

U. S. History I

Unit I: Colonization (1607-1754)

Unit Overview	In North America, the movement of people, ideas, and goods molded a society consisting of diverse cultures, customs, and traditions.	
Maryland Social Studies Framework 6-8	See Document 0D	
Maryland U. S. History I Framework	See Document 0E	
MDCCRS Reading for History	See Document 0F	
MDCCRS Writing for History	See Document 0G	
College, Career, and Civic Life	See Document 0C	
GRRUDL Alignment	See Document 0A	
Compelling Question for Enduring Understanding		
How did the confluence of European, African, and Native cultures lead to conflict and change?		
Supporting Question #1	Supporting Question #2	Supporting Question #3
What are the tools of the historian?	What factors did early colonists face that contributed to hardship and death?	How did the outcome of the French and Indian War impact France, Britain, and the Native Americans in North America?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Sources	Sources	Sources
Summative Performance Task		

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Unit II: The American Revolution (1754-1776)

Unit Overview	There are numerous factors that compel an individual or a group of citizens to change or abolish the current system/government.	
Maryland Social Studies Framework 6-8	See Document 0D	
Maryland U. S. History I Framework	See Document 0E	
MDCCRS for Reading	See Document 0F	
MDCCRS for Writing	See Document 0G	
College, Career, and Civic Life	See Document 0C	
GRRUDL Alignment	See Document 0A	
Compelling Question for Enduring Understanding		
Were the American colonists justified in rebelling against British authority?		
Supporting Question #1	Supporting Question #2	Supporting Question #3
Is protesting an effective way to change government policy?	Who is to blame for firing the first shot which started an armed conflict between Britain and the American colonists?	How do both armies fare in regards to strengths and weaknesses in the American Revolution?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Sources	Sources	Sources
Summative Performance Task		

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Unit III: Founding of the New Government (1776-1787)

Unit Overview	Nations are constructed through compromise and conflict.	
Maryland Social Studies Framework 6-8	See Document 0D	
Maryland U. S. History I Framework	See Document 0E	
MDCCRS Reading for History	See Document 0F	
MDCCRS Writing for History	See Document 0G	
College, Career, and Civic Life	See Document 0C	
GRRUDL Alignment	See Document 0A	
Compelling Question for Enduring Understanding		
How does the Constitution reflect compromises, establish the five principles of government, and protect the rights of citizens?		
Supporting Question #1	Supporting Question #2	Supporting Question #3
How did compromise play a role in shaping the United States government?	How are the principles of the U.S. Constitution evident in the function of the government?	Does the Constitution protect the rights of American citizens?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Sources	Sources	Sources
Summative Performance Task		

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Unit IV: A New Nation (1787-1820)

Unit Overview	New nations experience success and failure in foreign and domestic affairs which shape their growth and development.	
Maryland Social Studies Framework 6-8	See Document 0D	
Maryland U. S. History I Framework	See Document 0E	
MDCCRS Reading for History	See Document 0F	
MDCCRS Writing for History	See Document 0G	
College, Career, and Civic Life	See Document 0C	
GRRUDL Alignment	See Document 0A	
Compelling Question for Enduring Understanding		
How did success and failure in foreign and domestic affairs shape the development of the United States?		
Supporting Question #1	Supporting Question #2	Supporting Question #3
How do governments respond to domestic and foreign challenges?	How did the Louisiana Purchase alter the young country?	How does war shape the national identity?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Sources	Sources	Sources
Summative Performance Task		

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Unit V: Geographic Expansion and Political Division (1820-1860)

Unit Overview	National unity can be challenged by political, social, and economic change.	
Maryland Social Studies Framework 6-8	See Document 0D	
Maryland U. S. History I Framework	See Document 0E	
MDCCRS Reading for History	See Document 0F	
MDCCRS Writing for History	See Document 0G	
College, Career, and Civic Life	See Document 0C	
GRRUDL Alignment	See Document 0A	
Compelling Question for Enduring Understanding		
How did geographic and economic growth, political shifts, and changing social structures lead to divisions within the United States?		
Supporting Question #1	Supporting Question #2	Supporting Question #3
Can an individual leader change the social, economic, and political life of a nation?	Do the benefits of territorial expansion outweigh the costs?	How can individuals and groups affect social change?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Sources	Sources	Sources
Summative Performance Task		

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Unit VI: Civil War and Reconstruction

Unit Overview	Society’s efforts to resolve deep political, economic, and social divisions, and efforts to rebuild society after conflict are met with both acceptance and resistance.	
Maryland Social Studies Framework 6-8	See Document 0D	
Maryland U. S. History I Framework	See Document 0E	
MDCCRS Reading for History	See Document 0F	
MDCCRS Writing for History	See Document 0G	
College, Career, and Civic Life	See Document 0C	
GRRUDL Alignment	See Document 0A	
Compelling Question for Enduring Understanding		
How effective was the United States in resolving the political, economic, and social issues that led to, and stemmed from, the Civil War?		
Supporting Question #1	Supporting Question #2	Supporting Question #3
What factors lead a country to civil war?	How does war impact and change society?	How does a nation reconcile past injustices?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Sources	Sources	Sources
Summative Performance Task		

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Unit VII: Growth of Industrial America (1850-1900)

Unit Overview	Economic growth destroys old means of production and replaces them with new ones.	
Maryland Social Studies Framework 6-8	See Document 0D	
Maryland U. S. History I Framework	See Document 0E	
MDCCRS Reading for History	See Document 0F	
MDCCRS Writing for History	See Document 0G	
College, Career, and Civic Life	See Document 0C	
GRRUDL Alignment	See Document 0A	
Compelling Question for Enduring Understanding		
How did industrialization, expansion, and technology influence political and social relationships in the United States?		
Supporting Question #1	Supporting Question #2	Supporting Question #3
Do the benefits of industrialization outweigh the costs?	How does geographic expansion challenge and support national unity?	What impact did advances in technology change have on American and the world?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Sources	Sources	Sources
Summative Performance Task		

GRRUDL LESSON PLAN TEMPLATE

SUBJECT: Click or tap here to enter text.

Unit: Click or tap here to enter text.

Learning Module: Click or tap here to enter text.

Maryland Social Studies Standards & Framework			
MDCCRS Reading for History			
MDCCRS Writing for History			
Compelling Statement/Enduring Understanding			
I will be able to...			
Content Purpose		Language Purpose	
Social Purpose			
I will...		I will...	
I will...		I will...	
GRRUDL – GRR Components Do Not Need to be Linear			
Focused Instruction Activity-1	Guided Instruction Activity-2	Collaborative Learning Activity-3	Independent Learning Activity-4
Teacher/Facilitator will model...	Scholars will...	Scholars will...	Scholars will independently...
Teacher will present Content, Language, and Social Purposes to scholars.			
UDL Alignment:	UDL Alignment:	UDL Alignment:	UDL Alignment:
Needed Resource(s)	Needed Resource(s)	Needed Resource(s)	Needed Resource(s)

Grade 8 – U. S. History I

Mini-Document Based Questions (DBQs)

- First Nine Weeks – Valley Forge
- Second Nine Weeks - The Alamo
- Third Nine Weeks - Mexican American War or The Gold Rush
- Fourth Nine Weeks - Gettysburg Address

Video

[What Students Say About the DBQ Project](#)