

Cycle Standards and Objectives: Change (Year 2, Cycle 2)

Social Studies standards: <https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies/SSFfinalStandards01019.pdf.aspx?lang=en-US>

Standards addressed in this Cycle: (From page 27 of above document)

4. The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.

5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

6. Key events and significant figures in American history influenced the course and outcome of the American Revolution

Objectives: Students will analyze how slavery impacted the founding of our country

Students will analyze how change has been brought about historically

Students will create visual representations of America's physical changes during this time period using maps, graphs, and charts

Students will read and analyze primary source documents pertaining to slavery

Students will read and analyze primary source documents from Enlightenment philosophers

Students will apply ideas of Enlightenment to write a "Student's Declaration of Independence"

English Language Arts Standards: <https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/English-Language-Art/English-Language-Arts-Standards/ELA-Learning-Standards-2017.pdf.aspx?lang=en-US>

Standards Addressed in this Cycle:

RI.7.2 Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development.

RI.8.6 Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Establish a thesis statement to present an argument. b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument

Objectives: Students will read, analyze, summarize, and discuss various articles about Change in the form of Seminar

Students will read and analyze key founding documents for US History to determine author purpose, bias and evaluate strength of argument

Students will create a "Student's Declaration of Independence"

Students will write a persuasive letter to encourage change in an area of society that concerns them. Student letter will include thesis statement and follow a Claims, Evidence, Reasoning format

All Standards pulled from Ohio Department of Education