and consequences of the American Civil War.</p>	<p>Grade-Level Indicators</p> <p><u>(Pre)Civil War</u></p> <p>8. Describe and analyze the territorial expansion of the United States <u>including</u>: (Unit: 5)</p> <ul style="list-style-type: none"> a. Northwest Ordinance; b. the Louisiana Purchase and the Lewis and Clark expedition; c. westward movement including Manifest Destiny; d. the Texas War for Independence and the Mexican-American War. <p>9. Explain causes of the Civil War with emphasis on: (Unit: 6)</p> <ul style="list-style-type: none"> a. slavery; b. states' rights; c. the different economies of the North and South d. the extension of slavery into the territories, <u>including</u> the Dred Scott Decision and the Kansas-Nebraska Act; e. the abolitionist movement and the roles of Frederick Douglass and John Brown; f. the addition of new states to the Union and their impact on the balance of power in the Senate, <u>including</u> the Missouri Compromise and the Compromise of 1850; g. the emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860 and the South's secession. 	<p>Vocabulary/Strategies</p> <p>8. Apply to People in Societies Indicators: 3, 6 Geography Indicators: 1, 2, 3 Government Indicators: 5, 7 Economics Indicator: 5 Citizenship Indicator: 3b-c Study Skills Indicators: 1, 2</p> <p>Resource: Norton City Schools Historic 1800s Trunk with artifacts and lessons - Call 330-945-5600, ext. 1271 to schedule courier delivery to your district.</p> <p>9a. Connect the Fugitive Slave Act and the brewing attitude of abolitionists to the 13th Amendment.</p> <p>9b. <u>Suggested Vocabulary</u>: popular sovereignty, sectionalism</p> <p>9c. King Cotton concept of the agricultural south and the industrial north</p> <p>9e. Read excerpts from <u>Uncle Tom's Cabin</u></p> <p>9f. Create map of Pre-Civil War - North & South states</p> <p>9g. Confederate State of America: define, label states of Confederation vs. Union</p> <p>9. Preview for excerpts from the Confederation Constitution at http://www.yale.edu/lawweb/avalon/csa/csa.htm</p> <p>9. Explain the emergence of West Virginia as a state</p> <p>9. Apply to People in Societies Indicators: 2, 4 Geography Indicators: 1, 2, Government Indicators: 4, 5, 6 Economics Indicators: 1, 3, 5 Study Skills Indicators: 1, 3 Citizenship Indicators: 1b., 3d., 4</p> <p>Resource: <i>The Civil War</i> A simulation by Interact Publishing Company: http://www.TeachInteract.com</p>
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Eighth Grade — History Standard (continued)

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Ohio Benchmarks Grades 6 - 8	Grade-Level Indicators	Vocabulary/Strategies
<p>G. Analyze the causes and consequences of the American Civil War. (continued)</p>	<p><u>Civil War and Reconstruction</u></p> <p>10. Explain the course and consequences of the Civil War with emphasis on: (Unit: 7)</p> <ul style="list-style-type: none"> a. contributions of key individuals, <u>including</u> Abraham Lincoln, Robert E. Lee, and Ulysses S. Grant; b. the Emancipation Proclamation; c. the Battle of Gettysburg. <p>11. Analyze the consequences of Reconstruction with emphasis on: (Unit: 7)</p> <ul style="list-style-type: none"> a. President Lincoln’s assassination and the ensuing struggle for control of Reconstruction, <u>including</u> the impeachment of President Andrew Johnson; b. attempts to protect the rights of and enhance opportunities for the freedmen, <u>including</u> the basic provisions of the 13th, 14th and 15th Amendments to the U.S. Constitution; c. the Ku Klux Klan and the enactment of black codes. 	<p>10-11. Apply to People in Societies Indicators: 2, 6 Geography Indicators: 1, 2, 3 Economic Indicators: 1, 5 Government Indicator: 5 Citizenship Indicators: 1b, 3d-e, 4 Study Skills: 1, 2, 3</p> <p>10. Explain = cause and effect</p> <p>Resource: Preview for excerpts from Hollywood videos: <u>Gettysburg</u> or <u>Glory</u></p>

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Eighth Grade — People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

<p>Ohio Benchmarks Grades 6-8</p> <p>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.</p>	<p>Grade-Level Indicators</p> <p><u>Interaction</u></p> <ol style="list-style-type: none"> Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States. (Unit: 1) Describe and explain the social, economic and political effects of: (Units: 1, 2, 6, 7) <ol style="list-style-type: none"> stereotyping and prejudice; racism and discrimination; institutionalized racism and institutionalized discrimination. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition & Indian removal. (Units: 1, 2, 5) 	<p>Vocabulary/Strategies</p> <ol style="list-style-type: none"> Apply to History Indicator: 2 Explain = cause and effect <p>2a. Prejudice: an adverse opinion or judgment formed beforehand or without full knowledge or complete examination of the facts; a preconceived idea or preference.</p> <p>2b. Discrimination: unfair treatment of a person or group based on a variety of prejudices.</p> <p>2c. Institutionalized discrimination: unfair treatment of a group based on prejudice and carried out by governments, organizations, and companies that limit freedoms in political, economic, social, cultural or any other field of public life.</p> <p>2c. Institutionalized racism: the use of institutional policies, practices and / or procedures to withhold rights, privileges and opportunities from the race that is believed to be infer.</p> <ol style="list-style-type: none"> Apply to History Indicators: 2, 3, 8, 9, 10, 11 Apply to History Indicators: 2, 3, 4
<ol style="list-style-type: none"> Apply the Problem Solving Process to the universal idea: ... “There is an innate desire...” <ol style="list-style-type: none"> How does knowledge and freedom for American Indians apply to prejudice and discrimination in the 1800’s? (Identify the Problem - Freedom) Students must understand the meaning for each term. Gather examples of prejudice and/or discrimination of American Indians. (Gather Information) American Indians could sell their land to the Americans. Indians could concede land to American neighbors. They could fight the Americans. (List & Consider Options - Freedom) Identify the advantages and disadvantages of forcing the American Indians westward to reservations. Indians would lose their freedom to roam their original lands. Indians could move farther away from the Americans. If they agreed to move westward, would they be forced to move again? Fighting was the only way to stop the advancing Americans. (Advantages / Disadvantages - Freedom) Some Indians chose to fight the advancing Americans. (Choose a Solution) Develop a set of criteria to judge the success or failure of the situation. How many lives were lost on each side? Could either side successfully hold onto the ownership of the disputed land? Who did the U.S. army support? (Set Criteria: the Rubric) Evaluate the effectiveness of the solution. Indians were defeated and placed on reservations. (Ex: Trail of Tears) (Evaluate with the Rubric) 		

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Eighth Grade — People in Societies Standard (continued)

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Ohio Benchmarks Grades 6-8	Grade-Level Indicators	Vocabulary/Strategies
<p>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict. (continued)</p> <p>C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.</p>	<p><u>Interaction</u></p> <p>4. Analyze the economic, geographic, religious and political factors that contributed to: (Units: 1, 6)</p> <p style="padding-left: 40px;">a. the enslavement of Africans in North America;</p> <p style="padding-left: 40px;">b. resistance to slavery.</p> <p>5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights. (Unit: 4)</p> <p><u>Diffusion</u></p> <p>6. Explain how the diverse people of the United States developed a common national identity. (Units: 2, 3, 5, 7)</p>	<p>4a-b. Apply to History Indicator: 9</p> <p>Resource: Select excerpts from Hollywood video: <u>Roots</u></p> <p>5. <u>Suggested Vocabulary:</u> suffrage</p> <p>Resource: Preview for excerpts from Hollywood video: <u>Amistad</u></p> <p>6. Explain = cause and effect</p> <p>6. Apply to History Indicators: 3, 4, 5, 8, 10, 11</p> <p>6. <u>Suggested Vocabulary:</u> diffusion of people, places, products, events interaction</p>

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Eighth Grade — Geography Standard

Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

<p>Ohio Benchmarks Grades 6-8</p> <p>B. Define and identify regions using human and physical characteristics.</p> <p>C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment.</p> <p>D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.</p>	<p>Grade-Level Indicators</p> <p><u>Places and Regions</u></p> <p>1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics. (Units: 5, 6, 7)</p> <div data-bbox="478 597 1360 1026" data-label="Diagram"> <p>Venn Diagram: Compare & Contrast</p> <p>Conclusion: (It is essential for students to complete this final conclusion (Big Idea) from their graphic organizer.)</p> </div> <p><u>Human Environmental Interaction</u></p> <p>2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries. (Units: 1, 5, 6, 7)</p> <p><u>Movement</u></p> <p>3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States. (Units: 1, 2, 5, 7)</p>	<p>Vocabulary/Strategies</p> <p>1. Apply to History Indicators: 8, 9, 10, 11</p> <p>1. <u>Suggested Vocabulary:</u> assimilate global implications social development / mobility</p> <p>2. Apply to History Indicators: 2, 8, 9, 10, 11</p> <p>2. <u>Suggested Vocabulary:</u> displacement patterns of migration</p> <p>3. Explain = effects</p> <p>3. Apply to History Indicators: 2, 8, 10, 11</p> <p>3. <u>Suggested Vocabulary:</u> Continental Divide expedition; immigrant emigrate</p> <p>Resource: WebQuest based lessons/units at: http://webquest.sdsu.edu/</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Eighth Grade — Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

Ohio Benchmarks Grades 6-8	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Explain how the endowment and development of productive resources affect economic decisions and global interactions.</p> <p>B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.</p> <p>C. Identify connections between government policies and the economy.</p>	<p><u>Scarcity and Resource Allocation</u></p> <p>1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War. (Units: 2, 3, 6, 7)</p> <p><u>Markets</u></p> <p>2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries. (Units: 1, 2)</p> <p>3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War. (Units: 2, 6)</p> <p><u>Government and the Economy</u></p> <p>4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of the U.S. Constitution. (Unit: 3)</p> <p>5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy. (Units: 3, 5, 6, 7)</p>	<p>1. Productive resources: the resources used to make goods and services including natural resources, human resources & capital goods.</p> <p>1. Apply to History Indicators: 3, 4, 5, 7, 9, 10, 11</p> <p>1. Explain = cause and effect</p> <p>1. <u>Suggested Vocabulary:</u> blockade embargo, market economy</p> <p>2-3. Apply to History Indicators: 2, 3, 9</p> <p>2-3. <u>Suggested Vocabulary:</u> act global implications import / export mercantile policies taxation without representation Triangle Trade</p> <p>4. Apply to History Indicators: 5, 7</p> <p>4. <u>Suggested Vocabulary:</u> taxes</p> <p>3-5. Explain = cause and effect See the graphic organizer page 190</p> <p>5. Apply to History Indicators: 5, 7, 8, 9, 10, 11</p> <p>5. <u>Suggested Vocabulary:</u> Industrial Revolution, regulation</p>

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Eighth Grade – Government Standard

Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Ohio Benchmarks Grades 6-8	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Explain why people institute governments, how they influence governments and how governments interact with each other.</p> <p>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.</p>	<p><u>Role of Government</u></p> <ol style="list-style-type: none"> 1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas. (Unit: 2) 2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States <u>including</u>: (Unit: 3) <ol style="list-style-type: none"> a. payment of debt; b. establishment of a national bank; c. strict or loose interpretation of the Constitution; d. support for England or France. <p><u>Rules and Laws</u></p> <ol style="list-style-type: none"> 3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States: (Units: 3, 4) <ol style="list-style-type: none"> a. Shay’s Rebellion; b. economic instability; c. government under the Articles of Confederation. 4. Explain the political concepts expressed in the U.S. Constitution: (Unit: 4) <ol style="list-style-type: none"> a. representative democracy; b. federalism; c. bicameralism; d. separation of powers; e. checks and balance. (Unit: 3) 	<p>1. Natural Rights: a belief that individuals are naturally endowed with basic human rights that cannot be taken away or given up.</p> <ol style="list-style-type: none"> 1. <u>Suggested Vocabulary</u>: taxation without representation 2. Apply to History Indicators: 4, 5, 7 2. <u>Suggested Vocabulary</u>: political ideas 2c. Democrat, Republican 2-3. Explain = cause and effect 3. Apply to History Indicators: 5, 6, 7 4. Federalism: a form of political organization in which governmental power is divided between a central government and territorial subdivisions - under the U.S. Constitution, between the national and state governments. 4. Bicameralism: composed of two legislative chambers 4. Explain = analyze 4. Apply to History Indicators: 5, 6, 7, 9 4. <u>Suggested Vocabulary</u>: judicial review, Preamble <ol style="list-style-type: none"> 4a. democratic 4b. delegated powers <p>Resource: <u>Schoolhouse Rock! - America Rock</u> Disney video: “The Preamble”</p>

Norton City Schools Standards-Based Social Studies Course of Study 2005

Eighth Grade – Government Standard (continued)

Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

<p>Ohio Benchmarks Grades 6-8</p> <p>B. Explain how the Declaration of Independence, the United States Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy. (continued)</p>	<p>Grade-Level Indicators</p> <p><u>Rules and Laws</u> - continued</p> <p>5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security. (Units: 4, 5, 6, 7)</p> <p>6. Explain how specific provisions of the U.S. Constitution, <u>including the Bill of Rights, limit the powers</u> of government in order to protect the rights of individuals with emphasis on: (Unit: 4)</p> <p>a. freedom of religion, speech, press, assembly and petition;</p> <p>b. right to trial by jury and the right to counsel;</p> <p>c. due process and equal protection of the laws. (Unit: 6)</p> <p>7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States. (Unit: 5)</p> <p>8. Describe the process by which a bill becomes a law. (Unit: 4)</p>	<p>Vocabulary/Strategies</p> <p>5. Explain = analyze</p> <p>5. Apply to History Indicators: 6, 8, 9, 10, 11</p> <p>5. <u>Suggested Vocabulary</u>: amend, amendments</p> <p>6. Explain = analyze - compare</p> <p>6. Due process: the right of every citizen to be protected against arbitrary action by the government</p> <p>6. Apply to History Indicators: 6, 9</p> <p>6. <u>Suggested Vocabulary</u>: discrimination, legal dissent</p> <p>7. Explain = analyze</p> <p>7. Apply to History Indicator: 8</p> <p>8. Apply to History Indicator: 6</p> <p>8. <u>Suggested Vocabulary</u>: override repeal pocket veto veto</p> <p>Resources: Cobblestone Magazine Series: The Revolutionary War such as: <u>The Constitution of the United States</u> ISBN: 0382404084 or <u>British Loyalist in the Revolutionary Era</u> ISBN 0382403819</p> <p>Norton City Schools VHS tapes reserved at 330-945-5600 ext. 1276 or http://union.infohio.org/summit/ Videos such as <u>Almost Painless Branches of Government</u> (VO2096) includes simulations and assessments</p> <p>8. <u>Schoolhouse Rock!</u> - <u>America Rock</u> Disney video: "I'm Just a Bill"</p>												
<table border="1"> <tr> <td colspan="2" data-bbox="178 1079 850 1112">U.S. Constitution</td> <td colspan="2" data-bbox="850 1079 1207 1112">Name _____</td> </tr> <tr> <td data-bbox="178 1144 430 1380">Protects Rights</td> <td data-bbox="430 1144 672 1380">Regulates Use of Territories</td> <td data-bbox="672 1144 934 1380">Manages Conflict</td> <td data-bbox="934 1144 1197 1380">Establishes Order and Security</td> </tr> <tr> <td colspan="4" data-bbox="178 1388 1197 1453"> <p>Conclusion: (It is essential for students to complete this final conclusion from their graphic organizer.)</p> </td> </tr> </table>			U.S. Constitution		Name _____		Protects Rights	Regulates Use of Territories	Manages Conflict	Establishes Order and Security	<p>Conclusion: (It is essential for students to complete this final conclusion from their graphic organizer.)</p>			
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Eighth Grade – Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

<p>Ohio Benchmarks Grades 6-8</p> <p>A. Show the relationship between civic participation and attainment of civic and public goals.</p> <p>B. Identify historical origins that influenced the rights United States citizens have today.</p>	<p>Grade-Level Indicators</p> <p><u>Participation</u></p> <ol style="list-style-type: none"> 1. Show the relationship between participating in civic and political life and the attainment of individual and public goals <u>including</u>: <ol style="list-style-type: none"> a. the Sons of Liberty and Committees of Correspondence / American independence; (Unit: 2) b. the Underground Railroad and the abolitionist movement / abolition of slavery. (Units: 6, 7) 2. Explain how the opportunities for civic participation expanded during the first half of the 19th century <u>including</u>: (Units: 4, 7) <ol style="list-style-type: none"> a. nominating conventions; b. expansion of the franchise; c. active campaigning. <p><u>Rights and Responsibilities</u></p> <ol style="list-style-type: none"> 3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals <u>including</u>: <ol style="list-style-type: none"> a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner; (Unit: 2) b. state constitutional conventions and the disenfranchisement of free blacks; (Unit: 5) c. Jackson and his role in Indian removal; (Unit: 5) d. Frederick Douglass and the abolitionist movement; (Units: 6, 7) e. Elizabeth Cady Stanton and women’s rights. (Unit: 7) 	<p>Vocabulary/Strategies</p> <ol style="list-style-type: none"> 1. Students will need to compare and contrast their person life - civil life - and political life. 1b. Hale Farm Underground Railroad Program “The Fugitive Path” call 1-800-589-9703 1a. Apply to History Indicators: 3, 4 1b. Apply to History Indicators: 9, 10, 11 1. <u>Suggested Vocabulary</u>: participatory, patriotism, point of view <p>Resources;</p> <ol style="list-style-type: none"> 1a. Select passages from <u>Johnny Tremain</u> - Esther Forbes ISBN: 0440442500 <u>My Brother Sam is Dead</u> - James Lincoln ISBN: 059042792X 1b. Preview for excerpts from the History Channel video <u>The Underground Railroad</u> 2. Explain = analyze - compare 3a. Apply to History Indicators: 3, 4 3b-c. Apply to History Indicator: 8 3d. Apply to History Indicators: 9, 10, 11 3b. Disenfranchisement: to deprive a person of a right of citizenship <p>Resource: <u>The Age of Jackson</u> - video from Akron Public Library</p> <p>Literature Connections: a historic list in Addendum D</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Eighth Grade – Citizenship Rights and Responsibilities Standard (continued)

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Ohio Benchmarks Grades 6-8	Grade-Level Indicators	Vocabulary/Strategies
<p>B. Identify historical origins that influenced the rights United States citizens have today. (continued)</p>	<p><u>Rights and Responsibilities</u> - continued</p> <p>4. Show connections between the rights and responsibilities of citizenship <u>including</u>: (Units: 1, 6, 7)</p> <ul style="list-style-type: none"> a. voting and staying informed on issues; b. being tried by a jury and serving on juries; c. having rights and respecting the rights of others. 	<p>4. Apply to History Indicators: 2, 9, 10, 11</p> <p>4. <u>Suggested Vocabulary</u>: popular sovereignty</p>

Eighth Grade – Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

<p>Ohio Benchmarks Grades 6-8</p> <p>A. Analyze different perspectives on a topic obtained from a variety of sources.</p> <p>C. Present a position and support it with evidence and citation of sources.</p> <p>D. Work effectively in a group.</p>	<p>Universal: Applies to All Indicators <i>Grade-level indicators leading to the attainment of the Social Studies Skills and Methods Standard are listed at the grade level where they should be emphasized. Although indicators are not listed more than once, <u>it is understood that students will continue to develop skills at successive grade levels with increasingly more difficult content.</u> For example, kindergartners may compare a cellular telephone and an old-fashioned telephone while twelfth graders may compare the views of two candidates on a particular issue.</i></p> <p><u>Obtaining Information</u></p> <p>1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event. (Units: 1, 2, 3, 4, 5, 6, 7)</p> <div data-bbox="449 760 1289 1122" style="border: 1px solid black; padding: 5px;"> <p>Block Venn - Compare and Contrast</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">A</th> <th style="width: 33%;">Both A & B</th> <th style="width: 33%;">B</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Conclusion: (It is essential for students to complete this final conclusion (Big Idea) from their graphic organizer.)</p> </div> <p><u>Communicating Information</u></p> <p>2. Construct a historical narrative using primary and secondary sources. (Unit: 5)</p> <p>3. Write a position paper or give an oral presentation that includes citation of sources. (Units: 3, 4, 6)</p> <p><u>Problem Solving</u></p> <p>4. Organize and lead a discussion. (Units: 1, 2, 3, 4, 5, 6, 7)</p> <p>5. Identify ways to manage conflict within a group. (Units: 2, 3, 6)</p>	A	Both A & B	B													<p>Vocabulary/Strategies</p> <p>1. <u>Suggested Vocabulary:</u> advantage / disadvantage, evaluate</p> <p>2. Students are to create <u>original</u> historical narratives rather than just read and interpret primary and secondary sources.</p> <p>1-4. Apply Previous Skills and Vocabulary</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">credentials of sources</td> <td style="width: 33%;">5</td> <td style="width: 33%;">parts of the source</td> <td style="width: 33%;">3</td> </tr> <tr> <td>criteria for evaluating sources</td> <td>4</td> <td>primary & secondary sources</td> <td>4</td> </tr> <tr> <td>cross-references</td> <td>5</td> <td>relevant/irrelevant data</td> <td>6</td> </tr> <tr> <td>fact vs. opinion</td> <td>2</td> <td>relevant inferences</td> <td>5</td> </tr> <tr> <td>main idea/question</td> <td>1</td> <td>reliability of views</td> <td>6</td> </tr> <tr> <td>paraphrase</td> <td>5</td> <td>supporting facts</td> <td>5</td> </tr> </table> <p>Students will need experience with how to <u>set criteria</u> for making judgments.</p> <p>The Problem Solving sequence applies daily as students refer to the Universal - Enduring Idea: There is an innate desire in humans to know and to be free.</p> <p>As people face political, cultural, financial, and environmental problems, they seek answers to free themselves from these barriers. In an attempt to better their lives or to reduce their problems, people fight wars, design buildings, create inventions, change the land, etc.</p> <p>Problem Solving Process (Required)</p> <p>Use a problem-solving / decision-making process which <u>includes:</u> (Units: 1, 2, 3, 4, 5, 6, 7)</p> <ol style="list-style-type: none"> a. identifying a problem b. gathering information c. listing and considering options d. considering advantages & disadvantages of options e. choosing and implementing a solution f. developing criteria for judging its effectiveness g. evaluating the effectiveness of the solution. 	credentials of sources	5	parts of the source	3	criteria for evaluating sources	4	primary & secondary sources	4	cross-references	5	relevant/irrelevant data	6	fact vs. opinion	2	relevant inferences	5	main idea/question	1	reliability of views	6	paraphrase	5	supporting facts	5
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